

King Athelstan Primary School Information Report

for parents of children with special educational needs or disability (SEND) September 2016

All Kingston maintained schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities. Schools are expected to ensure that all pupils, regardless of their specific needs, make the best possible progress. All schools are supported by the local authority to be as inclusive as possible, with the needs of pupils with a special educational needs and disability being met in a mainstream setting wherever possible, where families want this to happen.

What kinds of SEN are provided for at King Athelstan?

At King Athelstan we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

What are the school's admission arrangements for pupils with SEND

Admissions of pupils with SEND are considered on the same basis as those without SEND. The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan'
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King Athelstan welcomes pupils with a variety of additional needs.

What policies does King Athelstan have to identify children with SEN and assess their needs?

The school has an 'Inclusion and special educational needs and disability policy' which sets out in detail how children at the school are identified as having SEN and how their needs are assessed. A copy of this policy can be made available to parents/carers upon request.

What are the arrangements for consulting with parents/carers of children with SEN and involving them in their child's education?

All parents of pupils at King Athelstan are invited to discuss the progress of their children three times a year and receive a written report once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Who are the best people to talk to at King Athelstan about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Assistant Head for Inclusion/Special Educational Needs Co-ordinator (SENCo) - Mr Tim Holmes

Responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school;
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist etc;
- Maintaining the school's SEND register (a record of who all of the SEND pupils in this school are) and Provision Map (a record of what provision is being provided for each individual SEND pupil);
- Facilitating specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class teacher

Responsible for:

- Assessing the progress of your child and identifying, planning and facilitating any additional help your child may need (this could be things like targeted work, additional support) and letting the AHT Inclusion know about this as necessary;
- Ensuring that all support staff working with your child in their classroom are clear about the planned work/programme for your child, so they can achieve the best possible progress;
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher (Miss Emily Newton)

Responsible for:

- The day to day management of all aspects of the school, this includes overseeing the provision for children with SEND;
- Ensuring that all children's needs (including those of children with SEND) are met to the best of the school's ability;
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor (Mr John Cannon)

Responsible for:

- Making sure that the necessary provision is made for any child who attends the school who has SEND.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially;
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the AHT Inclusion and, if you feel that the matter has still not been resolved to your satisfaction, the Headteacher;
- If you are still not happy following discussions with all of the staff identified above you can speak to the school SEND Governor.

What support does King Athelstan have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used;
- The AHT Inclusion is available to meet with you to discuss your child's progress or any concerns/worries you may have;

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report;
- Homework will be adjusted as needed to your child's individual needs;
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

What are the arrangements for consulting young people with SEN and involving them in their education at King Athelstan?

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

What is the approach to teaching children with SEN at King Athelstan?

- Class Teachers are expected to plan lessons according to the specific needs of all groups of children in their class and aim to ensure that the needs of your child with SEND are met as fully as possible;
- Specially trained support staff can help adapt the teachers planning to support the needs of your child where necessary;
- Specific resources and strategies will be used to support your child individually and in groups;
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

What are the different types of support available for children with SEND at King Athelstan?

How does King Athelstan involve other outside agencies in meeting children's SEN and supporting their families?

Class teacher input via excellent targeted classroom teaching (also known as Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class;
- That all teaching is based on building on what your child already knows, can do and can understand;
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical 'hands on' learning;
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn.

All children in school are entitled to this as a part of the school's commitment to excellent day to day classroom practice.

Specific small group work

This type of support is available for identified children who have specific gaps in their understanding of a subject/area of learning.

This specific small group work, within what are called intervention groups in school, may be:

- Run in the classroom or outside;
- Run by a teacher, or most often a teaching assistant, who has had training to run these groups.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make more progress.

Specialist groups run by the school

The school runs a number of specialist intervention groups to support children with specific needs. These groups are as follows:

- Nurture groups - to support children with social/emotional needs and children who have issues with their 'readiness to learn';
- Read Write Inc. intervention groups (Key Stage 2 children) - to support children who need additional support with their reading (particularly their understanding of letters and sounds - phonics) and writing.
- Year group intervention groups (focusing primarily on developing children's maths and English skills and knowledge)
- Speech and language groups

For your child this would mean:

- He/she will engage in group sessions with a particular focus to help him/her to make more progress in a specific area of their development.

Specialist intervention by outside agencies

The school accesses specialist support from outside agencies to help understand, assess and provide for the needs of pupils who have specific or complex Special Educational Needs. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and school-based intervention groups.

