



CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

**OUR
SCHOOL
OFFER**

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**PARENT
INFORMATION**

**September
2021**

**KINCRAIG
PRIMARY
SCHOOL**

Our School Offer





1. Our SENCo...

Hello my name is Mrs Oldham and I am the designated Special Educational Needs Co-ordinator (SENCo).



My role is to co-ordinate the School's and the Local Authority's provision of support for children who have special educational needs and disabilities (SEND).

Many children may have Special Educational Needs at different times in their lives. These may be short term or long term, learning, medical, physical, emotional or sensory.

Our aim at Kinraig is to ensure that all children have their needs met fully and to do this we personalize their learning wherever possible. We have high expectations of all of our pupils but we also recognise that we all learn in different ways. We are aware that whilst making the learning as accessible as possible we also look for opportunities to provide appropriate challenges so that all pupils are learning, experiencing success and fulfilling their potential. Through our assessment for learning in the classroom and close monitoring of the progress of all our pupils we will ensure we get the pace of learning right for your child.

If you have concern about your child, please don't hesitate to get in touch by telephoning me on: **01253 354059.**

Thank you.

Mrs. Oldham



2. Our SEND provision.

At Kinraig 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 employ a 'whole school approach' to Special Educational Needs & Disabilities (SEND) and consider that all teachers and support staff at school are educators of children with SEND. Please see our School's [Special Educational Needs Policy](#) for more information. In response to such needs we differentiate the curriculum within the class and allocate additional resources or support.

Resources are allocated according to the stage of assessment, needs and availability. The timetable and structure of the class groups allows for the teaching of children who require additional support for their learning and small group interventions. Each class in school has an allocated Teaching Assistant (TA). If your child needs some 'precision teaching' to master a particular skill or a longer term intervention so that they have an opportunity to practice those aspects which are more difficult for them e.g. language development, literacy development or being in social situations; these will be provided by appropriately trained staff.

We have a full time Learning Mentor, Mrs. Pacey, who is available to provide pastoral support for children who are experiencing difficulties socially and emotionally. Mrs. Pacey is able to liaise with parents and outside agencies in order to provide behaviour support; which may include drawing up an individual behaviour plan or using a behaviour contract, in order to avoid exclusions and increase attendance. Please see our [Behaviour Policy](#) for a more detailed look at the behaviour systems that are in place in our school.

For the administration of medicines we have a nominated person; please see our [Children with Medical Needs Policy](#) for more information about our systems and procedures with regard to medical support.

All staff have access to relevant training to support the needs of the school and to enhance their own professional development. Training is accessed from the Local Authority and outside agencies.

A great deal of help is available via our school, from the Local Authority, specialist services and the Health Service; but families can still be unsure about where to turn or who to ask for support.

The following information is intended to help you understand both the procedures in school and to make you aware of the other support services that are available.



3. How will we know if your child has a SEND?

Teachers assess children three times during the academic year in reading, writing and mathematics as part of the whole school assessment cycle. From these assessments teachers attend pupil progress meetings with the Senior Leadership Team in school; during this meeting, individual children's progress will be discussed. For some children who may not be making the expected progress, intervention or 'catch-up' programmes will be discussed and implemented. For other children it may be appropriate for school to seek advice from outside agencies, in these cases parental consent will be sought.

There may be other times throughout the year when teachers, teaching assistants or parents may express some concerns regarding a child who has developed an additional need, in this case they will discuss concerns initially with the SENCo, who will then in turn invite parents in to school to discuss a plan of action.

For children new to school, visits by the children and their families prior to starting are essential. As part of this process you will be asked to fill in an admissions form and from the information that you give us we will be able to see if your child has any additional needs. If your child has special educational needs then we will contact the previous school and talk with your child's class teacher and the SENCo. All relevant information will be requested from the previous school on acceptance of a place.

Many pupils with special educational needs and their parents are involved in the plan-do-review cycle. Parents are invited in to school to review the previous cycle and to check progress; there will be a discussion around the new targets to be set. At this meeting there will also be opportunities to discuss the support that school can offer, the support that parents can give their child at home and the support that can be provided from other professionals in education, health and welfare.

