Davington Primary School

Special Educational Needs and Disabilities (SEND) Information Report

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Inclusion Lead/SENCO: Mrs J Austin

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Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:

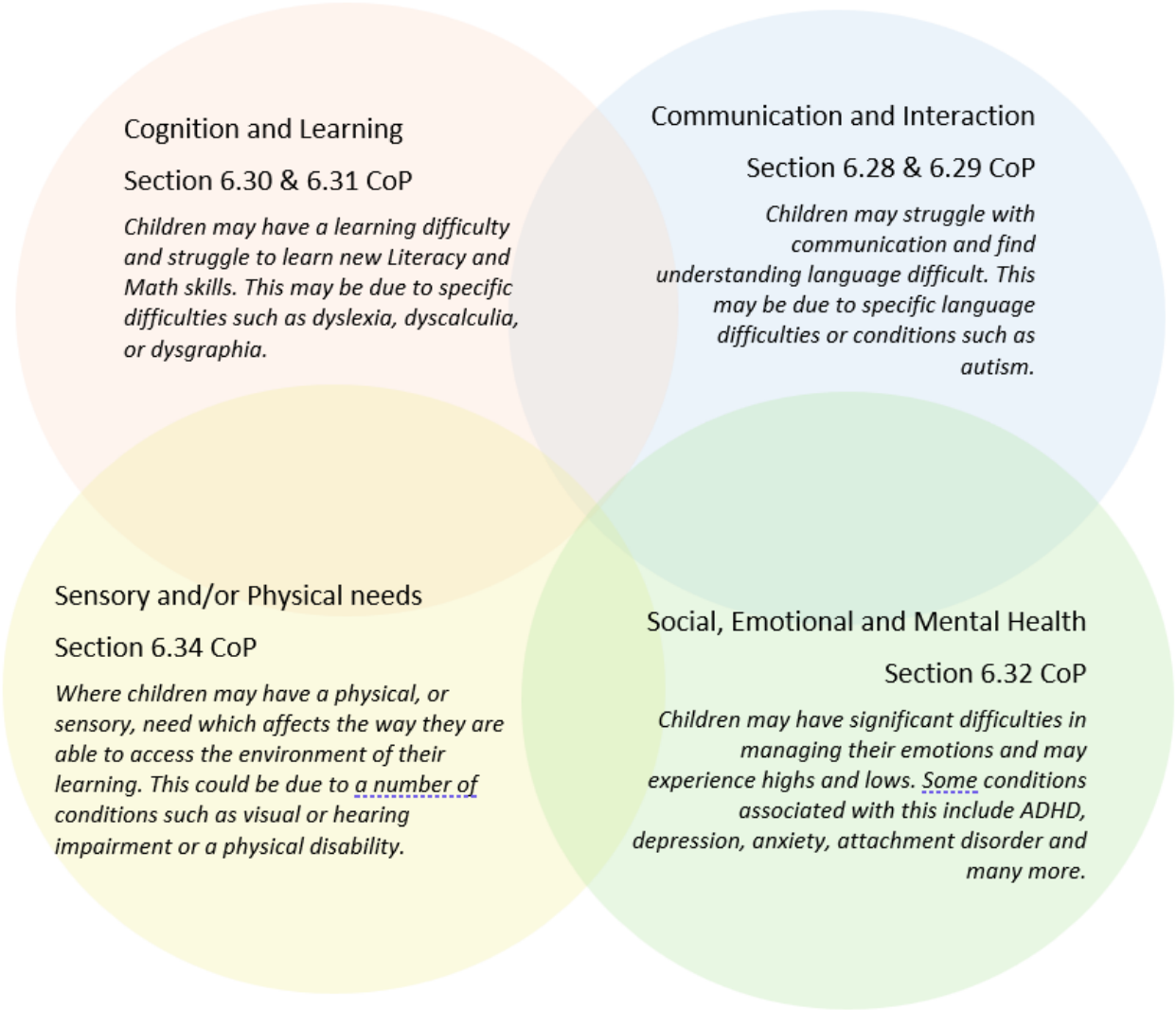
If you want to know more about our arrangements for SEND, read our Inclusion & SEND policy alongside this Information Report.

