



Special Educational Needs & Disability Information Report

Responsible Person	Yvette Best, Assistant Headteacher
Dated	October 2016
Date of next review	October 2017

What kinds of special needs are provided for in this school?

At Madginford, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

How will my child be welcomed into the school?

We believe that every child is an individual, should be valued and have their needs met with equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Educational Needs and/or Disability, whatever these needs may be, so that each pupil can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Please also see our Admissions Policy on the website.

How will my child be supported to be part of the school?

The school **Inclusion Manager is Mrs Yvette Best** responsible for:

- Coordinating all the support for children with special educational needs or 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.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing 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.
- Monitoring the impact of policies and the effectiveness of provision in the school.

- Working with the Local Authority and External Consultants to implement and monitor our provision.

The **Headteacher** is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will delegate responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The **Class Teacher** is responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could include targeted work or additional support) and informing the SENCO as necessary.
- Writing children's Provision and Learning Maps and keeping them up to date.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help with specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The nominated **SEN Governors are Mrs Jo Considine and Mrs Kelly Barnett** responsible for:

- Ensuring that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

A Teaching Assistant may be allocated to a pupil with exceptional special educational needs and/or disabilities and play a very valuable role in your child's education.

Where can I find out what is available locally for my child, my family or myself?

Kent County Council has published its own Local Offer which can be accessed via their website at www.kent.gov.uk

What additional support is available for my child?

Play Therapy: Mrs S. Morris is a fully qualified Play therapist working 1:1 with children and also with their families.

How will teaching be adapted to meet the needs of my child?

All children receive class teacher input via good and outstanding classroom teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

What extra-curricular activities can my child participate in?

We make sure activities outside the classroom and school trips are available to all.

Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents and carers are invited to accompany their child on a school trip if this ensures access.

After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.

Health and safety audits will be conducted as and when appropriate.

How will my child be involved in their own learning?

Children are involved every day in their own learning. They are involved in the marking of their own and their classmates work. The children are encouraged to talk about their learning in pairs and small groups. Children's targets are discussed with them and they take ownership of them.

How will my child manage test?

All SEND children will have their tests needs met by determining which access arrangements best suit the needs of your child. This may include:

- Different test room
- Additional time
- Having a scribe
- The use of a computer

How accessible is your school?

The school is situated across two buildings Water block comprises of just one storey with some steps. Wheel Block comprises of a lower, ground and upper floor with steps leading to each; in both buildings, the ground floor is easily accessible.

Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.

Alternative coloured paper is available for pupils and staff with dyslexia.

For children who benefit from the use of electronic equipment to aid their learning, such equipment as laptops, iPads are readily available.

We have equipment and a room where children can experience different types of sensory stimulation; lights, sounds, touch.

Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use.

What skills do the staff have to meet my child's needs?

The SENCO's job is to support the class teacher in planning for children with SEND.

The school has a School Innovation Plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. The SEND Action plan details actions and timescales for the main objectives outlined in the School Innovation Plan.

We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How is behaviour managed?

Behaviour in school is based upon respecting others and their rights, motivation, self-esteem. Children must know what is expected of them, and why. They must be able to see good models of behaviour from all adults. To this end, the staffs of the school have agreed a common approach, working together to ensure good relationships between members of the school community. The approach is based on reward and reinforcement of good behaviour and attitudes.

How will I know how my child is doing?

At Madginford Primary School your child's progress is continually monitored by their Class Teacher, Inclusion Manager and the Leadership Team.

Their progress is reviewed every term and children are assessed using the attainment band of working below expected, working within age expected or working above age expected for reading, writing and numeracy.

If your child is in Year 1 and above, and is working at below age expected, a more sensitive assessment tool is used which shows their attainment in more detail and will show smaller but significant steps of progress. This assessment is called B-Squared and the measure is known as 'P' levels.

Children on the school SEND register will have their provision on a class or year group Provision Map. This has targets set for your child and will be reviewed each term.

The progress of children with a statement of SEND or EHC Plan is formally reviewed at an Annual Review with all adults involved in the child's education.

The Leadership Team and SENCO will also check that your child is making good progress with any individual work and in any group that they take part.

A range of ways will be used to keep you informed, which may include:

- Homework Diary and Reading Journals
- Parents evenings
- Additional meetings as required
- Reports

What happens if I am worried about my child?

If you tell us you think your child has SEND, we will discuss this with you and investigate. We will share with you what we find and agree with you what we do next, as well as what you can do to help your child.

How do you identify children who may have special needs and how do I get to know if my child has SEND?

At Madginford Primary School when children have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting.

If our staff think that your child has a SEND we will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty (what is happening and why) and meet with you to discuss further strategies and support.

What happens if my child does have SEND?

Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups:

- If your child has been identified as needing more specialist input in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will 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 Educational Psychologist. This will help the school and yourself understand your child's particular needs better.

How will it work?

Support for children with identified special needs starting at this school:

- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- The SENCO and/or your child's key worker may make a home visit or visit your child if they are attending another provision
- We may suggest adaptations to the settling in period to help your child to settle into school.

The specialist professional will work with your child to understand their 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 targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional, e.g. a social skills group or visiting the sensory room.
- A group or individual work with outside professional

What if I think my child needs more help than the school can provide?

If you or the school believe that your child needs more support than the current provision set in place either you or the School can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), 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 they are providing.

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 more support in school to make good progress. If this is the case they will write a Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

We will always use the advice of external agencies e.g. an Educational Psychologist to help develop and review each child's needs.

What if the Local Authority says “No”?

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

How will the school fund the support needed for my child?

The school budget, received from Kent Local Authority, includes money for supporting children with SEND.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The school can apply for additional funding in order to further support children with SEND. This has to be applied for via High Needs Funding.
- The Headteacher and the Inclusion Manager discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - deciding what resources, training and support is needed.
- All resources, training and support are reviewed regularly and changes

How will the school help my child to manage the transitions into the school, into a new class or on to a different school?

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.

If your child is moving to another school:

- We will contact the school SENCO and ensure that they 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.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- All Provision and Learning Maps will be shared with the new teacher.
- Depending on the needs of the child a visit to their new classroom can be provided to help them in their understanding of moving to a new class.

In Year 6:

- We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3 is smooth.
- Your child will have opportunities to learn 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 staff from the new school will visit your child in this school. This includes the SENCO who liaises with the class teacher and inclusion manager.

Where can I or my child get further help information and support?

There are a number of local and national services designed to support parents and carers on many SEND areas. Here are some of the popular services in Kent:

Information, Advice and Support, Kent (IASK): iask@kent.gov.uk

Parent Partnership Service: partnershipwithparents@kent.gov.uk

These services have been established to ensure that parents and carers of children with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents and carers write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process.