All parents have the opportunity to attend parents evenings twice yearly and are provided with a written progress report at the end of the academic year. The SENCo is available in addition to the class teacher on these occasions to meet with parents.

The SENCo and class teachers are also available at other times throughout the year to discuss concerns with parents. A mutually convenient time can be arranged for the meeting and if appropriate other professionals maybe invited to attend.



4. How Kinraig develops its overall teaching and adapts its curriculum to ensure that teachers can include pupils with SEND.

At Kinraig 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).



5. How we know that your child is making progress towards their individualised targets.

All targets are individualized for every child. The teacher needs a good understanding of where each child is achieving in every subject so they can ensure that they are planning their lessons correctly and that all the children in every lesson make progress. The teachers use the information from marking books, children's answers to questions, responses in groups or 1-1 in order to assess this. They will at points during the year give the children tests and tasks to see how they are developing. They input this information into an assessment tracker called '1-Track'. The teacher then uses this information to plan future lessons.

Pupil progress data is submitted termly and pupil progress meetings are held by the Senior Leadership Team (SLT) and the Class Teacher to analyse the data looking for any anomalies or concerns. Core groups of children who are identified as being at risk of underachieving/underattaining are scrutinized. A professional discussion takes place, and the SLT will look at the steps that need to be taken in order to support a child or group of children who are not achieving their targets or a child/ren who are exceeding their targets. Any children that require additional support will be identified at this point. In order to narrow the gap between Special Educational Needs children and the higher attainers in the year group, teachers will use effective differentiation, appropriate interventions and small group work.

Information from the intervention groups is recorded on an evaluation sheet and is closely monitored on a weekly basis by the SENCo. This information is then shared with the class teacher, so that the targets set are worked on collaboratively. Each child is set targets in reading, writing and maths. We set challenging SMART targets based on where each child is currently working. If we get the intervention right then we expect to see good progress over a term. Individual targets are reviewed by the class teacher and TA; based on continual assessments, tests and tasks set in class.



6. How we ensure that your child has a successful transition from one provision to another.

Parents and carers of new Reception children are invited to visit school in the Summer term prior to starting in the September, to look around and hear about the life and work of our school.

If your child does not already attend our Nursery then the Reception teacher will visit your child at their own Nursery. If your child has additional needs then a transition meeting will be arranged by the SENCo between Nursery, Reception and any other professionals that are involved. Nurseries send the transition information in documents to the Local Authority who will then pass those on to the new Reception class teacher. We would strongly encourage you to visit our school before applying for a place. Please ask for a suitable time when you can come into school so that you can see how we work.

During the year children may be admitted to other year groups if places are available. Such non-routine admissions take place on a Monday or at the beginning of a new half term if that is more appropriate. Visits to the school prior to such an admission are encouraged. You will be asked to fill in an admissions form and from the information that you give us we will be able to see if your child has any additional needs. If your child has special educational needs then we will contact the previous school and talk with your child's class teacher and the SENCo. All relevant information will be requested from the previous school on acceptance of a place.

Our local secondary schools make arrangements to see their pupils before transfer and our children visit their new high school during their last term with us, this is called 'Year 6 moving up day or week' (Lancashire schools offer a moving up day, Blackpool schools offer a moving up week). Any children with special educational needs, disabilities or medical conditions, are offered the opportunity to make additional visits so that they are well prepared and feel comfortable in their new secondary school. If your child has additional needs then a transition meeting will be arranged by the SENCo between our School, the chosen Secondary School and any other professionals that are involved. Throughout the whole year we work closely with our colleagues in these schools, and we are involved in many shared activities. This helps to ensure that our children's transfer to secondary education is as smooth and problem free as possible. We always seek to make the move between primary & secondary school as successful as possible so that you and your child are not feeling anxious about anything over the summer break.

Teachers in school have an official handover to the next class teacher of all their children so they are able to support the children from the moment they come back in the September. The SENCo also meets with the new teacher to discuss individual children.



7. How we secure additional services and expertise

The SENCo may wish to seek advice from outside specialists to decide what extra help your child needs (this is known as Special Educational Needs Support). You will be asked for your permission before we contact the specialists and then you may be asked for some additional information in order for the SENCo to make the referral. For example there may be discussions with:

- An educational psychologist
- Advisory teachers from support services
- Medical professionals such as a speech and language therapist

It may be necessary to ask for an assessment of your child's additional needs if they are significant. The school or one of the specialists that have been consulted can ask for an assessment, or you may ask for it yourself. A request for a statutory assessment is called a 'Referral to Panel'. This is a request to the Local Authority for specific support in order to meet your child's special educational needs.

