

King Street Primary and Pre-school



SEND Information Report

2022-2023

1. Introduction

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found by clicking on the Families Information Service link below.

www.countydurhamfamilies.info

This report aims to detail our 'Local Offer' to children and families who have a need for SEN provision. If you require any additional information, please feel free to contact Mrs Kane, our Special Educational Needs and Disability Co-ordinator (SENDCo) – she would be more than happy to discuss any questions which you may have.

At King Street Primary and Pre-School, provision for children with additional needs is at the heart of the ethos of our school. We strive to ensure all children achieve their potential, irrespective of gender, race, need or background. At King Street, the whole team is dedicated to providing a safe, support environment and an engaging, topic-based curriculum, which is differentiated and adapted to meet each individual child's needs, encouraging them all to reach for the stars!

What is SEN?

Definition

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (SEN Code of Practice 2015 p16)

For example, they may have additional needs which require support relating to speech and language, cognitive ability, movement or co-ordination, social and emotional support – the list is endless. Every child is unique and it is paramount that we carefully plan a curriculum and use approaches which will support them in reaching their full potential.

Special Educational Needs and / or a Disability can affect many children throughout their school life and beyond. Some of these can affect children long term however not all SEN difficulties should be seen as 'Life Long'.

Broad area of need

There are four broad areas of SEND, these are:

Communication and Interaction

'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.'

- SEND Code of Practice 2015 p97

Cognition and Learning

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.'

- SEND Code of Practice 2015 p97-98

Social, Emotional and Mental Health Difficulties

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'

- SEND Code of Practice 2015 p98

Sensory and/or Physical Difficulties

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.'

Review arrangements of our SEN Information Report (SIR)

Our SEN Information Report is monitored, evaluated and ratified by the school's governing body.

This report is reviewed annually. The next review is due in September 2023

Key contacts:

Headteacher – Mrs J Bromley

SENCO – Mrs J Kane

SEN Link Governors – Mrs K Luther.

Please contact us via the school email address kingstreet@durhamlearning.net or by phone 01388 816078.

Who decided if my child has a SEND?

Parents know their children best – and as a school we see parents as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would organise a meeting with parents as soon as possible to discuss such concerns and agree the next steps.

For some concerns, we may discuss the involvement of other professionals including the Educational Psychology Service, the Cognition and Learning team, the Occupational Therapy Service, Child and Adolescent Mental Health Service (CAMHS), the Speech and Language Service, Autism and Social Communication Team or your local GP. Our aim, by involving other professionals, is to receive advice on how to support them effectively, removing barriers to their learning and move their learning on. For example, certain programmes may be advised, teaching strategies, resources or services in order to address their needs in the most effective ways possible. If their needs are met and they no longer need additional support, your child will be removed from our SEND register.

When an initial concern is identified, these children will be put on a Short Note. This is a record of the discussion between parents and school regarding any concerns and the agreed ways forward. The SENDCo has a list of children on Short Notes and they are closely monitored. However, at this point they are not placed on the SEND register. Parents are invited into school each term / or half term (depending on the child's needs) to discuss their progress.

Children with SEND are placed on our SEND register following a discussion with parents. There are 2 types of support for these children.

- **An SEN Support Plan (previously called IEPs):** Parents are invited into school to work with their child's class teacher to develop an individual SEN support plan. Together, we will decide on outcomes for your child and how we will support them so they are achieved. The SENDCo oversees these Support Plans and regularly monitors the provision that has been agreed on the plan. These are reviewed termly (or more often if required). Parents are invited in for an SEND review meeting, where we will discuss your child's progress and decide on the next steps. At this point, we might write a new Support Plan or if they no longer need additional support, the Support Plans cease and they will be removed from the register. If this is the case, they continue to be monitored by the class teacher and SENDCo to ensure their progress continues.

- **An Education, Health and Care Plan (EHCP);** From September 2014, statements have ceased to be issued, and EHCPs are being issued in their place. Children with needs at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually. These pupils also have an SEN support plan, which breaks down the larger outcomes from the EHCP into smaller steps. As detailed above these are reviewed at least termly.

What kind of additional provision and curriculum can you offer?

The provision offered to each child with SEND is unique. Our school is dedicated to deliver high quality provision, within an ethos of care, support and understanding for both children and families.

