

# Kirton Lindsey Primary School

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## SEN Information Report

(September 2019)

SENDCO: Trish Atkinson

SEN Governor: Barbara Spencer

Contact: patkinson@kirtonlindseyschool.co.uk

Dedicated SEN time: 1 day a week

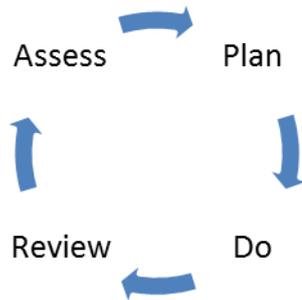
Local Offer Contribution:

<http://www.northlincslocaloffer.com/s4s/WhereILive/Council?pageId=827&lockLA=True>

### Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (Reference: Teaching & Learning Policy)

### Assess:

Early identification of SEN is vital. The class teacher informs parents at the earliest opportunity to alert them to concerns and enlist their active help and participation in supporting the child appropriately. The child is then placed on the SEN register at the appropriate level. The class teacher and the SENDCO assess and monitor the child's progress within the existing school practices and recommended statutory assessments from the Local Authority SEN section. The SENDCO works closely with parents, teachers, teaching assistants and outside agencies where necessary to plan an appropriate programme of intervention and support. The assessment of children reflects where possible, their participation in the whole curriculum. This information is gathered from teacher assessment against the lesson objectives. The children (yr2-6) also do termly PIRA (reading) and PUMA (maths) assessments to aid teacher assessment. Where a child is working significantly below their peers they will complete the paper best suited to their individual targets. The progress from these scores is then monitored by the SENDCO to aid the implementation of individualised targets. For those children significantly below national curriculum targets a personalised programme using b squared may be implemented.

### Plan:

The class teacher and SENDCO break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. For children working below Level 1 of the National Curriculum this involves using P scales (B squared programme). The school uses the Graduated Approach to respond to children's SEN with a

personalised programme of support to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

As part of this cycle the following is also implemented:

Concerns List – the class teacher identifies difficulties and consults with the SENDCO. Parents are informed of concerns and strengths and difficulties discussed and the child is placed on the SEN support list.

The SENDCO takes the lead in gathering information and co-ordinating provision to support the child in school. An Individual Education Plan (IEP) is developed by the class teacher in consultation with the SENDCO and this is shared with parents. A copy is kept centrally.

Using the Graduated model, the child's progress is monitored carefully and if deemed necessary the child, class teacher and SENDCO may be supported by outside agency involvement in addition to the extra provision in school.

Statemented Stage – in response to a formal request, an assessment by the school's educational psychologist, other external agencies involved with the child and relevant evidence from the school, the Local Authority may undertake a multi disciplinary assessment of the child's SEN resulting in an (EHCP) Education Health Care plan being issued which would provide support in addition to outside agency involvement and school support. The Local Authority seeks a range of evidence before making a formal plan. The needs of the child are considered paramount in this process. If a child is consistently working at well below the level required for the KS2 SATs then the school can apply for disapplication from the tests at the appropriate time. Other arrangements can also be made to make the KS2 testing arrangements more accessible to children with SEN.

#### **Do:**

Each child on the SEN list will have a personal education plan (PEP) or Individual Education Plan (IEP) this will outline their key objectives and the strategies in place to aid the child achieve the given objectives. These are agreed at the planning stage. These strategies are then carried out for a 6 week period and discussed between the teachers, teaching assistant, (if relevant) and SENDCO. The plan is adapted if need be at this stage before continuing for the termly cycle.

IEPs/ PEPs (for children on the SEN register whom are also pupil premium), which adopt a small steps approach, are a key part of ensuring a child's SEN are met and the activities planned are well matched to the child's needs and ensure progress is made. By breaking down existing levels of attainment into finely graded steps and SMART targets (Short, Measurable, Achievable, Realistic, Timed) we ensure that children experience success. All children on the SEN Register have an IEP, PEP or an Individual Behaviour Plan (IBP). We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible, we do not withdraw children individually from the classroom situation. There are times though, when to maximise learning, we ask children to work in small groups or in a one to one situation for programmes of work. These may take place outside the classroom to aid concentration for the child and/or their peers.

Teachers provide provision maps termly to the SENDCO so that timetabling of interventions can be mapped and can work as efficiently as possible.

#### **Review:**

The IEP's/ IBP's and strategies in place are monitored half termly with discussions between the teacher and SENDCO. They are then reviewed by class teacher and parent termly (and the SENDCO if outside agencies are involved).

The SENDCO monitors the movement of children within the SEN process in school termly. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice. The SENDCO and Headteacher regularly review the work of the school in this area and the Headteacher reviews progress data each term to track the progress of children with SEN. The SENDCO and named SEN Governor meet regularly to review various aspects of SEN provision. The Headteacher and SENDCO monitor Provision Maps for each class termly.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

## SEN Needs:

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Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

*Provision for children with communication and interaction difficulties: Buddy system, access to nurture group at lunch times, restorative practice used daily by all staff, range of questioning, opportunities for speaking listening, teamwork planned into the curriculum, access to learning mentor if required.*

2. Cognition and learning

*Provision for children with cognition and learning difficulties: personalised SMART target programme (targets relevant to age of development), access to concrete equipment, use of timers, small group provision within class, visual timetables, short one step instructions use, individualised programs if required and next interventions for catch up.*

