



## Kinraig Primary School and Children's Centre

*Growing and learning together*

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Dear Governors,

### **Admission**

A child's current level of attainment is assessed upon entry to Kinraig so that we build on the foundations and patterns of learning established in Early Years settings. Comprehensive transitions are completed on children identified as having SEN in their pre – school setting so that the child's needs, strengths and weaknesses are shared and starting points can be established. Information regarding what works well and how the child can best be supported are shared with the Reception class staff to ensure continuity of approach.

### **Non Routine Admissions (NRA)**

As a school, we recognise the importance of ensuring continuity for our new pupils. We endeavour to gain detailed information about all children who move to Kinraig from other schools. The parents or carers of pupils are asked for background information so that any needs are quickly identified. Baseline assessments in English and Maths are completed by each pupil upon entry which provides the class teacher with a starting point until the more detailed information is received. Please refer to the Admission and Induction Programme and School Prospectus for more detailed information.

### **Social Inclusion**

Kinraig School promotes inclusion and equal opportunities for all its pupils including those with special educational needs, minority faith and ethnic groups, those with English as an additional language, travellers, asylum seekers and refugees, "looked after children", gifted and talented pupils. Kinraig School does not treat disabled pupils less favourably for a reason related to their disability. In addition, it makes reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.

We believe that all children, whatever their individual needs, are entitled to access the same curriculum and to have equal access to all the experiences and activities provided by the school. We do this by recognising each individual's strengths and talents, adapting our teaching and learning styles, providing a wide range of support for both the children and their families when necessary, promoting good relationships by the standards we set and the behaviour we promote. At our school we constantly monitor and evaluate the progress that each pupil makes. We provide systems for pupils who otherwise may be unable to access opportunities which will allow them to reach their full potential. Through our PSHE and assemblies and through our strong relationships between adult / adult and adult / child we promote tolerance and understanding, in a diverse society.

### **Access Facilities**

We provide a stimulating learning environment for all our children and we employ a 'whole school approach' to Special Educational Needs.

We consider that all teachers and support staff at school are educators of children with special educational needs. In response to such needs we differentiate the curriculum within the class and allocate additional resources or support.

Environmental features that support learning in all our classes and therefore enhance accessibility, include: carpeted classrooms to enhance the acoustics; all classrooms have an interactive whiteboard

so that for example text /font size/background colour can be adjusted; and all classrooms are wheelchair accessible. Additional equipment which some pupils can access includes IT equipment and auxiliary aids, such as a sloping writing board. On site we also have access to disabled toileting facilities in the Children's Centre. All visits and residential visits are accessible by all the children.

The most important thing to remember is that all children and young people develop physically, cognitively, socially and emotionally at different rates. One pupil can be physically mature but emotionally and socially immature whilst another may be physically delayed in their development but cognitively, socially and emotionally mature. Everybody is good at something, nobody can be good at everything. We identify and celebrate the children's and staffs talents together. This develops everyone's self-esteem and self-worth.

At Kincaig Primary School we have high expectations for all; recognising all educational achievement; and providing an inclusive, immersive learning environment that meets the needs of all children, enabling them to reach their true potential.

Our assessment of the children's learning is paramount, allowing teaching staff to teach to, and to assess the individual child's learning needs and styles. Employing a range of skill-developing challenging activities for our pupils allows staff to use a range of evidence for teacher assessment, creating a learning environment whereby children are empowered to develop independence, and know how to improve. Teaching staff employ a range of teaching resources that support and extend children's learning; children are taught how to use these resources themselves to foster independent and collaborative learning. We also use visual timetables and social stories to support children's learning in the classroom when needed.

Our pupils, staff and parents are clear about what is to be learned. Clear learning objectives and success criteria are identified for individual pupils, creating personalised learning. Our pupils and staff are fully involved in deciding next steps in children's learning. Our marking policy celebrates children's successes and identifies next steps. High quality teaching, differentiated for individual pupils, is seen as the first step in responding to pupils who have or may have SEN. We pride ourselves in teaching children at their own level of need. In response to such needs we differentiate the curriculum within the class and allocate additional resources or support. Differentiation can be by task set, by outcome of that task, by adult support, by resources, by additional time, or by learning environment (for example, having a quiet workstation within the classroom or sitting examinations in a small, quiet room).

We recognise that all children have the right to access a balanced and broadly based curriculum, which includes the National Curriculum. However, we are aware of the need to modify presentation and teaching practice to allow true access for children with special educational needs. There are many strategies teachers might consider when teaching children with special educational needs. The following are some examples:

### **Differentiation**

Work in all areas of the curriculum, but especially the core subjects, should be differentiated where appropriate. We use two types of differentiation, differentiation by input and differentiation by outcome. Differentiation should always be planned. Classroom organisation and grouping of children according to their abilities are an important part of the way on which we differentiate activities. Differentiation by input describes activities where the method of presentation and/or the level of the activity are modified to meet the special needs of the pupils. On such tasks it is expected that all children will produce a high standard of work. This type of differentiation is necessary for the delivery of the core curriculum.

Differentiation by outcome describes activities where a similar task is presented to all children with only minor modifications made for children with special educational needs. The individual child's performance is then assessed in the context of his/her current level of attainment. This type of differentiation should be used advisedly and teachers should be sensitive to potentially negative effects on the child's self-esteem. This type of differentiation is more characteristic of foundation subjects.

### **Task Analysis**

All tasks can be analysed or broken down into smaller steps. We recognise that children with special educational needs can be overawed when presented with the whole task. If a small step or step-by-step approach is adopted then success is easier to achieve. The child can be praised as each step is completed allowing them to develop their self-confidence.

### **Practical Work**

Children with special educational needs are often very responsive to tasks presented in a practical way. Games and hands-on teaching strategies give the child an important visual reminder, which does not include a great deal of reading or recording.

### **Experience and Interests**

We recognise that the child's understanding is enhanced if work is related to his/her own experience. Knowledge of the child's interests both in school and out, enables individual programmes to be made more relevant. Parents/guardians and children themselves are recognised as vital sources of such information.

### **Language**

We are aware that the language used when introducing a lesson or task should be appropriate for the target children. Teachers modify their use of language to meet the individual requirements of the children in their classes. Many children find it difficult to remember more than two requests or instructions at once. Some children may need to have instructions broken down to allow them to complete the whole task. Older children may have to develop more independence in this area

### **Encouragement**

We recognise the need to encourage all our children to fulfil their potential and achieve success. Children with special educational needs have often had considerable experience of failure, so immediate feedback is important and shows that the teacher is interested in what the child is doing. Rewards should be given for the smallest of successes; any movement towards the individual child's target should be rewarded. The nature of the reward should be decided according to the needs of the individual and the recommendations made in our behaviour policy.

### **Patience**

We are aware of the need to retain patience with children with special educational needs. We recognise that learning should be fun and enjoyable for the children to encourage participation and to avoid the children becoming frustrated and angry. These negative emotions only add to the child's learning difficulties and lower their self-esteem.

### **Repetition**

The extended reinforcement period allows for a greater number of activities to be planned to reinforce the child's understanding of a given concept. It is essential that reinforcement activities do not become repetitive, and teachers should attempt to reinforce skills using a variety of forms of presentation.

**Recapitulation**

Regular recapitulation or re-visiting ensures that new concepts and skills are maintained. This is particularly important for pupil's memory skills.

**Concentration**

Children with special educational needs frequently have a low level of concentration. Sessions should be short and concise with a break in the activity if required, e.g. a construction activity, before bringing the child back on task later with renewed concentration.