In order to meet this, our school has:

- A SENCo to oversee the provision for all children with additional needs across the school
- A private Speech and Language therapist who works in school 1 day per week.
- A private Occupational Therapist who works in school half a day per week
- A high level of teaching assistant support, to ensure children with additional needs are well supported in all lessons.
- Staff who are trained to support a wide range of needs and deliver a range of interventions
- A team ethos, where each child and their needs is understood by all of the school community
- A topic-based curriculum which is tailored to the needs and interests of the child – through the use of staffing, differentiation, teaching style, and resources – including ICT
- A Head teacher fully committed to inclusion and high quality experiences for all children. Mrs Bromley has a wealth of experience from being a SENDCo at a mainstream school with an

Enhanced Mainstream Provision (EMP) providing support for children with speech and language difficulties.

Some examples of additional provision which could be suitable for a child with SEND could include:

- Some individual teaching, following dedicated programmes to address specific needs, e.g. reading and spelling difficulties, those directed by Speech Therapists, Educational Psychologists or the Cognition and Learning team.
- Small group focus work to address shared issues, e.g. fine and gross motor skills groups, support during English or Maths lessons working on skills at their level, social skills intervention groups
- Specialist interventions provided by other professionals, e.g. exercises or activities from the Occupational Therapists, Time to Talk, Socially Speaking, Language for Thinking
- Teaching assistant support within the class, in order for the work to be further differentiated to meet exact needs
- Additional resources to enable better access to the curriculum, e.g. seating / writing apparatus that have been suggested by professionals, i-Pads or laptops with specifically chosen programs.
- Thorough assessments undertaken by Educational Psychologists / SENDCo in order to pinpoint exact areas of difficulty that are then addressed
- ICT resources, e.g. access to ICT programmes to address specific needs
Our provision is constantly adapting to the needs of our children and the recommendations we receive.

What involvement can we have as parents at King Street Primary and Pre-School?

Parents and children are at the very heart of everything we do at King Street and we believe your involvement is crucial. There are three SEND Parents' Evenings each year. Sometimes, these are combined with the whole school parents' evenings. At these meetings, we will review your child's support plan and discuss any concerns either school or home have. We will then plan new outcomes for their support plan together for the following term.

We expect parents to attend a child centred 'Annual Review' for all pupils with an 'Educational Health and Care Plan', to enable all of the staff who work with yourselves to discuss the placement each year. Parents will be given as much notice as possible to ensure they can attend.

Staff are available on the yard each morning and when they bring your child out at the end of the day if you need to speak to them. Also, Mrs Kane, our SENDCo, is available to discuss any concerns you have. Please don't hesitate to contact us.

How would my child be assessed and would we be informed?

We carefully assess your child to identify their strengths and areas of need using a range of assessments. These assessments may be carried out by staff within school or other professionals with your agreement. When your child enters our school, their current attainment is assessed which is referred to as their baseline.

Some of the assessment methods are:

- Speech Therapy Assessments – which may focus on sound production, language understanding, or other relevant assessments to your child's needs
- Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments
- Occupational Therapy assessments
- Cognition and learning assessments
- Ongoing school assessment including:
 - Reading, writing, maths assessments
 - Phonic and spelling assessments
 - Social and emotional assessments

Your child's school achievements will be assessed against the relevant Year group of the National Curriculum. This may mean your child is being assessed against their own year group or a year group below the one they are currently in. For children who are working significantly below age related expectations, we use an assessment system called PIVATS. This allows us to see the smaller steps of progress which might not be evident when using other assessment systems in school.

Children in Early Years are assessed on their own curriculum which is broken down into ranges with the aim of them meeting the Early Learning Goal by the end of Reception.

Will my child sit external tests, such as SATS

This depends on the individual child. If your child is able to access the Year 1 Phonic Screen, Year 2 SATs, or Year 6 SATs, they will be supported appropriately to access these, often with access

arrangements (such as extra time, a scribe, or enlarged texts). However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them, and their achievements and progress will be measured using school data. This will be discussed with you during the SEND review meetings.

What are the types and levels of need in our school?

At King Street, we have children on our SEND register with a variety of needs covering all 4 areas of need. Also, some of our children need support with more than 1 area of need.

| Area of need | Number of children with this as their prime area of need |
|-------------------------------------|--|
| Communication and interaction | 40 |
| Cognition and learning | 15 |
| Social, Emotional and Mental Health | 6 |
| Physical / Sensory | 3 |

What kind of progress are our children with SEND making?

Over time, children in our school with identified SEND make good progress, both academically and socially. Our children with SEND and other vulnerable groups of children with additional needs, such as Looked After Children, are closely monitored and supported throughout their time at our school. Our SENDCo regularly reviews the provision and achievements for these children to ensure the best outcomes for them and their families. Supporting families is a specific part of this role and we see supporting children by supporting families as a vital part of ensuring quality provision.