3. Social, emotional and mental health

*Provision for children with social, emotional and mental health: access to nurture lunch club if required, time out space (calm down room) within school, comic strip method used to talk through events, time with learning mentor, visual timetables, timers, restorative practice, social stories, individualised targets, individualised reward systems based on interests of the child, Lego therapy, named adult for children that require one, home/ school book..*

4. Sensory and/or physical needs

*Provision for children with sensory and/or physical needs: planned in line with the child's individual needs e.g. ear plugs (sensitive to loud noises), adapting the curriculum as and when required for individuals with this type of need.*

**(Reference: SEN Policy updated September 2018)**

As of (July 2019), we had 38 children (16 % of roll) or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. *These include ...*

### Consulting with children, young people and their parents

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Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Data collection	SENDCO Headteacher Class teachers	Termly
IEP/ IBP reviews	Class teacher SENDCO (monitored not necessarily at meetings) Parent Child	Termly
PEP reviews (those with SEN and pupil premium)	Member of Senior Leadership Team Class Teacher SENDCO  Shared with parents termly	Every half term
Provision mapping (interventions)	SENDCO Class teachers	Autumn 1 end Spring 1 end Summer 1 end

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## Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level (as per p58 of SEN Code of Practice 2014)
AB	Learning Mentor	Learning Mentor Training Level 2 Coaching
PA	Deputy Headteacher	Nurture Group Training ( 2 day course, Cambridge University) June 2002 PGCE in Special Education: Emotional and Behavioural difficulties Nov 2004 Managing children with ADHD (2010) Understanding and supporting EAL children ( June 2006)
CC / JK/BF	Fischer Family Trust	Wave 3 FFT
ET, CC, LJ	Reading	Inference Intervention Training
SM, CC, ET	Diabetes	Diabetes training through Scunthorpe Hospital
DB	Helping SEN	Helping schools SEN qualification ADHD training
LR	Helping children with ASD	ASD course with ASET attended last year
BF	Speech and Language	ELKLAN course ; Speech and Language support 3-5 years and Speech and Language support 5-11 years

*This year, we have put in additional training into dyslexia support to aid children with cognition and learning difficulties in English. We bought in some outside training from Odette read to upskill TA's on the precision teach intervention and to run staff training with all teachers around implementing a dyslexic friendly approach. We have put small group support in for children in Year 3 and/or 4 with dyscalculia tendencies. One of our one to one TA's, has accessed a course, alongside parents ran by the ASET team and is now being used as an area of expertise with those who show autistic tendencies. As a school we have held 3 drop in sessions for parents of SEN children, one per term in the hopes to engage parents in a more informal way. There have been two members of TA staff that have shadowed experienced TAs with Lego therapy and talking and drawing interventions to develop staff expertise. All staff have received awareness training on mental health issues and all teaching staff have received mental Health First Aid training. All staff, who work with children, have received Team Teach training in de-escalation strategies and restraint as part of their induction. A number of children (alongside 2 TA's) have been part of the Study United reading club based on lower attaining and SEN readers.*

## Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

We currently have one member of staff deployed for 1-1 provision. We currently have 4 children with EHCPs within school. We have a teaching assistant that runs Fischer Family Trust intervention three times weekly in the afternoons for Key Stage 1 children. We have a daily Madeleine Portwood Key Stage 1 intervention group for children in Year 1 and Year 2. We currently have 14 children on the precision teach intervention for either reading or spelling. Each class has a TA to aid next day interventions dependent on the learning that has taken place the day before and to help with the necessary support of individualised targets on IEPs, IBPs and PEPs. Support staff are also used to aid those children who need help with social skills at dinner times. There are 5 children on one to one precision teach programmes. There is also a write from the start handwriting programme that takes place weekly with some Year 1 children. Staff TA's also carry out the 1-1 speech and language programmes daily in reception, Year 1 and Year 2 classes.

## School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome **2** children and young people with special educational needs or disabilities and we supported **11** children and young people to transition to the next phase in education.

*Our approach involved:*

We closely monitor children and young people's choice of secondary school and meet with schools to aid transition of those pupils with SEN across Year 6.

## **Complaints**

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Our complaints procedure is:

The parents are encouraged to use class teachers as their first point of call (all staff emails are listed on the website and shared with parents at the start of the year).

If their needs aren't met they are encouraged to go and see Mrs Atkinson (SENDCO) and then the Head Teacher (Mrs Randall).

This year we had 0 complaints.

## **Challenges this year**

The challenge for the SENDCO this year was to ensure an adequate time slot for SEN parents to meet with her as well as run her class parents evenings. This has been taken into account with the deputy head taking on a non teaching roll in September to allow more time for these to happen. .

## **Extra Curricular information**

The SEN children have had the opportunity to take part in a variety of clubs this year: phonics, dodgeball, football, multi sports, cricket, cross country, choir and family fitness.

24 of the SEN children have accessed at least one of the above clubs.

16 children on the SEN register in Year 6 had the opportunity to represent their school in sports competitions or in choir events outside of school.

## **Further development**

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Our strategic plans for developing and enhancing SEN provision in our school next year include:

Closely monitoring children using termly assessment (focussing on PIRA and PUMA and where required B Squared steps in progress)

Increase parental and child opportunities for communication around new IEPs.

Ensure smooth transitions of SEN children into their next classes

Monitor that homework is closely linked to the needs of the SEN children.

## **Relevant school policies underpinning this SEN Information Report include:**

Behaviour Policy

Complaint Procedure

Accessibility Policy

Special Educational Needs Policy

Diversity Policy

## **Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to/approved by Governing Body: Autumn Term Meeting 2019**

**Date to be updated: September 2020**