



## **Special Educational Needs and Disability - Summary St Keyna Primary School**

At St Keyna Primary School we work hard to ensure that all pupils achieve their potential in all areas of their learning and development. This booklet is a summary of how the school supports all of our pupils but particularly those with Special Educational Needs and/or Disability.



## Some of the terminology:

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| SENDCo                                      | Special Educational Needs and Disability Co-ordinator  |
| TA  | Teaching Assistant   |
| Education Health and Care Plan (EHCP)       | A statutory document that outlines child's significant needs and the outcomes they are working towards                               |
| PLP   | Personal Learning Plan   |
| CAMHS                                       | Children and Adolescent Mental Health Service  |
| MHST  | Mental Health Support Team   |
| Education Mental Health Practitioner (EMHP) | A person from the MHST who provides low intensity interventions to children with 'mild to moderate' presenting mental health issues. |
| Speech and Language Therapist (SALT)        | A person who assesses and provides therapy for speech, language and communication problems   |
| Occupational Therapist (OT)                 | a person who assesses physical conditions and motor skills, provides support and therapy to address these needs                      |
| Health Visitor (HV)                         | works with parent/carers of younger children to assess what support is needed  |
| Paediatrician                               | a doctor who looks at specific health issues, diseases and disorders related to children's stages of growth and development          |
| Educational Psychologist (EP)               | a person who can provide assessment and support around children's learning needs and possible barriers to learning                   |

## Contents

|   |     |
|---|-----|
| How does the school know if children need extra help?   | p 4 |
| What should I do if I think my child may have special educational needs?  | p 5 |
| How will St Keyna support my child?   | p 6 |
| How will the curriculum be matched to my child's needs?   | p 8 |
| How will both you and I know how my child is doing and how will you help me to support my child's learning?   | p 9 |
| What support will there be for my child's overall wellbeing?  | p10 |
| What specialist services and expertise are available at or accessed by the school?  | p12 |
| What training will the staff supporting children and young people with SEND have had or be having?  | p13 |
| How will my child be included in activities outside the classroom including school trips?   | p13 |
| How accessible is the school environment?   | p14 |
| How will the school prepare and support my child to transfer to a new school or to transfer to a new key stage or to a secondary school at the next stage of education? | p15 |
| How are the school's resources allocated and matched to children's/young people's special educational needs?  | p16 |
| How is the decision made about what type and how much support my child will receive?  | p17 |
| How are parent/carers involved in the school? How can I be involved?  | p18 |

## How does the school know if children need extra help?

- The progress and wellbeing of children at St Keyna Primary School is continually monitored through daily observations, marking and discussions between staff and with pupils.
- The School SENDCo (Special Educational Needs and Disability Co-ordinator), Mr Daniel Jones, speaks frequently to the class teachers about pupils' needs.
- In addition, we hold Pupil Progress Reviews at least 3 times a year, where any concerns about learning and progress are raised. These meetings are attended by the Headteacher, Mr Steve Gumm, and other members of the school Leadership Team.
- If we are concerned about your child's learning and progress, we will speak directly to you to discuss what we can do to support your child.



## What should I do if I think my child may have special educational needs?

- If you have any concerns about your child's learning, development or progress, speak first of all to your child's class teacher. Sometimes a short period of support can help and your child's teacher can, together with you, identify what support needs to be put in place.
- You can also ask to speak to Mr Jones (SENDCo).
- Your child's needs may also be more long term, and we may need to engage the advice of other professionals, such as a Speech and Language Therapist, Occupational Therapist, Health Visitor, Paediatrician or Educational Psychologist. These professionals can help by assessing what your child needs and how best to work together to support him or her.
- If you think this kind of advice is needed, you can speak to Mr Jones (SENDCo) so that referrals can be made. It may be appropriate to set up a meeting where the different professionals can meet with you.



## How will St Keyna support my child?

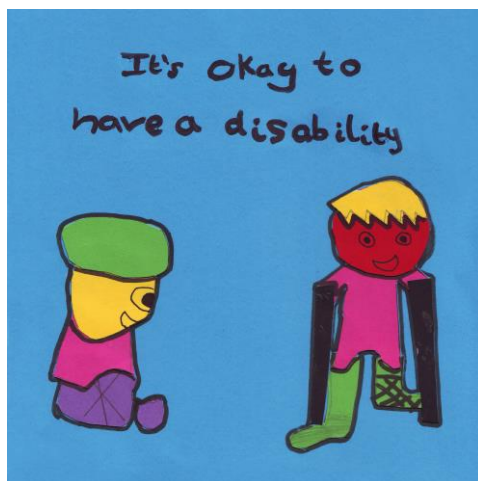
- If your child needs some specific support, a Personal Learning Plan (PLP) will be set up. This plan, which is set up with you, your child and your child's class teacher all contributing, will identify what your child needs in order to be supported and how he or she can be helped to achieve specific targets that are set to address his or her needs. These targets will take into account the advice of any other professionals who are involved with your child.
- Your child's class teacher and other school staff (Teaching Assistants) will work with your child to provide the support needed. The plan will explain who is working with your child and how often. Your child's class teacher will explain the plan to you and help you understand what is being done to support your child.
- Mr Jones (SENDCo) may be involved if his advice is needed or if your child's needs are complex.
- If a child's needs are complex, he or she may also need an Education Health and Care Plan. There are strict criteria for judging whether this is needed, and a request for Education Health and Care (EHC) Needs Assessment would need to be made to the Local Authority by the school. The decision to make such a request would be made with you and your child through regular meetings to discuss your child's needs, progress and education.
- Other professionals and school staff would be involved in making such a decision. Mr Jones (SENDCo) has the responsibility to gather the necessary evidence and complete the Local Authority's paperwork ready to submit a request for an EHC Needs Assessment.

- Mr Gumm (Headteacher) is responsible for monitoring and overseeing the work that is done by Mr Jones and class teachers, and the school Governors also have responsibility for ensuring that your child's needs are met appropriately. One member of the Governing Body takes specific responsibility for Special Educational Needs and/or Disability.
- Mr Jones and class teachers, under the direction of Mr Gumm, are responsible for monitoring the impact of any intervention support your child receives and for ensuring that it is effective and appropriate. Your child's class teacher also has a responsibility to ensure the right support is given and that it is effective. This is done through assessment, regular reviews with you and your child, and discussions with staff.



## How will the curriculum be matched to my child's needs?

- When we plan the learning experiences for children at St Keyna, we think carefully about the different needs the children have, and we endeavour to differentiate the activities or tasks so that children can experience challenge and success at a level that is right for their learning needs.
- The support detailed on a Personal Learning Plan will also make very specific exactly how your individual child needs to experience learning. This careful planning and good practice will mean that your child is able to engage effectively with learning activities and will be working at a level that is appropriate for him or her.





## How will both you and I know how my child is doing and how will you help me to support my child's learning?

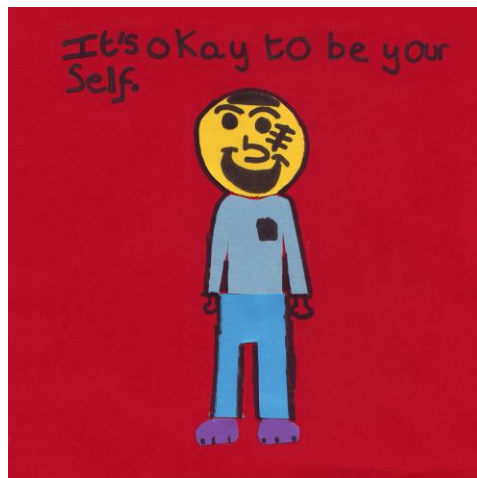
- You will receive a report at the end of the academic year and you will also have opportunities to meet with your child's class teacher and Mr Jones at formal Parents' Evenings. In addition to this, your child's class teacher will speak to you informally whenever needed, and we encourage you to come and talk to us if ever you need to. These meetings provide an opportunity to not only discuss your child's progress but to explain to you how your child's learning is planned for and carried out, and how you can help. We encourage children to participate in these meetings. The ways in which you can support your child will be discussed and may also be included on your child's Personal Learning Plan. We believe that children make the best progress when home and school work together.
- Your child's Personal Learning Plan will be reviewed at least three times a year and you will be invited to be a part of this process. Sometimes a formal meeting will be set up to do this, and at other times class teachers and teaching assistants working with your child will write up their reviews and ideas for future learning and these will be discussed with you – we record your views and a new plan is set up as a result of this process. The progress your child is making is monitored both as support is given and at the end of a period of support, with all those adults who may be working with your child providing feedback.
- Sometimes a child's needs are complex and it may be helpful to have a Home-School Communication Book set up so that communication between home and school can take place daily. This is a useful way of staying in touch and working together.

## What support will there be for my child's overall wellbeing?

- Your child's happiness and wellbeing is very important to us. Through the daily assessment of lessons and work, which is part of our good practice, your child's class teacher will be constantly be monitoring your child's needs. Many activities are planned which encourage the social and personal development of each child and also help them to relate positively to other children and to adults. We are particularly careful to be aware of the needs of children with Special Educational Needs and/or Disability and may include on their Personal Learning Plans strategies that are specifically aimed at developing confidence, self-esteem, enjoyment of learning, social communication, etc. Your child's class teacher will speak to you if he or she has any concerns or celebrations to share with you, and you are encouraged to tell us of anything you feel we need to know or provide support for.
- We follow the school's medicines policy, and will work with you to set up a medical Health Care Plan which is personal to your child and his or her needs if this is required. These plans detail a child's specific medical and health needs and set out the care that is needed. If particular training is needed for staff (e.g. in the care of a child with conditions such as severe allergies, Diabetes, Epilepsy) we ensure this is given and regularly updated.
- Good practice and thorough planning usually mean that any potential behaviour issues are avoided, but sometimes a child may need specific support to learn appropriate ways of behaving. The school has a clear behaviour policy which is consistently used. Our aim is to teach children to regulate their own behaviour through good role modelling, clear and consistent expectations

and positive praise, but if your child is finding this difficult, we will speak to you and may identify some specific strategies for helping your child learn expected ways to behave. We may need to include these strategies on a Personal Learning Plan.

- We try and find ways to involve children in reflecting on their learning and progress. Much of this is done day to day through conversations during and after learning activities. When children have Special Educational Needs and/or Disability we use 'One Page Profile' forms, which detail information about your child, and we use our observations, conversations with children and discussions with you, as a basis for the information that is included. These forms help everyone who works with your child to know his or her personal needs and how to provide the right support for him or her.



## What specialist services and expertise are available at or accessed by the school?

- The school has a long established ethos of working closely with other agencies and professional services to ensure children and their families are well supported. We work with Health Visitors, GPs and Paediatricians, Speech and Language Therapists, Occupational Therapists, School Nurse, Mental Health Support Team (MHST), Children and Adolescent Mental Health Service (CAMHS), Behaviour Support Specialists, Play Therapists, Educational Psychologists, Specialist Nurses (Diabetes, ADHD, Dermatology, etc), Social Care and Family Support Services and School's Sensory Service amongst others.
- We are well practised in multi-agency working and believe that a joined up approach provides the best support.
- Within the school, we have staff who are experienced and have had training in providing support for a range of needs, such as Speech and Language, Thrive, Play-based therapy, Nurture, and a range of interventions to support learning and personal development.



## **What training will the staff supporting children and young people with SEND have had or be having?**

- We take advantage of training opportunities to develop our skills further, and make every effort to learn how to support individual children's specific needs, using the training and advice offered by specialists. Staff members have recently been trained in managing the care of children with Diabetes Type 1, Epilepsy, Severe Allergies (Epipen), Theraplay, Sensory Processing, ADHD, Specific Learning Difficulties and Speech and Language Therapy.
- We are always looking at training needs, planning further training such as learning how to use Makaton, developing Speech and Language skills in the Early Years and supporting children with Autistic Spectrum Disorder.

