



Yalding Saint Peter and Saint Paul Primary School

SEND Report 2018

Our mission at Yalding Primary School is to create a happy and successful learning environment, where everyone is valued and included.

What kinds of special needs are catered for?

We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

How do you identify pupils who may have special educational needs?

Our Assessment Policy outlines the range of assessments used in school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

Progress in areas other than attainment are also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or behaviour is causing concern. It is always considered whether a child has needs in any of the four main areas of SEND.

Parents are always informed if school staff consider that their child has an additional need.

Specific SEN assessments may use include:

- Lucid Cops
- Lucid Lass
- Language for Learning assessments
- Speech Link
- Infant Language Link
- Junior Language Link
- Boxall Profile
- British Picture Vocabulary Scale
- Raven's Matrices
- Expressive Vocabulary Test

What should I do if I think my child has SEN?

If you think that your child may have an unidentified special educational need, please approach their class teacher for a discussion.

What do we do to help children with SEN?

All children receive class teacher support through high-quality and effective classroom teaching:

- The teacher will have the highest possible expectations for the children and all pupils in their class.
- All teaching is based on building on what the children already know, can do and understand.
- They will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of the children.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Put in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to more easily access learning.

All staff receive regular training to improve teaching and learning for all pupils, including those with SEND. We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class and across the school.

Yalding School seeks the support of outside agencies when appropriate and ensures that all advice is followed.

Who is involved?

SENCO: Mr J Avards

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support learning e.g. Speech and Language Therapist, Specialist Teachers.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

Class Teachers

Responsible for:

- The progress the children make and identifying, planning and delivering any additional help needed and informing the SENCO as necessary.
- Writing children's Provision Maps and keeping them up-to-date.
- Ensuring that all staff in school are helped to deliver the planned work/programme for the children, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

Teaching Assistants

Responsible for:

- Working alongside the class teacher and Senco with the delivery of provision for pupils with SEND.

Headteacher: Mrs Friend

Responsible for:

- The day to day management of all aspects of the school, this includes the support for

children with SEND.

- The Headteacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor: Mrs Rose

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

How will I know how my child is doing?

The school holds two parent consultation evenings a year to discuss your child's progress. If your child is on the SEND Register you will be invited to attend a further meeting during the year. In addition, data is sent to parents **six** times a year and end-of-year reports give a detailed account of your child's progress and attainment across all areas of the curriculum.

The end-of-year report includes the result of any Statutory National Tests undertaken, such as the Phonics Screening Check in Year 1 and end of Key Stage Assessments in Year 2 and Year 6.

The progress of pupils with an Education Health and Care Plan are reviewed at each Annual Review.

If you have concerns at any other time, you are encouraged to contact the school and make an appointment to see your child's class teacher.

How do we adapt our curriculum and resources for pupils with SEND?

We make planning and resource decisions based on a child's personal targets and any specialist advice received.

Specialists may make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support time.
- Advice when setting targets which will include their specific professional expertise.
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group.
- Group or individual work with outside professionals.

What extra-curricular activities can be child be involved in?

- We make sure activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- After school clubs are available to all pupils in the specific year groups.
- Health and safety audits will be conducted as and when appropriate.

How accessible is your school?

The school building is in a two storey Victorian building; however the ground floor is easily accessible. Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities. Children who benefit from the use of electronic equipment to aid their learning, such as computers and tablets are readily available. We have a support room to assist with the delivery of a programme focused on behavioural and developmental needs. Writing slopes, writing grips, support cushions and alternative scissors are readily available for children to use.

How do we prepare children joining our school and leaving our school?

Transitions are important and we take them seriously. We liaise closely with staff at relevant pre-schools prior to a child joining Yalding Primary School. Pre-school children have the opportunity to visit and get to know the staff in the term before they start school. Parents are invited to an information session in school to meet key staff and learn more about the school.

We work closely with all local secondary schools to ensure that information is shared to facilitate a smooth transition. Vulnerable pupils, including those with SEN, are identified and may have additional support and visits to their new school.

Where is the local authority's local offer published?

The local authority's local offer is published at <http://www.kent.gov.uk/education-and-children/special-educational-needs>

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