The Authority will then decide whether your child requires additional help, above and beyond that which is generally available in school. If this is the case then your child may need an Education, Health and Care Plan (EHCP) so that additional resources can be allocated. The education, health and care plan will outline all support required in terms of education, health and social care.





8. How you can contact these services.

This is a list of other support services who might be able to help and provide information and advice

Blackpool Local Authority website, Blackpool Local Offer

Local Offer Phone Message Line: [01253 477100](tel:01253477100)

Go online to www.blackpoollocaloffer.co.uk

or our Facebook page at www.facebook.com/blackpoollocaloffer

SENDIASS (Special Educational Needs & Disability, Information, Advice & Support Service)

Email: sendiass@blackpool.gov.uk

Web - www.blackpool.gov.uk/sendiaass

Educational Psychology Service Tel: 01253 476742

Behaviour Advisory Team Tel: 01253 476660 web site: <http://www.blackpool.gov.uk/Residents/Education-and-schools/Information-for-parents-and-carers/Educational-diversity.aspx>

Child Adolescent Mental Health service Tel: 01253 657166 web site: www.bfwh.nhs.uk/departments/camhs/

School Nursing Team—Moor Park Health Centre Tel: 01253 651741

Linden Centre — Bereavement Counselling Tel: 01253 595552 web site:

<http://www.trinityhospice.co.uk/services/linden-centre/>

NHS Community Paediatrics — Children & Family services Moor Park Health Centre Tel: 01253 651740

NHS Speech and Language Therapy department Tel: 01253 651101

Inclusion Team Tel: 01253 476642 Blackpool Local Offer website <https://www.blackpoollocaloffer.co.uk>

Social care services, duty & assessment team Tel: 01253 477299 web site:

http://www.blackpoolscb.org.uk/Menu/Worried_about_a_Child.aspx#

DEN — Domestic violence Advocacy Tel: 0300 323 2100 web site:

http://www.blackpooladvocacy.co.uk/den_support.html

This is by no means an exhaustive list, there may be other services on the Local Authority website which could also be of assistance. Please follow the link to the [Local Offer](#).



9. How we know that our provision is effective.

The most important way in which we know our provision is effective is when SEND children are making good progress. If your child is receiving SEND support, termly SEND review meetings will take place. You will be invited into school to meet with the SENCo or class teacher to review your child's progress, to set clear goals and to discuss the activities and support that will help them to achieve their targets. Everybody's responsibilities are clearly identified in order to involve both parents and children in the review process.

We monitor our provision in different ways:

- As well as the formal review process the SEND interventions are evaluated session by session, and then the assessment data is gathered termly.
- Informal discussions take place with parents on a daily basis as all teachers make themselves available at the end of school.
- Teachers, the SENCo and the Learning Mentor also have telephone conversations with parents with regard to progress towards certain targets.
- We use communication books between home and school to monitor progress towards specific targets to ensure home and school are working together to achieve the same goals.
- We talk to our SEND children regularly about their learning and how they feel and any changes we could make to make our provision better.



10. How we make our facilities available to all.

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 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.

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 staff's talents together. This develops everyone's self-esteem and self-worth. We are all cogs in a machine without each other the machine wouldn't work. This is our ethos across school.





11. Our additional staff expertise.

All staff are encouraged to apply for relevant training to support the needs of the school and to enhance their own professional development. Staff feed back to their colleagues after going on training usually via staff meetings.

Training is accessed from the Local Authority and outside agencies.