## **How will my child be included in activities outside the classroom including school trips?**

- It is our aim to remove barriers so that all children are able to access the activities that are offered, whether in school or for special events such as trips and visits. We plan activities carefully and thoughtfully, identifying children with specific needs and ensuring that they will be able to access the learning and enjoyment that is being offered.
- We carry out risk assessments and ensure there are plans for potential health and safety needs. We work closely with parent/carers in planning for these events, and are always happy for parent/carers to accompany us and support their children if this is necessary.

## How accessible is the school environment?

- The school and Nursery are accessible to wheelchair users and those with mobility difficulties and we have a hearing loop. We always seek to find ways to improve our services for those with specific disabilities, and also seek the advice of specialist teachers working with children who have visual or auditory impairment if needed. There are accessible changing and toilet facilities in the building. School and Nursery documents are available for those requesting them in different formats such as Braille.
- We endeavour to support parent/carers and families for whom English is an additional language, sometimes engaging the support of other language speakers in the school community and seeking specialist interpretation support if needed.
- Resources and equipment for individual children with Special Educational Needs and/or Disability are provided on a needs basis, but we also seek to provide a wide range of learning and play resources that support the learning needs of our pupils with Special Educational Needs and/or Disability.



## **How will the school prepare and support my child to transfer to a new school or to transfer to a new key stage or to a secondary school at the next stage of education?**

- The school works closely with other schools to ensure children have a good transition should they need to move schools. If your child has an Education Health and Care Plan, Mr Jones will contact the SENDCo at your child's new school and pass on information about how your child has been supported.
- Transition to new classes and key stages is planned for in school through new class visits and sharing of information between staff, as well as a transition plan or booklet for those who find the move particularly challenging.
- We also work with local secondary schools and communicate with the staff there when children with Special Educational Needs and/or Disability are transferring to secondary school. Information is shared through meetings, telephone calls, visits and children's records and documents. We provide a programme of transition support for those children who need it at the point of transfer to secondary school.
- If your child has an Education Health and Care Plan, the SENDCo from your child's new school will be invited to the Year 6 Annual Review. We try to access specialist transition support for children who face particular challenges or who have Autistic Spectrum Disorder.

## How are the school's resources allocated and matched to children's/young people's special educational needs?

- The school budget, received from the Local Authority, includes money for supporting children with Special Educational Needs and/or Disability. The Headteacher decides how this will be spent, in consultation with the school governors, on the basis of needs of the children currently in the school. Both extra adult support (Teaching Assistants) and resources are bought with this budget.
- Resources are most often bought with the aim that they can be used to support the learning of a number of pupils. Pupils with more complex needs may receive additional funding which can be used to provide specific equipment relevant to their individual needs.





## How is the decision made about what type and how much support my child will receive?

- Decisions about the support your child will receive are made through discussions with you, your child's class teacher, Mr Jones, Mr Gumm and other relevant professionals. These discussions usually take place at review meetings, which are held regularly for children with complex needs, or at the planning and review meetings for Personal Learning Plans when you meet with your child's class teacher. Decisions will also be made as to whether further assessment is needed by other specialists, and the advice of specialist professionals will be used in deciding what support your child needs.
- Regular Pupil Progress Reviews are held to evaluate a child's progress, decide whether further or new support is needed and suggest ways in which this support is accessed. Where more support is needed, we will discuss the outcome of the progress review discussions with you and to agree a way forward.
- The impact of the support will be judged against the progress your child has made, and may also involve looking closely at what they can now do as a result of the support they have received.

## How are parent/carers involved in the school? How can I be involved?

- The school welcomes the involvement of parent/carers in their children's learning and development. We would like parent/carers to feel able to speak to staff about any concerns, successes or issues, and value the support you can offer.
- Many parent/carers enjoy helping out in the school as volunteers, and we would be very happy to talk to you about ways in which you might like to be involved.

