

Plaxtol Primary School



SEN Information Report 2021/2022

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If you would like to comment on the report, or have any suggestions for improving it, please contact us. Email: office@plaxtol.kent.sch.uk or telephone: 01732 810200.

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 pupils and provide a nurturing and inclusive learning environment that enables every child to thrive with an expectation of high academic standards. We are dedicated to providing a balanced, accessible and inspirational curriculum which nurtures a lifelong love of learning. We also recognise that sometimes children may have needs beyond those which we can cater for. We work with parents/ carers and specialists to facilitate the appropriate placement of children with special educational needs. (SEN) SEN falls within four broad areas of need and provision

Cognition & learning

This includes children who have Moderate (MLD), Severe (SLD) or Profound & Multiple learning difficulties (PMLD) or specific learning difficulties (SpLD) such as dyslexia, dyscalculia, or dyspraxia.

Communication & interaction

Speech Language and Communication needs (SLCN) – children may have receptive or expressive language difficulties. Autistic Spectrum Condition (ASC) including Autism.

Social, emotional and mental health difficulties

This includes children who may have Attention deficit disorder (ADD), Attention deficit hyperactivity disorder (ADHD), Attachment disorder

Sensory and or physical needs

- Visual impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI)
- physical disability (PD)

We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEN), in co-operation with our local authority. We make reasonable adjustments to ensure that children with additional needs make the same good progress as their peers. We constantly strive to improve the accessibility of our school and curriculum.

How does the school know if children need extra help?

At Plaxtol Primary School, care is taken to identify and support children who have a significantly greater difficulty in learning than the majority of others the same age, or who have a disability which prevents them from making use of educational facilities.

We monitor the progress of all pupils formally four times a year to review their academic progress in pupil progress interviews (PPI).

We also use a range of assessments with all the pupils and 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 accelerate progress.

Where a pupil is not making adequate progress, teachers, teaching assistants, the SENCO and parents/carers work together to problem-solve, plan, support and collaborate on teaching strategies

for individual pupils. These will be put into the class provision map or, if appropriate, a personalised learning plan and reviewed regularly, and revised if necessary. They will then have SEN support. 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 as 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 High Needs funding to meet their needs which gives a higher level of support than just SEN support. If a child has longer term or significant difficulties they may need an Education, Health and Care Plan.

This is a multiagency 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. Parents/carers know their children best, and we listen and understand when they share their concerns about their child's development. We also listen to and address any concerns raised by children themselves.

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.

Where can I see the school's policies relating to special educational needs?

All statutory policies can be viewed on our website:

<http://www.plaxtol.kent.sch.uk>

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 Learning Plan (PLP), 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, teachers set high expectations for all pupils and aim to teach the full curriculum. Teachers use appropriate assessment to set ambitious targets. 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.

How will the school staff support my child?

Support is planned and reviewed by the SENCO, class teacher and teaching assistants, in collaboration with parents/carers and the pupil themselves. Support is targeted for more able children too and the needs of looked after or adopted children. 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;
- Social Use of Language;
- Speech Link.

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

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.

Who is the SENCO at Plaxtol Primary School and how can the SENCO be contacted?

The person with responsibility for co-ordinating the provision for children with SEN is the SENCO (Special Educational Needs Co-ordinator).

The SENCO at Plaxtol Primary School is Mrs Emma – Louise Benwell and she can be contacted on the school phone number:

Telephone: 01732 810200 or by email: office@plaxtol.kent.sch.uk Please note that Mrs Benwell is class based.

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 SEN. 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 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 'Talk Time' or sessions 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 are the school's resources allocated and matched to the children's SEN needs?

Where Special Educational Needs are identified, we put in place appropriate evidence-based interventions. We follow the graduated approach of 'Plan, Do and Review'. Resources are allocated

on a needs basis, with the children who have the greatest need being allocated the most support. If their needs demand it the school can apply for Higher Needs funding.

Who will explain this to me?

Your child's teacher and/ or the SENCO will explain any additional support or interventions to you.

How do we know if it has had an impact?

The effectiveness of the support and the impact on your child's progress are reviewed regularly. This information, along with the views of parents/carers and children, forms the basis for the revision of the support. Where the SEN provision does not enable a child to make adequate progress, we may work with parents and carers to request an assessment for an Education, Health and Care Plan.

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

We endeavour to enable children with SEN 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. Where appropriate, we try to prepare children in advance for any new environment or situation.

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 SEN at Plaxtol Primary School. This report does not refer to individual children and confidentiality is maintained at all times.

One governor is responsible for SEN and reports back to the full governing body, they also attend 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, autistic spectrum disorders, attention deficit and hyperactivity difficulties, 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 any educational psychologists, our school nurse, our specialist support teachers, speech and language therapists, other therapies such as physiotherapy and occupational therapy, services relating to physical and mental health, Specialist Teacher Advisers, including for hearing and vision impairment and physical disability.

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.

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 SEN 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, such as swimming, extra-curricular activities and work in the Wildlife Garden. 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.

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

In the first instance, speak to Mrs Benwell, the SENCO. If you are still concerned, you should speak to the Headteacher, Ms Rowley. You may also contact the governors through the complaint's procedure.

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 Primary School and from Plaxtol 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) and SENCO 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.

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

Office: 0300 333 6474

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

The local authority's local offer is published on

www.kelsi.org.uk