Such specialist support may be from:

- Local Authority central services such as the Educational Psychology Service or services such as the Education Service for Sensory Impairment (for children with a hearing or visual need);
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/AHT Inclusion (or you will have raised concerns) as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups;

- You will be asked to come to a meeting to discuss your child's progress and to discuss the possibility of involving specialist outside agencies;
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or an Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with staff in school (and often directly with identified pupils) to help to try and understand a child's needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better;
 - Support to set better targets which will include their specific expertise;
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group;
 - Group or individual work with an outside professional.
- The school may suggest that your child needs some agreed individual support in school and will tell you how the support will be used and what strategies will be put in place.

Specified Individual support

This is usually provided via an Education Health and Care Plan (previously known as a Statement of Special Educational Needs). This means your child will have been identified by the class teacher/AHT Inclusion as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. This type of support is available for children whose learning needs are:

- Severe, complex and lifelong;
- Requiring significantly more support in school than the school can provide from within its own resources.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Educational Psychology Service;
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child;
- After the school have sent in the request to the Local Authority (with a lot of information about your child) they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support it is already providing along with the involvement of outside agencies;

- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need significantly more support in school to make good progress. If this is the case, an Education, Health and Care Plan (EHCP) will be drawn up. If this is not the case, they will ask the school to continue with the support it is already providing and also to set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the amount of additional top up funding your child will receive from the LA and will outline what support and strategies should be put in place. It will also have long and short term goals for your child. The additional funding may be used to support your child in whole class learning, run individual programmes or run small groups including your child.

How is extra support allocated to children with SEND?

- The school budget, received from Kingston Local Authority, includes money for supporting children with SEND;
- The Head Teacher and the school's Governors decide on the budget for Special Educational Needs and Disabilities on the basis of needs in the school;
- The Head Teacher and the AHT Inclusion discuss all the information they have about SEND in the school and decide what resources, training and support is needed;
- All resources, training and support are reviewed regularly and changes made as needed.

Directly funded by the school:

- Nurture Team (two members of staff full time);
- Inclusion Teacher (two part time members of staff);
- Teaching assistant with responsibility for occupational therapy assessments and intervention (part time);
- Family Support Worker (part time);
- TAMHS (Targeted Mental Health Service) Worker (part time);
- Independent Speech and Language Therapist ('bought in' as required);
- Additional Educational Psychologist input to provide a higher level of service to the school.

Paid for centrally by the Local Authority but delivered in school:

- Educational Psychology Service;
- Speech and Language Therapy Service (provided by Health but paid for by the Local Authority);
- Education Service for Sensory Impairment.

Provided and paid for by the Health Service but delivered in school:

- School Nurse.

How are the teachers at King Athelstan helped to work with children with SEND and what training do they have?

- The AHT Inclusion's role involves supporting the class teacher in planning for children with SEND;
- The school regularly reviews its support for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autistic Spectrum Disorder;
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Speech and Language Therapy Service.

What are the arrangements for assessing and reviewing children's progress towards outcomes at King Athelstan?

How is the effectiveness of the provision made for children and young people with SEN evaluated at King Athelstan?

- Your child's progress is continually monitored by his/her class teacher;
- Your child's attainment is assessed in school five times a year with a level being given to your child in reading, writing, and maths;
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels';
- His/her progress is reviewed formally five times a year at school Progress Meetings;
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed through Teacher Assessment in Year 2 and a combination of Teacher Assessment and use of Standard Assessment Tests (SATs) in Year 6. This is something the government requires all schools to do and are the results that are published nationally;
- The progress of children with a Statement of SEND/EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.
- Regular monitoring and review by the school's Inclusion Manager and the senior leadership team will focus on the effectiveness of provision that has been made for all pupils with SEND with changes in provision being made where necessary.

How are children with SEN enabled to engage in activities available with children in the school who do not have SEN?

The school has a strong ethos of Inclusion and children with children who have SEN or a disability being integrated and included fully in the life of the school alongside those without SEN or a disability. The school works with parents and carers and children themselves to identify possible barriers to inclusion and engagement and to consider ways in which these can be overcome and implement strategies to do this.

What support does King Athelstan have for improving children's emotional and social development?

- At King Athelstan we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching (e.g. class 'circle times' and PSHE lessons) and indirectly with every conversation adults have with pupils throughout the day.
- For some pupils with the most need for help in this area we also can provide the following:
 - Nurture Team support (through participation in a Nurture Group or through small group/1:1 work with members of the school's Nurture Team;
 - Time-out space for pupil to use when upset or agitated;
 - Internal referral to TAMHS;
 - External referral to CAMHs.
- Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

How is King Athelstan accessible to children with SEND?

- The ground floor of the main building and the outside classroom in Key Stage 1 is accessible to children with a physical disability with building work taking place this year to extend the school building and improve accessibility through the provision of a lift ;
- We ensure that equipment used is accessible to all children regardless of their needs;
- Before school provision (Breakfast Club) is accessible to all children including those with SEND;
- After school provision (provided currently by the YMCA) is accessible to all children including those with SEND;
- Extra-curricular activities are accessible for children with SEND.

What is the school's Accessibility Plan?

Increasing the extent to which disabled pupils can participate in the school curriculum

- Staff working with children with disabilities receive appropriate training and support to ensure children's access to the curriculum.
- Visual prompts and resources (including visual timetables) are used to facilitate access for all pupils.
- The school consults external partners to gain specialist advice on how to adapt resources for pupils with disabilities.
- The school seeks to ensure that modifications and risk assessments are made which enable all children with disabilities to take a full and active part in extracurricular activities and school trips.
- During 2016-17 the school will seek to develop the range of learning resources that are accessible for pupils with different disabilities in school. Subject co-ordinators will aim to regularly review resources in their curriculum areas to ensure they meet the needs of all pupils (including those with disabilities) within school.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- At present, the ground floor of the school is fully accessible to the children with physical disabilities.
- Downstairs corridors are accessible for frames and wheelchairs.
- During 2016-17 expansion of the school premises will include lift access to the upper floor of the school and improvements to the school's physical environment.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- The school has systems in place to improve the delivery of written information for disabled pupils. These include:
 - Recording information for pupils with learning difficulties or hearing impairments
 - Enlarging print for visually impaired
 - Simplifying language
 - Using picture symbol language for children with communication difficulties (Communicate In Print program)
- During 2016-17 the school will continue to review the resources available for children with disabilities in order to ensure delivery of written information.

What are the arrangements for supporting children in moving between phases of education at King Athelstan?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- When moving classes in school:
 - Information will be passed on to the new class teacher prior to your child starting in his/her new class and, in most cases, a planning meeting will take place with the new teacher;
 - If your child would be helped by specific resources to support them understand moving (e.g. a 'My New Class' book) then these will be organised by the school.
- In Year 6:
 - The AHT Inclusion will attend the Local Authority Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school;
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead;
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- If your child is moving child to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child;
 - We will make sure that all records about your child are passed on as soon as possible.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

The school aims to include and involve parents/carers of children with SEN as much as possible in the decision making around such pupils so as to try and ensure clear lines of communication about children's needs and the schools provision to meet these. Parents/carers of pupils with SEN can make a complaint following the school's complaint's procedure. Parents may also use the SEN Tribunal to appeal against Local Authority decisions on Statutory Assessments or statements.

Where is the local authority's local offer published?

The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

Local Offer website: www.afclocaloffer.org.uk

Email address for enquiries and feedback: sendlocaloffer@achievingforchildren.org.uk

Phone number for enquiries: 020 8547 4722

Other organisations

Parent carer forums are local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan, commission, deliver and monitor meet the needs of children and families. They also offer support and advice to families from a parent point of view.

SEND Family Voices (SFV) provides this service for Kingston and Richmond.

Phone: 07469 746145

Email: SENDFamilyVoices@outlook.com

Website: www.sendfamilyvoices.org

Independent Supporters

Independent Supporters can work with you and your child to ensure that your voices are heard. They offer a free, friendly, flexible service for families and young people. They offer support when:

- you have applied for an education, health and care plan (EHCP) for your child
- your child has a statement that is transferring to an EHCP.

They aim to do this by:

- supporting you to understand the legal framework underpinning the changes in SEN
- helping you think through and identify what the changes mean for you
- attending or supporting you at meetings with the local authority or school

The local organisations that provide this service are:

Independent Support Partnership

Phone: 020 8831 6076

Email: independent.support@richmondaid.org.uk

Website: www.raid.org.uk

KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS)

Phone: 020 8831 6179

Email: <mailto:richmondkingston@kids.org.uk>

Website: www.kids.org.uk

In addition to independent support, the Information, Advice and Support Service (SENDIASS) offers advice across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus:

- support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- information and signposting to support services in your area
- support with transition and preparing for adulthood
- support with and signposting to mediation
- advice and support on benefits

The Local Offer contains information on all the local organisations that can provide support and advice.