- Our Teaching Assistants have had training in delivering reading and spelling /phonics programmes and these sessions take place on a daily basis.
- We have two staff who have received MAPA training (Management of actual or potential aggression).
- We have two staff who have had additional training in understanding ADHD and child mental health.
- We have one member of staff trained as ELSA (Emotional Literacy Support Assistant), who can work closely with children needing additional emotional support.
- We have one member of staff who is an Early Years communication champion.
- We have one member of staff who has a Cache Level 3 qualification in speech, language and communication
- We have one member of staff who can deliver 'Hanen Training' to parents of Early Years children with speech, language and communication difficulties.
- We have two members of staff who can use basic sign language.
- We have one member of staff that has undertaken an introduction to sensory processing and sensory integration disorder.
- We have one member of staff who is qualified in Drawing and Talking Therapy

Planned Future Training Events

- Training from the Complex Learning Difficulties team with regard to Autism;
- Training from the Specific Learning Disabilities team with regard to Dyslexia.



11. Our extra-curricular experiences.

School offers a variety of lunchtime and after school activities which are available to all children, such as football and Fit-2-Go. Parents are regularly informed about various clubs and activities for pupils with SEN within the school community and registers are kept for all the extra-curricular activities.

All staff involved in the delivery of the sessions are made aware of any children who may encounter difficulty in accessing the club, and allowances are provided accordingly. Additional staff provide support at swimming and for off-site trips where necessary; and risk assessments are written to measure any potential dangers.

School have their own mini-bus, which allows for more participation in inter-schools activities.

During lunchtime the playground is split into zones (including a quiet area for reading etc.) and additional resources are provided in order to accommodate children's different interests.

Our school's library has become an invaluable resource where children can access a range of texts from magazines to audio books; there are visual props and colourful stimulus to engage even the most reluctant reader.

How have you overcome things that you used to find hard?

I found making friends hard but now I go up to people and say 'Hi' and I make friends like that.

Kaitlin

How have you overcome things that you used to find hard?

Making friends was hard but people say that they want to play with me because I like coming to school now. *Kyran*



13. Your views count!

You know your child and you should make **your** views known.

REMEMBER...

It is **important** that we work **together** for the good of your child and to provide the best education and support for your child that we can.

If you are unsure of anything

PLEASE FEEL FREE TO ASK!

Please talk to us about any concerns you may have. Your first point of contact should be your child's class teacher. Who may then refer you to the SENCo or the Learning Mentor depending on your concerns.

If you want to make a complaint concerning the provision made at the school for pupils with Special Educational Needs & Disabilities, please contact either the Head Teacher Mrs. Appleby or the Chair of the Governing Body Mr. Smith care of the school.



14. Here is the information about the area wide local offer.

For information on how the LA supports children and young people and families of children and young people with SEND please see Blackpool's area wide local offer below. It includes information about:

- Education, health and social care provision for children and young people with SEN;
- Details of how parents and young people can request an assessment for an EHC plan;
- Arrangements for identifying and assessing children and young people's SEN, including arrangements for EHC needs assessments;
- Other educational provision such as sports or arts provision;
- Post-16 education and training provision;
- Apprenticeships, Traineeships, and Supported Internships;
- Arrangements for travel to and from schools, post-16 institutions and Early Years providers;
- Support to help children and young people move between phases of education (for example from early years to school, from primary to secondary) and prepare for adulthood;
- Sources of information, advice and support in the local authority's area relating to SEN including information provided under clause 32 of the Children and Families Bill, forums for parents and carers, and support groups;
- Childcare, including suitable provision for disabled children and those with SEN;
- Leisure activities;
- Support available to young people in higher education, particularly the Disabled Students Allowance (DSA) and the process and timescales for making an application for DSA; and
- Arrangements for resolving disagreements, mediation, and parents' and young people's rights to appeal a decision of the local authority to the Tribunal in respect of SEN and provision. This information should also include routes of complaint and redress for health and social care.



Parent Consultation.

After consulting with our parents about the government changes and the new code of practice we found that parents welcomed the review of SEND provision in schools.

Parents thought that the collaborative approach with Education and Health working together would be a more productive partnership. They hoped that it would mean getting appointments and results quicker.

More long term targets, aspirational targets, were welcomed as Parents concerns about transition and adulthood were significant.

My 'Tell Me Once' Story was considered to be an effective way of conveying important information; as Parents found it frustrating and demoralising to keep having to repeat the same information to the many different professionals that they had to meet.

Further changes that parents would like to see...

A fast track, more personalised route, to a diagnosis & EHCP if the child's needs are complex.

A basic health screening process including eye-sight test, hearing test and blood test.

More parental access to the specialists.