



Kender Primary School Local Offer

Special Educational Needs and Disability (SEND)

Kender Primary school is an inclusive school and may offer the following range of provision to support children with SEND

Intervention
Provision to facilitate/support access to the curriculum/independent learning Kender has an ethos of Quality First Teaching. Teaching and learning is of a high standard and geared towards enabling all pupils to access a broad and rich curriculum to foster independent learning and develop life long skills. The class Teacher plans for and works with each child with SEND in their class to ensure that progress in every area is made. Work is differentiated to ensure pupils with SEND are able to access teaching and learning at their level, and children are given additional support when needed.
Access to a supportive environment The building is able to accommodate wheel chair access. There is IT facilities/equipment/resources, and a fully equipped ICT room with access to apple computers for individual or shared use. Pupils have access to I Pads to enhance learning and creativity, and ensure access to the curriculum for those with special educational needs. The school and classrooms operate communication friendly environments; the use of social story, timetables and visual aids that provide information and reminders for pupils. Children also have individualised visual etc when needed.
Strategies to support/develop literacy Children have access to quality first teaching and all work within the class is pitched at an appropriate level so that all children are able to access learning according to their specific needs. For children with SEND work is individually differentiated to ensure they can access learning and achieve in lessons. In lessons children with SEND can be either supported by the class teacher or teaching assistant during activities, individually or in small groups. They may also receive targeted support where they may work 1:1 or in small groups outside of the classroom. We use the Sounds~Write synthetic phonic programme to teach phonics, trained teachers deliver whole class teaching and teaching assistants work with individuals and small groups. Children with SEND needing phonic or additional literacy support will work with the HLTA from the Intervention Team.
Strategies to support/develop numeracy Children have access to quality first teaching and all work within the class is pitched at an appropriate level so that all children are able to access learning according to their specific needs. For children with SEND work is individually differentiated to ensure they can access learning and achieve in lessons. In lessons children with SEND can be either supported by the class teacher or teaching assistant during activities, individually or in small groups. Children have access to Mathletics a computer based maths programme that helps children to develop needed skills at their own pace. Children with SEND who are identified as needing extra maths support may work with the HLTA from the Intervention Team.
Strategies to support/modify behaviour As a school we have a very positive approach to all types of behaviour, which is supported by our positive behaviour policy, followed by all staff and children. We have core values that underpin our behaviour policy and ethos; these are regularly discussed in assemblies and used

as themes for circle time. We also have core whole school rules that underpin our behaviour policy and practice. Children identified with behaviour difficulties may receive support from the Learning Mentor who will help the child to set targets for improvement and provide help with developing strategies to manage behaviour choices. After any behaviour incident we encourage the child to reflect on their behaviour, with adult support, which helps them to identify why the incident happened and what the child could do differently to change or improve their behaviour choice. There is regular consultation and discussion with the school therapist who is trained in behavioural techniques and systems for a whole-school approach. The therapist provides advice and support to staff to help them consider individual needs and interventions and assists with reviewing teaching strategies that enable effective communication and management of children with challenging behaviour. The Head Teacher, Deputy Head and Senior Leadership Team (SLT) discuss all incidents and behaviour across the school at regular inclusion meetings, and advice or support may also be obtained from the Educational Psychologist Service. Parents are notified of serious incidents and are asked to attend a meeting with their child to discuss poor behaviour choices and how all parties can work together to encourage positive behaviour choices in the future. The school therapist also works with parents in individual or family sessions.

Social Skills Programmes

As a school we encourage all children to become active citizens and achieve high standards. Class teachers use circle time to discuss social issues and help children to develop strategies to support social skills. The Learning Mentor and school therapist run social skills groups for vulnerable children who may need this kind of support aimed at encouraging effective communication and development of the skills needed for effective school interaction and life.

Strategies to enhance self-esteem/promote emotional wellbeing

Kender is an inclusive school. We welcome and celebrate the diversity of our children; all staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding staff team who value all individuals. The class teachers have overall responsibility for the pastoral, medical and social care of every child in their class. If further support is needed the class teacher discusses this with the SENCo or Senior leadership Team who will give advice and support. The Inclusion SENCo will arrange any intervention, which may be from the Learning Mentor, school therapist or an external professional depending on the needs of the child. Support may be given through small group or 1:1 sessions depending on the needs of the child. The SENCo, SLT, Head Teacher and Deputy Head operate an open door policy where children can go to discuss any concerns or issues they may have.

Support/supervision at unstructured times of the day including personal care

At Kender teaching staff and teaching assistants supervise children at playtimes. At lunchtime mid-day meal supervisors who work in the canteen and the playground carry out supervision throughout lunch. Children are given every opportunity to engage with outdoor activities including ball games, table tennis, climbing frames, a play-pod, forest school and sensory area. Year 5 and 6 children are trained as playground buddies and sports leaders to help support children's play.

Strategies/programmes to support speech and language

Kender has a speech and language therapist that works in the school once a week. The SALT can promptly assesses language needs for children identified as having difficulties within this area. After assessment class teachers are provided with a report that gives recommendations and strategies to ensure children can effectively access the curriculum. The therapist also gives support and advice to teachers to help support teaching and learning and consistency of approach. A number of staff have been trained to deliver speech and language booster groups for children in nursery and KS1. Sessions for parents and carers are held to discuss speech and language acquisition and use. Children needing speech and language intervention will be seen by the therapist 1:1 or in small groups, depending on their level of

need. The therapist also helps staff to maintain a communication friendly environment.