You can find our Inclusion & SEND policy on our website Davington Primary School - Policies

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

2. Which staff will support my child, and what are their key responsibilities?

At Davington Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive:*

Class teacher, Teaching Assistants, Well-being Mentors and FLO (Family Liaison Officer)

Our Special Educational Needs Co-ordinator, or SENCO

Our SENDCO is Mrs J Austin.

Mrs Austin is a Qualified Teacher and SENCO and has completed the NASENCO (National Award for SEN Co-ordination) qualification award.

Mrs Austin is an active member of the Faversham SENCOs group, and the Community of Schools, who meet regularly and share good practice.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEND. Recent whole staff training includes Intensive Interaction, Cued Articulation, Autism Education Trust training, Stage not Age, Metacognition training and Executive Functioning Skills training.

Teaching assistants (TAs) and Well-being Mentors

We have a team of eighteen TAs who are trained to deliver SEN provision. We have a full time Well-being Team, including a FLO (Family Liaison Officer) who deliver well-being support to help children to be ready to learn. Our Well-being Mentors lead interventions to support bereavement, friendships, social skills and emotional well-being. These include Lego Therapy, Drawing and Talking and Young Carers.

In the last academic year, TAs and Well-being Mentors have been trained in Active Listening, Social Skills, Stage not Age and Executive Functioning Skills.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- Paediatricians
- NELFT practitioners – Kent Emotional Well-being Team
- Occupational therapists
- Early Help Worker
- Social Workers
- Therapeutic Practitioners
- School Liaison Officers
- School nurses/Kent School Health
- SEN Inclusion Advisor
- Specialist Teaching and Learning Service
- Speech and language therapists

3. What should I do if I think my child has SEND?

Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Speak to your child's class teacher or contact the school office.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

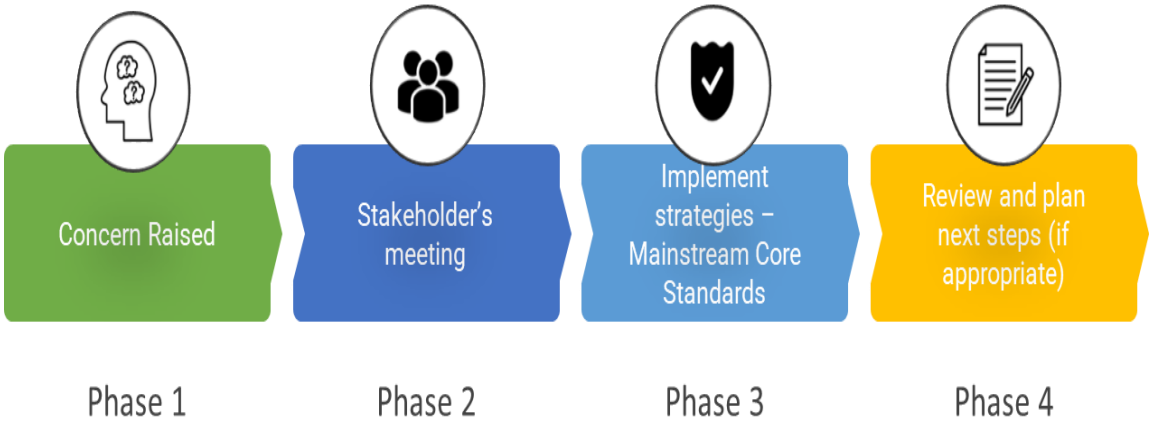
4. What happens if the school identifies a need?

Teachers carry out regular assessments to track progress and identify pupils who, despite using high quality inclusive teaching strategies, are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include reading ages, spelling accuracy, times tables knowledge engagement in learning and friendships.

