



SEN Information Report

Parents' Information

SEN information Report 2017

Introduction

All Lewisham Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The LA Local Offers for children and young people with SEND can be accessed via the council website or by contacting:

Special Educational Needs

Kaleidoscope Child Development Centre
32 Rushey Green
SE6 4JF

Tel: 020 3049 1475

Email: sen@lewisham.gov.uk

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. This is reviewed yearly.

What does Kender Primary School offer for children with Special Educational Needs and Disabilities?

At Kender Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs and Disabilities.

Please see appendix for more information about the Local Offer from Kender Primary School and how we can support your child.



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Question 1

Who are the people to talk to about SEND at Kender?

A) The Class Teacher who will:

- Check on the progress of your child and identify, plan and deliver any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENCo) know as necessary.
- Write Pupil Progress targets, which are shared and reviewed with parents at least once each term and plan for the next term.
- Deliver personalised learning opportunities for your child as identified.
- Ensure that the school's Special Educational Needs and Disabilities (SEND) Policy is followed in their classroom and for all the pupils they teach with SEND.
- Maintain the individual green SEND files.

B) The SENCO/Inclusion Leader: Debbie Ellison who will:

- Develop and review the school's SEND policy.
- Co-ordinate all the support for children with special educational needs or disabilities (SEND).
- Ensure that you as the parent are;
 - i) Involved in supporting your child's learning
 - ii) Kept informed about the support your child is getting
 - iii) Involved in reviewing how they are doing
- Liaise 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
- Update the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and make sure that records of your child's progress and needs are kept up to date.
- Provide specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensure the individual green SEND files are updated and all relevant information is included.
- Line manage and monitor the SEND Team; TAs who work with individuals or groups across the school.
- Collate information and write Education, Health Care Plans for children who may need a high additional level of support to access learning.

C) The Head teacher: Keith Barr who will:

- Lead in the day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Give responsibility to the SENCo and class teachers, but still be responsible for ensuring that your child's needs are met.
- Make sure that the Governing Body is kept up to date about issues relating to SEND.

D) The SEN Governor: Charlotte Condon who will:

- Make sure that the necessary support is given for any child with SEND who attends the school.
- Keep the Governing body informed about any SEND related issues or changes.

Please contact Kender Primary School on 020 7639 4654 if you would like to speak to the SENCo about SEND



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Question 2

What are the different types of SEND that are provided for at Kender?

Kender Primary School supports all children with SEND. We put support in place to meet the four areas of need

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health Difficulties**
4. **Sensory and Physical Needs.**

We are a communication friendly school and strive to ensure the school environment reflects this.

A number of staff are Makaton trained. Makaton is an alternative communication system that uses sign language and visual cues.

We work with the Autism Outreach team to support children with ASD.

We have a Speech and Language Therapist in school one day a week to support the children with speech, language and communication needs, and some staff have been trained to deliver speech and language interventions across the school.

We have a Therapist in school two days a week to support the emotional needs of all children.

We run friendship and social skill Groups to support the Social and Emotional needs of all children

We work with the local authority to bring in additional agencies (as listed below) to support children with SEND

- **Educational Psychologist**
- **Children and Adult Mental Health (CAMHS)**
- **Kaleidoscope**
- **Physiotherapist**
- **Occupational Therapist**
- **Specific Learning Team**

Question 3

What policies support our SEND children at Kender?

- Local Authority Offer
- Accessibility Plan
- Admission Policy (including admission for disabled pupils)
- [SEND Policy](#)
- SEND Transition Plan
- Child Protection and Safeguarding Policy



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Question 4

What are the arrangements for consulting parents with SEND children and involving them in the child's education?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Coordinator (SENCo).

The school SEN Governor can also be contacted for support.

Class Teachers and the SENCo are available for appointments during the school term as needed by a parent.

Parent and Teacher meetings once a term to discuss progress, dates are sent out in advance and put on the school website.

Question 5

What are the arrangements for consulting pupils with SEND and involving them in their education?

Pupils will be consulted, where appropriate, once a term prior to parents meetings when their targets are reviewed, their views and comments will be acknowledged on any plans.

The specialist support from outside agencies (i.e. Speech Therapist, Educational Psychologist and Therapist) will meet with the school and parents to share the reports and recommendations and pupils views will be gained during contact sessions.

Please also see question 4

Question 6

What are the arrangements for assessing and reviewing children's progress at Kender?

- Once a term the Headteacher, Class Teacher and SENCo will have a pupil progress meeting.
- The Class Teacher and Teaching Assistants meet regularly to discuss provision and progress.
- All Class Teachers conduct assessments once a term.
- Teachers will assess children on a daily/weekly basis.
- Provision/interventions for children are mapped on a Provision Map, which is reviewed each half term.
- Teachers will meet with parents once a term to discuss how the child is progressing towards any outcomes/targets.

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- Children with an EHCP plan will meet with the SENCo once a year to review how the child is progressing towards the outcomes /targets on the EHCP.
- Children's views on their progress will be recorded on their target sheets once a term.
- Class Teachers have a green file for children with SEND that is updated with samples of work at the end of each half term to show progress.

Question 7

What are the arrangements for Transitions between year groups and to a new school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. We will ensure that we take account of the personal outcomes for each individual child and where possible ensure that this reflects their ambitions and addresses their needs.

If your child is joining us from another school:

- The SENCo will make contact with their current setting and discuss any support that may be needed with the Foundation Stage Leader. Where possible a visit to the setting may also be arranged.
- If your child would be helped by a transition book or passport one will be made for them. These will have statements that inform the school about the child and have images of the new school and familiar adults to support them in understanding moving on.
- Where possible, your child will be able to visit our school and stay for a taster session.
- If needed your child will be offered a staggered start, which means they will start or finish the school day a different times to their peers until they are settled. This is reviewed weekly.
- If your child would be helped by having a social story about moving on, one will be made for them.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- If your child would be helped by having a social story about moving on, one will be made for them.

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.
- A provision map showing what support your child has will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- The Green SEN folder is passed to the next class teacher to ensure all the relevant information is shared.
- If your child would be helped by having a social story about moving on, one will be made for them.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting will be held with parents and the SENCo from the new school.
- Your child will participate in focused learning relating to 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 would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- If your child would be helped by having a social story about moving on, one will be made for them.

Question 8

What are the Teaching approaches used with SEND at Kender?

Class teacher input, via excellent targeted classroom teaching (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 built on what your child already knows can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like increasingly using more practical learning.
- That specific strategies (which may be suggested by the SENCo or other professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention, which may be run in the classroom or a group room, or run by a teacher or a teaching assistant (TA or HLTA).

Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCo or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with physical, hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS) or Speech and Language Therapy (SALT) Service.

What could happen?

- 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 Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.



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Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means, your child will have been identified by professionals, as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups

For your child this would mean

The school (or you) can request that Local Authority Services 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 request has been made to the 'Panel of Professionals' (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 current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support 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.

The EHC Plan will outline the number of hours of individual/small group 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.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Question 9

What adaptations are made to the curriculum and the learning environment for children with SEND at Kender?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt 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.

Work and activities will be differentiated according to individual's needs.



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Question 10

What expertise and training is available to the staff at Kender?

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

The school provides training and support to enable all staff to improve the teaching and learning for all children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.

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 Autism Outreach Team (Drumbeat) service.

All staff will work alongside these agencies and be involved in on the job training.

Question 11

How is the effectiveness of provision evaluated at Kender?

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally with the Headteacher and SENCo every term in reading, writing and numeracy. Progress is mapped using the Arbor data system.

If your child is in Reception or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps.

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 using Standard Assessment Tests (SATs). This is something the government requires all schools to do and is the results that are published nationally.

Where necessary, children will have a targets set by outside agencies specific to their needs. Targets will be designed to accelerate learning and close the gap so that children are working towards meeting the age related end of year curriculum expectations (where possible). Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

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

Regular book scrutinies and lesson observations will be carried out by the SENCo and other members of the Senior Leadership Team, to ensure that the needs of all children are met and that the quality of teaching and learning is high.



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Question 12

How do children at Kender engage with the activities that are available for all children?

At Kender provision is made for pupils with SEND to be included in all activities where possible so that they can engage with pupils who do not have SEND. Where adaptations are needed, a risk assessment is carried out if necessary, and strategies put in place so that engagement can be had by all children.

Please also see question 8 and 9

Question 13

How does Kender provide support for improving emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

The views of the children with SEND are recorded at review meetings, and they also have opportunities across the day to share any concerns with their Teacher and/or Teaching Assistant.

All classes follow a structured PSCHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult at Kender we offer:

- Children can be referred to a Learning Mentor or Therapist for support. Children are offered individual sessions that may last 6-12 weeks and are designed on a personal basis to help overcome individual difficulties.
- A 'Friendship' or Social Skills Group, run by our highly trained therapist. This can be a 6-10 week programme that supports the children's ability to maintain and develop social friendships
- Staff are on the playground during playtimes to support relationships and the Headteacher applies an open door policy and Deputy Headteacher for all children, especially in cases of suspected bullying.
- Lunchtime and playtime support through planned activities and groups.
- If your child still needs extra support, with your permission the SENCo will access further support through the CAF (Common Assessment Framework) process.



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Question 14

How does Kender involve outside agencies to support the parent, child and school?

School provision

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants and HLTAs working with either individual children or small groups.
- Intervention support in the form of writing and maths programmes as well as Sounds~Write, a phonic programme, delivered by a HLTA teaching in small groups or individual sessions, according to need.
- Teaching Assistants or HLTAs offering support for children with emotional and social development through our Friendship or Social Skills Groups.
- Speech and Language provision (school based).

Local Authority Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with physical, visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- School based therapist

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

Support for Parents

- SENCo – Debbie Ellison
- School Therapist – Nancy Secchi
- Contact a Family – 0808 808 3555
- Lewisham Parent Partnership Service (SENDIAT)
- The SEN Governor – Charlotte Condon

Where outside agency support is required, the SENCo will complete a Common Assessment Form (CAF) this is written with the parent in a meeting. It is with the parent's agreement that a referral is made.

Where a referral is made then a Delivery Plan will be created and followed by the designated Lead professional.



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Question 15

What arrangements are in place if I have any concerns about my child and their progress?

Please contact the School Office who will arrange a meeting with the Class teacher or SENCo.

If you feel that you would like your concerns to be addressed further then please arrange an appointment with the Headteacher or Deputy Headteacher.

Contact Details

Kender Primary School
Kender Street
London SE 14 5HQ

020 7639 4654

Headteacher
Keith Barr

Deputy Head & SENCo
Debbie Ellison

Chair of Governors
Sandra Adefiranye

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