Strategies/programmes to support Occupational Therapy/Physiotherapy needs

The SENCo will seek advice and support from therapists and professionals for children identified as needing this level of support. Children are referred to OTs and physiotherapists who will provide reports with recommendations and strategies that will enable children to successfully access the curriculum and/or school environment

Access to medical Interventions

Kender has a policy regarding the administration and managing of medicines on the school site. A register is kept of all children needing medication such as inhalers and Epi-pens and all staff are made aware of children needing these medications. All medication kept on site is locked in a secure place and can only be accessed by staff. Photographs with relevant information are placed in classrooms, the dining hall and staffroom to ensure anyone on site can recognise children with medical needs. Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day, arrangements will be made with parents or carers and a medical care-plan put in place to enable staff to give any medication other than inhalers or Epi-pen. The Pupil Welfare Officer oversees the maintenance of the medical register and the up dating of inhalers and Epi-pens. All staff are first aid trained are kept informed of conditions or medication affecting individual children to ensure they are able to manage medical situations. Staff are also trained to give Epi-pens when needed. The SENCo can make a referral to the school nurse for any medical conditions affecting a child's progress or well-being.

Staffing arrangements to promote access (building, curriculum; information)

Kender is a two-form entry school for Reception, years 1, 3, 4, 5 and 6, with three forms for year 2. Each class has a qualified teacher and at least one teaching assistant. There is an Intervention team comprising of: HLTA, TAs, School Therapist, Learning Mentor, and Speech and Language Therapist overseen by the SENCo. The school Business Manager is responsible for overseeing the school's administration and pupil intake. Prospective parents and children are encouraged to visit the school prior to starting where they have the opportunity to meet staff and have a tour of the school. Parents and children are invited to an induction meeting at which all the relevant information is taken and information about the school given. This meeting is carried out by either the school business Manager or SENCo for children with SEND. A 'meet the teacher' meeting is held at the start of the Year to provide an opportunity for parents and carers to discuss the coming year with the class teacher, this includes teaching and learning expectations and sharing of the timetables and lesson requirements i.e. PE kits. We have a weekly newsletter that gives up to date information about the week including attendance and punctuality figures. Our web site is regularly up dated to include weekly news and events and all classes have twitter accounts.

Planning and assessment

The planning of teaching and learning within the class is the responsibility of the class teacher. These are monitored by the Assistant Heads to ensure quality first teaching and progression in learning experiences. Learning and assessment are regularly discussed at phase team meetings. Teacher's plans will indicate how children with SEND will be taught and supported during learning. Children's progress in learning is measured against age related expectations using Arbor a curriculum based tracking system. Class teachers continually assess each child and note areas where they are making improvements or where they may need further support. As a school, we track children's progress from entry to Reception through to Year 6, using a variety of methods including teacher assessment, and reading and phonic assessments. Children not making expected progress are highlighted at Pupil Progress Meetings with the class teacher SENCo and/or the Head and Deputy Head. At this meeting children experiencing difficulty with learning are discussed and what support can be given to aid their progression. If a child is identified as having difficulties during these meetings parents are informed. If a child

receives SEND provision and support this is reviewed and may be adapted if they are not making expected progress.

Engagement with parents/carers

Kender operates an open door policy where parents are welcome to make an appointment to meet with either the class teacher or SENCo to find out how their child is progressing. We believe that a child's education should be a partnership between parents and teachers; therefore we keep communication channels open and communicate regularly. The class teacher will meet with parents at least on a termly basis (this could be part of Parent's evening) to discuss their child's needs, support and progress. The SENCo meets with parents of children with SEND on a termly basis to discuss support and provision. Parents of child with an Education, Health and Care Plan also meet with SENCo termly to discuss provision, support and progress, a representative from the local authority SEND Team may also attend.

Liaison/Communication with Professionals

Kender works closely with any external agencies and professionals that are relevant to individual children's needs within the school, this includes; specific learning difficulties practitioners, educational psychologists, speech and language therapists, school nurse, occupational therapists, clinical psychologists, social workers and behaviour intervention or CAMHS practitioners. The SENCo is responsible for liaising with all external agencies and professionals and for providing all relevant information, as well as communicating with the local authority SEND Team for children with Education, Health Care Plans.

Arrangements for special expertise in school

Apart from pupil progress meetings, children causing concern or having difficulties can be referred to the SENCo at any time during the school year. The SENCo will assess the needs of the child and make a decision as to what support the child may need or make a referral to an external professional if needed. Kender has an Intervention Team that comprises of Higher Level Teaching Assistants (HLTAs), SEND Teaching Assistants, Learning Mentor, School Therapist and a Speech and Language Therapist.

Arrangements for specialist expertise from outside school

The SENCo is responsible for arranging special expertise in school. This takes place once a child has been identified as needing support in any area of their development or progress. This may mean children work with professionals from external agencies such as; speech and language therapist, occupational therapists, school nurse, clinical or educational psychologists, behaviour intervention and specialist ASD professionals. Children with an Education, Health Care Plan may also have input from the local authority SEND Team or other specified professionals or agencies. Children needing this level of support will be referred to the appropriate service using the common assessment framework form (CAF)

Monitoring and evaluating impact of the 'additional and different' arrangements – progress and outcomes for pupils with SEN

Kender operates a graduated approach to providing support for children identified as needing additional support. The SENCo is responsible for the monitoring and evaluating of additional arrangements for supporting SEND pupils. They are accountable to Senior Management who also monitors impact of teaching and progression in learning for children with SEND across the school.

NB: The provision contained within this offer is subject to change

Review: September 2017