

Plaxtol Primary School



SEN Information Report 2022-23

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Under the Special Educational Need and Disability regulations 2014, contained within the Children's and Families Act 2014, the Local and Governing Board is responsible for publishing a Special Needs Information Report outlining the provision made for pupils with SEND.

Other policies which you may find useful to read in conjunction with this SEN report can be found on the school website <http://www.plaxtol.kent.sch.uk>

They include:

- Accessibility plan
- Safeguarding policy
- Admissions policy
- Attendance policy
- Equality plan and policy

Who is SENCO at Plaxtol Primary School?

The person with responsibility for co-ordinating the provision for children with SEN is the SENCO. The SENCO at Plaxtol Primary School for 2022-2023 was Mrs Emma Benwell. Mrs Housley has been Acting SENCO since September 2023.

Telephone 01732 810200, email senco@plaxtol.kent.sch.uk

SEN Governor – Mr Kim Johnson

Definition of SEND

Children have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- 1) Have a significantly greater difficulty in learning than the majority of children of the same age or
- 2) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.
- 3) Are under compulsory school age and fall within the definition set out in 1 or 2 above or would so do if special educational provision was not made for them.

Definition of disability:

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is a physical or medical impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Which special educational needs are provided for at Plaxtol Primary School?

At Plaxtol Primary School we are committed to fulfilling the special educational needs of all pupils and providing a nurturing and inclusive learning environment that enables every child to thrive with an expectation of high academic standards.

Children at SEND support level or children with an Education, Health and Care Plan (EHCP) are on our SEND register. Children with additional needs, may still require provision within the school and may not be on the register. These children would be on the school's monitoring list.

SEND are generally thought of in the following four broad areas of need:

Cognition & learning

Communication & interaction

Social, emotional and mental health difficulties

Sensory and or physical needs

How does Plaxtol Primary School assess the progress of pupils and identify any pupils requiring additional support?

Plaxtol Primary School promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing, particularly when a child is placed at SEND Support. Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. Special educational provision may be triggered when a pupil fails to achieve adequate progress despite having access to a differentiated curriculum and those children who are not making expected progress are then highlighted.

The majority of a pupil's needs are met within the classroom through the delivery of good quality first teaching and additional strategies that will overcome their barriers to learning. However, if a pupil is not making expected progress, the 'Graduated Approach' is used – Assess, Plan, Do, and Review cycle.

At Plaxtol Primary School we monitor the progress of all pupils at least three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Ongoing teacher assessment, Early Years Foundation Stage assessment, moderation of pupil progress in English and Maths and Year 1 Phonics check. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are additional adult support, pastoral support, and interventions. Some pupils may continue to make inadequate progress, despite high-quality teaching over a period of time, targeted at their areas of need. For these pupils, and in consultation with parents, we will use a range of assessment tools to understand more about the nature of the learning difficulty.

We may need to consult with colleagues at the Local Authority, 'LIFT' (Local Inclusion Forum Team) forum, and engage the services of outside agencies such the Educational Psychologist and Specialist Teaching Services to determine the cause of the learning difficulty and assist

with support. The purpose of this more detailed assessment is to understand what additional resources and different approaches are necessary to enable the pupil to make better progress. We may then need to apply for High Needs funding to help support their needs.

If a child has longer term or significant difficulties they may need an Education, Health and Care Plan. This will involve a multi-agency approach to assessing their needs and to plan provision and identify resources that are required and the local authority will carry out a statutory assessment.

What should I do if I think my child may have special educational needs?

If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us. In the first instance, talk to your child's teacher. You may of course also contact the SENCO.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

We focus on the outcomes of your child's SEN provision and you are welcome at any time to make an appointment to meet with either your child's class teacher or the SENCO to discuss your child's progress and to get advice on how you can support your child at home. Parents and carers will always be involved if we are considering SEN provision and its intended outcomes.

We provide an annual report for parents/carers on your child's progress. You are invited to meet your child's teacher at Parent Consultations, these are held twice a year. If your child is receiving support for SEN, additional meetings are offered to discuss support and review progress. Where your child has a Personalised Plan, this will be reviewed regularly in consultation with parents and the child. Your child may have an Education, Health Care Plan (EHCP), which will be formally reviewed at least annually, in addition to the arrangements above.

How will the curriculum be matched to my child's needs?

At Plaxtol Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs.

High quality teaching adapted for individual children is the first step in addressing all children's needs. Teachers set high expectations for all pupils and use appropriate assessment to identify children's needs.

Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every child achieving. Potential areas of difficulty are identified and addressed at the outset of work. Pupils will be provided with additional learning aids such as visual cues, use of coloured overlays, writing slopes and pre-teaching of vocabulary. Additional support such as interventions and 1-1 sessions with an adult are also used to help pupils make progress, this is evidenced on class provision maps.

How is the decision made about the type and how much support my child will receive?