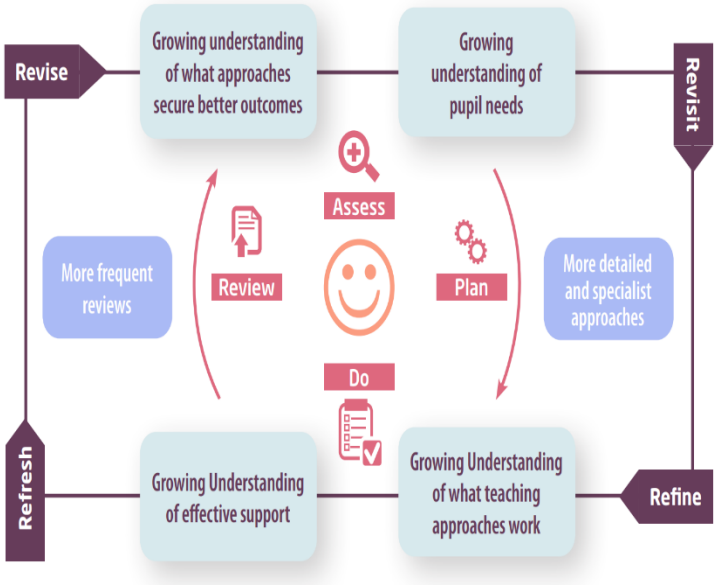
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning and skills. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

Our staff team are available to speak with you when you have questions or concerns about your child's education. Do always contact the school office or speak to us at drop off or when you collect your child at the end of the day.

When concerns are raised by families or by school staff, we will meet with you, or speak on the phone, to plan and agree next steps.

A member of staff who knows your child well will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher or our SENCo. You can speak to our school office and ask them to contact you.

We will provide annual reports on your child's progress and two parent consultations with your child's class teacher per year as a minimum. Our SENCo is also available to meet with you during parent consultation evenings.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Talk with a familiar member of staff about their support
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a child-friendly survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials

We may also provide some of the following interventions:

Phonics, Match-Select-Say, Paired Reading, Precision Teaching, Pre-Teaching of Vocabulary, Speech & Language support, Clever Fingers or Fizzy

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our school trips, including our Year 6 residential trip to PGL.

All pupils are encouraged to take part in sports days, performances and learning workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- Davington Primary School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.
- The admission arrangements for a pupil without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

13. How does the school support pupils with disabilities?

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

We work alongside the parents of children with disabilities and the professionals involved, including Specialist Teachers, to ensure that the children's needs are understood and that reasonable adjustments are made.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Our PSHE curriculum
- Well-being support from class staff and our Well-being Team
- Interventions such as Drawing and Talking or Lego Therapy
- We have access to Kent Emotional wellbeing team who can provide parent and pupil workshops, support and guidance.
- We run a nurture provision at lunch time for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

15. What support is in place for looked-after and previously looked-after children with SEND?

Our SENCo, Mrs Austin, is also the Designated Teacher for looked-after children and previously looked-after children. Her role is to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings?

If your child has attended a nursery setting before starting school, our staff liaise with their staff to ensure a smooth transition. Our new Year R pupils and parents are invited to settling-in sessions in the Summer Term before starting school. There is also an information meeting for new parents in the July before the children start school. Home visits are held early in September when the class teachers visit the children and parents as part of our transition process.

Between years

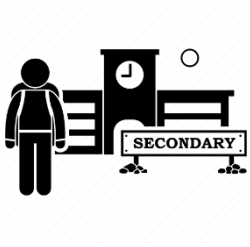
To help pupils with SEND be prepared for a new school year we:

- Provide a social story about moving to the new class
- Hold a transition morning and additional visits to the new class in July
- Staff meet to share key information in July
- Where needs/provision are more complex, a transition meeting is held with parents and staff
- Our SENCo monitors the children and how they have settled into their new classes

Between schools

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition through activities and visits to their new school. Transition support is provided through our PSHE curriculum. Additional transition support for our vulnerable pupils is provided by our Well-being Team.



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. Our SENCo and FLO can meet with parents to offer strategies and advice.

To see what support is available to you locally, have a look at the Kent SEND Local Offer:

About the SEND local offer - Kent County Council

Information, Advice and Support Kent (IASK) - Kent County Council

Local charities that offer information and support to families of pupils with SEND are:

Special educational needs and disabilities (SEND) - Kent County Council

National charities that offer information and support to families of pupils with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the SENCo and /or Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

19. Supporting documents

- *Equality Objectives*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Inclusion & SEND policy*

- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages