



Sedley's Church of England Primary School

Love to Learn – Learn to Love

SEDLEYS C.E. PRIMARY SCHOOL – SEND INFORMATION REPORT

How Sedley's Primary School will support your child?

All children are unique and have different strengths and weaknesses within the school curriculum. They are all individually assessed, and some may need extra support. Additional support, and how it is delivered, is set out formally in our SEND policy.

Children are defined as having Special Educational Needs if they have a learning difficulty which requires special educational provision to be made for them, over and above the high quality inclusive teaching which takes place in all classes. A learning difficulty means that the child has greater difficulty in learning than most children of the same age and may require work that is 'different from or in addition to' work provided for their peers. A child has a disability if they have a physical or mental impairment that is substantial and long term (lasting for more than 12 months) and which has an adverse effect on their ability to carry out normal day-to-day activities. The disability prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age.

At Sedleys CE Primary School we use a graduated approach.

The graduated approach involves focusing on three key elements - an analysis of the pupil's needs, using assessment information from professionals working with the pupil and considering the pupil and parent/carers views.

The provision is underpinned through a cycle of '**review**', '**assess**', '**plan**' and '**do**'.

Special Educational Needs and Disabilities (SEND) fall into the following broad categories, which include:

- Communication and interaction e.g; autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning e.g; dyslexia, developmental co-ordination disorder.
- Social, emotional and mental health difficulties, e.g; attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs e.g; visual impairments, hearing impairments, processing difficulties, epilepsy.

As each child is an individual we endeavour to give support that is specific to their needs rather than a 'one size fits all' approach.

Key Staff and Expertise

Jayne Field, who is SENDCo and leads the SEND team, has completed the National Award for Special Educational Needs Co-ordinator. All staff work together to support children and families and ensure that children with SEND's needs are being met.

Contact details are: 01474 833221/ office@sedleys.kent.sch.uk

All teachers and support staff have a wide range of experience and have undertaken training in a variety of areas including:

- Safeguarding
- Autism Spectrum Condition as well as PDA



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- Therapy through Play/ Drawing and Talking Therapy/Lego Therapy
- Mental Health
- Sensory Processing Difficulties
- Phonics
- Positive Behaviour Management
- Some staff have had specific training for supporting children with behavioural difficulties, ADHD, etc...
- Dyslexia
- Intensive Interaction

What is the Local Offer?

The Local Offer is an online hub that lets young people with special educational needs and disabilities (SEND) and their parents and carers know what services are out there for them, and how they can access them. Here you can find information and advice on the services available in and outside of Kent, including around education, health and social care. This link can be found on our school website.

1. How does Cliffe Woods Primary School know if children need extra help?

Some children may struggle in particular areas of the curriculum and will need additional support from other adults or activities to help them to progress. We know when pupils need help if:

- Concerns are raised by parents/carers or teachers;
- Information is passed through the transition process from neighbouring pre-schools or nurseries;
- There is a lack of progress within a particular curriculum subject or basic skills such as reading and writing;
- Poor attainment within national tests, Year group assessments or Teacher assessments;
- There is a change in the pupil's behaviour

If you have any concerns about your child's progress or behaviour then contact your child's teacher or the Special Educational Needs Coordinator (SENDCo).

Access plans will be produced for children with disabilities on admission to the school.

2. How will I know how Cliffe Woods Primary School supports my child?

Learning tasks will be adapted and varied as appropriate to suit your child's individual needs. This may include additional general support by the teacher or support staff in class. If your child has needs within a specific area, for example reading or solving calculations, then he/she will be placed within a small focus group. This will be led by the class teacher or teaching assistant. The class teacher will inform you as parent or carer of the frequency, duration and type of support that will be given.

For some pupils an individual School-based Support Plan will be given to the parents with this information detailed on it. This is part of the Graduated Approach (assess, plan, do and



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review) Within school, staff will have Pupil progress meetings which are held at regular intervals to discuss the progress of children within each year group. This is an opportunity to decide if further support is necessary.

Sometimes a pupil may need more specific support through an outside agency, for example, Speech Therapist, Occupational Therapist or Paediatrician. The required referral forms will be completed with the parent or carer and sent to the most appropriate agency. Once expert assessments are completed an individual programme may be sent to both the school and parents to carry out.

If your child is on the Special Educational Needs Register regular meetings will take place throughout the school year, between parent, class teacher and/or SENDCo. The child's strengths and areas for improvement are discussed and the support and aims for the year are agreed. These are reviewed by the class teacher and parents every two terms. The child's view of school and their progress is also recorded.

3. How will I know how my child is doing?

The class teacher for your child will keep you updated on how your child is doing within the curriculum during parents' evenings, a written school report, any extra meetings that either yourself or the teacher has arranged after school or as part of the parent/school support agreement. Parents can contact teachers via email if needed.

Children on the Special Needs Register will have an individual School-based Support Plan which outlines the extra support the child receives as well as documenting the progress being made within each provision given. A copy of the reviewed and new School-based Support Plan is given to parents three times a year. Opportunities are given to meet with the SENDCo at parent evenings to discuss your child's support. Individual meetings can be arranged where necessary to discuss further help with the SENDCo through the school office. If outside agencies are involved, plans for activities will be set up through them for the home and school to follow. They will generally report on the child's progress either at an assessment or a review.

4. What support will there be for my child's overall well-being?

Class teachers, teaching assistants and the SENDCO are available for pupils who wish to discuss any concerns or worries they may have. Social Skills groups, Lego Therapy, Talk-time and Therapy Through Play led by members of staff are ongoing.

Pupils with medical needs

If your child has a particular medical need then a Care Plan will be put in place which is agreed between the parents/carers and staff. All staff have completed basic First Aid training, Epipen training, Epilepsy training and a few members of staff have completed the enhanced First Aid training. If your child has an asthma pump, it is kept in their classroom with them. We ask that parents ensure the medicine is within its expiry date and update the



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school if relevant medication needs change.

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

Outside agencies are accessed at various times by the school when specific expertise is required. The following agencies which can be accessed by the school include: PIAS (Pro, Inclusion and Attendance Service), Specialist Teaching Service, Autism Outreach Team, CAMHS (Child & Adolescent Mental Health Service), Child Protection Advisors, Children's Therapy Team (Speech and Language/Occupational Therapy, Educational Psychologist Occupational Therapy, Early Help, Social Services

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

All children (including those with SEND) are encouraged to be involved in roles of responsibility where appropriate. Activities and school trips are available to everyone as they are a valuable element of the curriculum. Risk assessments are carried out and procedures are organised to ensure all children are able to participate and are included. If a health and safety risk assessment suggests that an intensive level of support is needed for your child, additional staff are taken and you, the parent, may be asked to accompany your child during an activity.

7. How accessible is the school environment?

All rooms are accessible either at ground level or via a lift if on first. There are wide doors through each distinct area of the school. One accessible (Disabled) toilet is available on site.

8. How will the school prepare and support my child when joining Sedley's CE Primary or transferring to a new school?

We endeavour to make transition between schools a positive experience and use a variety of strategies to prepare your child for this change in their life: Foundation Stage teachers and the SENDCO visit local pre-schools and nurseries. Pre-school children visit either with their parents and/or with their key worker from Pre-school. Extra visits can be arranged if your child has specific needs with transition.

Class Teachers discuss information with each other as children move through the school. A transition time is arranged for children to meet their new teachers. Children with specific needs with transition may have extra activities and discussions in preparation for a new year group. Year 6 Class Teachers and the SENDCO meet with Year 7 Heads of Year from different Secondary schools. The KS3 teachers also meet with groups or individual pupils transferring to their school. The pupils also visit their new school sometime within the Summer Term.

Any extra visits or activities that are needed for children with specific needs are arranged in consultation with teachers, parents and the child concerned.



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All information about SEN, provision received, and progress achieved by the child are passed from the SENDCO to the new school.

9. How are the school's resources allocated and matched to the children's special educational needs?

Your child's needs are assessed on an individual basis, rather than a 'one size fits all' policy. Additional resources are allocated according to a child's individual needs and come from the SEN budget set each financial year. Where necessary, High Needs Funding is applied for in order to meet the needs of those children with complex needs. Provision is recorded on a Provision Map, which is reviewed to assess its impact and resources that may or may not be needed.

10. How is the decision made about how much support my child will receive?

For Educational Health Care Plans we ensure the statutory requirements are met in discussion with other experts, outside agencies and, recommendations from specific medical reports. Some examples include:

- Occupational Therapists or Speech and Language therapists;
- Paediatricians;
- In School Review Meetings;
- Class teachers discussions/assessments;
- Assessment data;
- Parents and SENDCo meetings.
- Information about support provided from a previous school or pre-school.

Any extra provision given to support children with SEND is recorded on an individual school-based support plan. Copies are given to parents three times a year.

11. How will I be involved in discussions about and planning for my child's education?

- Meetings with the class teacher (as part of the Graduated Approach to review and plan your child's next steps);
- Reviewed and updated provision maps;
- Attending Parents Evenings;
- Annual reviews/PEP reviews;
- Have Your Say group run by the Head of School termly;
- Involvement with the PTA;
- Discussions with the SENDCo; and
- Each Year Group sends an information newsletter home three times a year to inform you of the topics they are learning and any themed days they have planned.

12. How will my child be involved in their education?



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At Sedleys, all children are at the heart of their learning. High Quality Inclusive Teaching strategies employed in all classrooms ensure that children with SEND see themselves as learners, are aware of their strengths and are also aware of areas of learning which they are developing. Specific areas where children are involved include:

- Contributing to their individual School-based Support Plans three times per year;
- Being invited to Annual Reviews as appropriate;
- Ongoing access to pastoral support whenever required;
- Opportunities for discussion with teachers and teaching assistants with a focus on needs and next steps; and
- Opportunities to discuss their needs and celebrate their learning with SENDCo.

13. Who can I contact for further information?

- Sedleys CE Primary School has an open door policy, where, at the end of the school day, you may pop in to speak to your child's teacher.
- You can also contact the Class Teacher via email or through the school office
- If queries are about Special Educational Needs then you may contact the Head of School/SENDCO (through the school office).
- The School website – www.sedleys.kent.sch.uk