

Kilby St Mary's C of E Primary School Information Report

April 2018

Students with Special Educational Needs and Disabilities



Information about the school

School/College Name	Kilby St Mary's C of E Primary School
Address	Main St Kilby Leicester LE18 3TD
Telephone number	0116 2402434
Website address	www.kilby.leics.sch.uk
School/college Specialism	C of E Voluntary Aided Primary
Age range of students	4-11 years old
Name of Headteacher	Ms P.E. Denney
Headteacher contact details	Main St Kilby Leicester LE18 3TD office@kilby.leics.sch.uk
Date of last inspection	September 2016
Outcome of last inspection	Good

Do you have a special designated unit/additional learning support department?	No
Total number of students with special educational needs and disabilities	11
Total number of students receiving additional learning support	11

1. The kind of SEN for which provision is made

The aims of Kilby St Mary's C of E Primary School are based on the values derived from the statement of principles adopted by the LA and guided by the DfE Code of Practice for SEND.

The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

Kilby St Mary's C of E Primary School is a mainstream setting. Kilby St Mary's C of E School strives to be an inclusive school and has an 'Equality Policy' which focuses on inclusive practice and removing barriers to learning. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with the LA's admissions policy.

Kilby St Mary's C of E strives to be an inclusive school engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

2. Information about setting/policy for identification and assessment

The SENCo is the professional leader in the area of Special Educational Needs and Disabilities and as such is responsible for:

- The day to day operation of the school's Special Education Needs Policy.
- Assisting staff in the identification and assessment of pupils with SEND.
- Advising on classroom and other appropriate strategies.
- Liaising with parents, support staff and other external agencies.
- Maintaining the school's SEND files and record.
- Informing and advising the governors
- Continuing their professional development in SEND
- Contributing to staff training.

Pupils with special Educational Needs and Disabilities are identified as early as possible. Kilby St Mary's C of E primary school has established a three staged process for identification, assessment and provision, in accordance with the 2014 Code of Practice and extended through our methods of provision. These stages are: School monitoring, SEND Support and Statement/Education Health and Care Plan (EHCP). The first stage is a school based stage where it is anticipated the needs of pupils can be met through school based provision. Where pupils at this level are showing increased levels of need and involvement from external agencies a SEND Support Plan will be put into place to access resources over and above what the school is able to provide. These SEND Support Plans will be reviewed in line with the schools systems of assessing, planning and reviewing progress. This graduated response recognises that there is a continuum of Special Educational Needs and Disabilities and that the majority of children will lie at the School monitoring and SEND Support Stage. Kilby St Mary's arrangements for implementing levels of action are guided by the LA's document 'Criteria for Placement'. Prior to placing a child on the Special Educational Needs and Disabilities Support Record, class teachers may identify pupils with a potential Special Educational Need and consulting the Special Educational Needs Coordinator, complete a Registration of Concern. Initial action to address those needs and concerns is taken and progress monitored carefully.

The triggers for intervention through SEND Support could be the teacher's or other's concern if the child:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behaviour management policy employed by the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment where appropriate.
- Has communication and/or interaction difficulties, and continues to make little of no progress despite the provision of an adapted curriculum.

The indicators for a pupil receiving SEND Support to have a SEND Support Plan may be:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.

- Continues to have difficulty in developing English and Maths skills.
- Have social, emotional and or mental health difficulties which substantially and regularly interfere with the child's own learning or that of a class group, despite having an individualised plan.
- Has sensory or physical needs, and requires additional specialist equipment or advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The Class teacher, having already completed a registration of concern, will gather relevant evidence and meet with the SENCO to establish the 'school intervention' stage. A decision will be made whether or not to place a child on the SEND Support Record. The class teacher will arrange to meet the pupil's parents/carers to discuss the areas of concern; strengths; home support; targets and review timescale. At the review parents/carers contributions will be recorded. The class teacher will make the pupil aware of his/her targets. The pupil's views will be recorded. The pupil will not necessarily have personal targets as the pupil's needs will be met through class target setting and SEND Support intervention targets.

A pupil with a SEND Support Plan will have had the involvement of external support services, both those provided by the LA and by outside agencies. These will be consulted to provide more specialist assessments and to advise teachers about strategies including more personalised targets to address individual needs where required. Parents are always consulted before an external agency is involved.

If a pupil, despite the school having taken relevant and purposeful actions to identify, assess and meet the SEN of the child or young person, has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. The school will provide evidence of the action it has taken in the form of an SEND Support Plan to inform the local Authorities decision. The LA considers the need for an EHCP and arranges monitors and reviews provision.

3. Setting policies for making provision

a) How we evaluate provision

Kilby St Mary's C of E primary school has a Special Educational Needs Department Plan. Each year the SENCo will focus on certain areas of provision to monitor and evaluate and the outcomes are shared with all stakeholders and help to formulate the contents of the SEN Development Plan where improvements need to be made and staff training

need to be planned. These areas include policy, pupil progress, the quality of target setting, quality of teaching and support, staff and pupil attitudes, parent attitudes, human and material resources, staff professional development, accommodation and environment.

The SEN policy has been drawn up in consultation with the staff and governors. It will be monitored through discussion with the governor responsible for Special Educational Needs and Disabilities. The following criteria will help the governors; head teacher and SENCO evaluate the success of the education we provide.

- The existence of accurate, up to date record keeping.
- Feedback from parent and pupil questionnaires.
- Parental requests for the school to be named on the pupil's statement of SEND.
- The number of pupils for whom a statement/EHCP of SEND is no longer necessary, or the number of pupils remaining at a stage of assessment or reverting to the previous one.
- OFSTED inspection reports and SEND processes.
- Inclusion of SEND issues in development planning.
- Feedback from pupils and parents.
- Attendance/involvement/leadership of training courses by all staff.
- Analysis of pupil attainment (e.g. Progress over time, tracking progress).
- Evaluations of monitoring carried out as part of a Monitoring and Evaluation Action Plan.
- Classroom observations by SLT/Head teacher.
- Adjustments in budget allocation to reflect changing needs.

b) Arrangements for assessing and reviewing progress.

Children who are being school monitored have a termly review of progress of whether provision and interventions are having positive impact on progress. This review will include progress towards the achievement of targets set for their class, targets from SEND support and any personal targets set for pupils with more individual needs. A copy is retained by the class teacher. Copies are given to parents/carers, the SENCO and any support staff working with the pupil. All targets are reviewed each term in conjunction with parents, Learning Support Assistants and class teachers and new ones prepared in advance in preparation for new staff.