Children who are 'Looked After' by the Local Authority are monitored and supported by Mrs Kane, SENDCo and Designated Teacher for Looked After Pupils. Provision, additional resources, teaching and outcomes are reassessed regularly to ensure that these vulnerable children are both happy, supported and making good progress. Mrs Bromley (Head teacher) and Miss Bell (deputy head teacher) also liaise with Social Services and Mrs Kane attends all Looked After Reviews.

How does our provision fit in with wrap around care?

On site, we run a breakfast club each morning from 7.45am and day care until 5.30pm. These are run by staff within school who all have a good knowledge and understanding of SEND and attend training where needed. There are also a range of after school clubs which all children can take part in. Children's needs are shared and planned for prior to them accessing any

wrap around care. Any difficulties identified are discussed with the Senior Leadership Team and addressed as soon as possible. Where appropriate, staff will receive additional training to ensure children are supported in the best way.

How do we enable children with SEND to engage in activities with children without SEND needs?

At King Street, our aim is to be fully inclusive across all areas of the curriculum. We plan ahead and seek advice from other professionals regarding resources, equipment, strategies and training. We currently have a company called Endless Adventure who take pupils outdoors to access a range of different activities and places around the North East, including archery, rock climbing, canoeing. These activities are carefully planned for and adapted to meet every child's needs and all our children take part in every activity. They love it and so do the adults!

How do the children contribute to planning their support?

All children in our school have a voice and are encouraged to share their opinions and ideas. At child centred annual reviews (for children with EHCPs), your child is invited to the review and is able to join in the discussion about how their learning is going. Prior to the meeting, staff work with the child to make a power point presentation to share their views.

Children at the Support Plan phase are actively involved in reviewing their termly targets and have the opportunity to add their comments to the plan as it progresses. Most importantly, we pride ourselves in the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

SEND finances

Each school in Durham receives its school budget in April, and as part of this budget there is a 'notional' SEN amount. Schools are responsible for funding the first £6,000 of support for children with SEN – after which they can request additional 'Top Up Funds' from the Local Authority. In order to access these funds, the school produces a 'Costed Provision Map' – detailing the provision the child is receiving and at what cost to the school. Parents are involved in this process and are invited to review the plans and support timetables with the SENDCo. Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved.

More information about SEND finances is available within the Durham Local Offer by clicking on the Families Information Service website link below.

www.countydurhamfamilies.info

What additional pastoral care can you offer?

In order for children to achieve well, we have a strong focus upon pastoral care. Other than a dedicated SENDCo, knowledgeable teaching and support staff and a committed Head teacher, we also have;

- A transition worker who comes into Year 6 from the local Secondary schools to support children moving from Year 6 to Year 7. This may include organising additional transition visits or doing some 1:1 work focusing on their needs and worries.
- Close links with External Partnerships; In order to access the best professional advice, we also link with Local Authority and Private providers of additional services, such as Occupational Therapy, CAHMS (Child and Adolescent Mental Health Service) School Nursing Service, Social Services and Medical Professionals. We often hold multi-professional meetings in school so that parents are comfortable in the school environment and the child can join us easily, if it is appropriate.

What SEND expertise do you have in King Street Primary and Pre-School?

Our staff have a variety of expertise across all areas of need.

We have taken part in training with external agencies covering the following areas:

- Support children with ADHD / ADD
- Ways to support children with Autism within the classroom (including specific training on Pathological Demand Avoidance (PDA))
- Sensory smart classrooms
- Supporting Literacy Difficulties
- Speech and language support from our private therapist
- Social and emotional interventions
- Training and support provided by our Occupational Therapist when creating and implementing programmes

Training with other professionals / agencies or within school is monitored and organised by the SENDCo, relating to the school's needs and areas staff identify they would like more support with.

As a school, we have access to a range of External Agencies within the Local Authority and the NHS, who offer assessments, advice and support to schools. These include:

- NHS Speech and Language therapists
- NHS Occupational Therapists
- Health Visitors / School Nursing Teams

- The Local Authority SEND and Inclusion teams
 - Cognition and Learning team
 - Autism and Social Communication Team
 - EWEL team (Emotional Wellbeing and Effective Learning)
 - Movement Difficulties Team

- Educational Psychologists
- Private Speech and Language Therapist
- Private Occupational Therapist

Who do I talk with if I have any worries, a compliment or complaint?

If you are happy with the provision your child receives, there is nothing better than telling the teacher, support assistant, Mrs Kane or Mrs Bromley. You can also respond to the Parental Questionnaires or make comments during the review process.

If you are unhappy, it is best to speak to Mrs Kane or Mrs Bromley as soon as possible. We will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school's website should you feel you require it.