Support is planned and reviewed by the SENCO, class teacher and teaching assistants, in collaboration with parents/carers and the pupil themselves. Additional provision may take the form of teaching assistants (TAs) supporting pupils in a small group or one to one interventions such as:

- BEAM (Balance, Education and Movement) – gross motor skills;
- Clever Fingers – fine motor skills;
- Sensory Circuits;
- Literacy groups – Beanstalk Readers and phonic/writing groups;
- Numeracy groups/ one to one support;

We always try our best to ensure that provision is made for those who need it. In order to do this, we endeavour to:

- Know where children are in their learning
- Identify any barriers to learning
- Ensure decisions are informed by the insights of parents/carers and children
- Have high ambitions and set stretching targets for them
- Track their progress towards these outcomes
- Ensure that approaches used are based on the best possible evidence and monitor the impact on progress.

What support will there be for my child's overall wellbeing?

We try to support the emotional and social development of all our pupils, including those with SEND. Our staff are caring and have the wellbeing of all children as their top priority.

Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social and Emotional Education (PSHE) and Circle Time. The values of our programme, Coram SCARF (Safety, Caring, Achievement, Resilience & Friendship), are embedded in the school community.

If further social / emotional support is required, this can be arranged through the SENCO and may take the form of support programmes such as 'Talk Time' with our SEN teaching assistant, Mrs Lisa London. Mrs London is also Mental Health First Aid Trained. Early Help are also available to offer further support. We take any suggestion of bullying very seriously and act in strict accordance with the school's anti-bullying policy.

How will my child be included in activities outside the school classroom including school trips?

We endeavour to enable children with SEND to have access to extra-curricular activities and school trips that are available to our pupils. This may require additional adult support and enhanced risk assessment, to ensure that everyone's health and safety is not compromised.

In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.

How does the school manage the administration of medicines?

Plaxtol has a strict policy regarding the administration of medicines on the school site. If your child needs medication during the school day, please take the medication to Reception. You will be required to complete a form, authorising school staff to administer the medication. Our staff receive regular training in managing some medical conditions that are relevant to the children on roll such as using EpiPen's. Most members of staff are trained as First Aiders, along with two Paediatric First Aiders.

How are the governors involved and what are their responsibilities?

The SENCO reports regularly to the governors on all matters relating to SEND at Plaxtol Primary School. This report does not refer to individual children and confidentiality is maintained at all times.

Kim Johnson, the Chair of Governors is responsible for SEND and reports back to the full governing body, he also attends the Pupil Progress Interviews held on a termly basis.

What training do staff supporting Special Educational Needs and/ or Disabilities have?

All staff receive regular training. Training for staff relates to the needs of the school and pupils and is done both in school and through external course providers. Our Teaching Assistants receive high quality training in all areas relevant to their role. This includes learning difficulties such as dyslexia, motor skills, and interventions in reading, phonics, writing and maths. Some support staff have developed areas of specialism.

What specialist services and expertise are available at or accessed by the school?

Collaboration between education, health and social care services is important to us. These include the Kent Psychology Service, a school nurse, our specialist support teachers, speech and language therapists, specialist teaching and learning service (STLS) other therapies such as physiotherapy and occupational therapy, services relating to physical and mental health such as Fegans.

How accessible is the school both indoors and outdoors?

We endeavour to enable children with SEN and disabilities to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when

allocating classrooms and planning activities. Please see our Accessibility plan for more details.

How are parents involved in the school and how can I get involved?

The involvement of parents and carers in their children's education is very important to us. We encourage parents/ carers to contribute their views on their child's SEND at all meetings.

We welcome parents/carers who wish to help in school and have an active group of parents and carers who come in regularly to support in academic aspects, such as reading and the wider curriculum. If you would like more information about how to get involved, please speak to your child's teacher, or ask in the office.

How will my child be able to contribute their views?

The involvement of children in their own education is very important to us. Children are actually very good at understanding what helps them learn and developing their own independent strategies. Your child's views will be sought when identifying needs and planning and reviewing provision, their comments support the writing of personalised plans.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

We support pupils in moving from pre-school to Plaxtol Primary School and from us to secondary school, as well as any pupils who join or leave us in between. We work closely with the preschool settings to make transition as seamless as possible. The EYFS Teacher(s) visit nursery settings to discuss the child and their needs. Parents meet with the EYFS teacher(s) on an individual basis in the term prior to admission. Children take part in a transition visit programme in the term prior to joining the Reception Class.

We also contribute information to a pupils' onward destination by providing information to the next setting and, where appropriate, photo books and social stories are also used. Transition to secondary school is supported by close liaison between our Year 6 team and SENCO and their secondary colleagues. Additional transition visits are arranged as needed.

What steps should I take if I have a concern about the school's SEN provision?

In the first instance, speak to Mrs Housley, the Acting SENCO. If you are still concerned you should speak to the headteacher, Mrs Claire Rowley. You may also contact the governors through the complaints procedure.

Where can I get information on what provision is made through the local authority? Where can I see the Kent Local Offer? Where can I get support?

Support for parents and carers is available through:

E-mail: kentparentpartnershipservice@kent.gov.uk <http://www.kent.gov.uk/kpps>

Helpline: 03000 41 3000

Contact KCC's Early Help service for advice and support by email (earlyhelp@kent.gov.uk) or phone 03000 419222