

SEN Information Report – November 2023

Introduction

At Lower Halstow and Newington CEP Schools we are committed to ensuring every child reaches their full potential including children with Special Educational Needs and Disabilities (SEND). Our SEND policy details the aims and objectives for pupils with SEND. We are committed to inclusion in our schools and work to ensure that all pupils have the opportunity to develop their skills and knowledge, working to their best ability. We value a curriculum that develops the whole child and we provide opportunities for additional creative and sporting activities which enhance the core curriculum that is provided for all pupils.

Identification for pupils with SEND

Pupils in school are monitored by teachers and senior managers at pupil progress meetings which take place at least three times a year.

Pupils will be raised as a concern if they are making limited progress or if there is a change in their behaviour or progress. Outside of these meetings, if a teacher has a concern about a child, they can raise this with the Special Educational Needs Co-ordinator (SENCo) or Inclusion Manager.

Parents/carers who have a concern about their child should, in the first instance, raise this with the class teacher. They can also ask to speak to the SENCo or Inclusion Manager.

The kinds of special educational needs for which provision is made for at our school

Our school's SEND policy is available on this website, detailing our philosophy in relation to SEND. Additional provision is made in class for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties – Severe and Persistent Literacy difficulties, dyscalculia.
- Communication and Interaction – autistic spectrum condition, selective mutism, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder, attachment disorder and anxiety.
- Physical – developmental co-ordination difficulties, hearing impairment, visual impairment, sensory processing difficulties.
- Medical conditions – epilepsy, diabetes, severe allergies.

How teachers meet the needs of pupils generally

All teachers in the school demonstrate high quality teaching. Each pupil's education is planned by the class teachers in the year group, informed by overarching school plans. The phase leaders oversee the plans for each key stage. The lessons are differentiated according to the needs of the pupils and in class TAs support pupils within the class.

In some instances additional interventions are planned for small groups of children. These may relate to handwriting, spelling, grammar and punctuation, numeracy phonics and memory, these small groups are led by the class teaching assistants (TAs). These interventions are monitored by both the class teacher, SENCo and Inclusion Manager to ensure the effectiveness of this additional input. If you have a query about the intervention you should speak to the class teacher in the first instance, or you can make an appointment to speak to the SENCo or Inclusion Manager.

How teachers meet the needs of pupils with SEND

In some instances, although the pupils receive high quality teaching and have access to interventions, they may continue to make limited progress or experience challenges in some areas e.g. behaviour. In these circumstances the school may, in consultation with parents use assessment tools to determine the underlying cause of the learning difficulty. The following assessment tools are available to the school:

- Language link assessment
- Speech link assessment
- Dyslexia screening
- Dyscalculia screening
- Cognitive ability assessment via Educational Psychologist
- British Picture Vocabulary Scale (BPVS)
- York Assessment for Comprehension of Reading (YARC)
- LASS
- Boxall Profile
- Phonological Awareness Battery (PhAB)
- Speech Bubbles
- NELI
- Visual stress assessment
- Speed up writing assessment

Teachers plan relevant interventions for children who are on the SEND register using a class provision map, these are written and reviewed termly. In addition the schools attend LIFT meetings six times a year with a number of educational professionals. Pupils who continue to be of concern to the school are discussed at the meeting and a number of strategies are discussed with the class teacher. If your child is to be discussed at LIFT you will be contacted by the Inclusion Manager in order to gain consent and ensure your wishes and feelings are heard at the meeting.

Some pupils may require a higher level of support and will have a Personalised Plan. This is a document that details the child's particular special need and lays out a plan to address this. These pupils are allocated to a class as their base but spend time during the morning working on a highly differentiated curriculum with a higher level teaching assistant (HLTA) or a TA. These plans are reviewed 3 times a year.

How parents/carers know how their child is progressing

There are a number of ways that a parent can find out how their child is progressing:

- Parents' pop-ins/open classrooms
- Parents' evenings
- Person centred reviews for pupils with an Education Health Care Plan

Support for pupils with speech and language difficulties

Children who enter reception are screened for speech and language difficulties. Where difficulties are identified the pupil may receive group or individual intervention to address their need. This will be undertaken by trained TA and overseen by our specialist Speech and Language Teaching Assistant. If difficulties persist then a pupil may be referred to either the NHS speech therapy or the schools traded service. Children with more severe speech and language needs and therapy plans will have intervention time with our Speech and Language TA.

Support for pupils with emotional, social and behavioural difficulties

The school has a number of support strategies in place for pupils who have emotional, social and behaviour difficulties.

- There are buddies on the playground at lunch time for those pupils who find it difficult to make friends.
- The school Family Liaison Officer (FLO) runs lunchtime activities, where pupils can go to play board games or do craft activities.
- The FLO (Newington) and Wellbeing TA (Lower Halstow) offer a range of emotional wellbeing sessions/activities with children in both group and 1:1 situations, including ELSA, Lego Therapy, bereavement and attachment support and working with the school dog (Lower Halstow). They have specialist training to deliver these activities.

Support for pupils with medical needs

- Individual healthcare plans are written for pupils who have ongoing medical needs, these are written with a member of the Inclusion team, parents and the school nurse (where appropriate), these are shared with staff who work with the pupil.
- Pupils who have an injury which precludes them from being on the playground or taking part in sport will have a risk assessment. They will have access to safe space at lunchtimes.
- Staff have had training in the use of epipen and administering emergency epilepsy medication as required.

Specialist services accessed by the school

LIFT

Specialist Teachers

School Health

CAMHS

Early Help

Paediatricians

Educational Psychologist

PCSO

Occupational Therapy (OT)

Speech and Language Therapy (SALT)

Emotional Literacy Support Assistant (ELSA)

Specialist training undertaken by the staff

Autism Awareness

Positive Handling (team teach)

Precision Teaching

Lego Therapy

Sensory Circuits

Attachment & Trauma

Emotional Regulation

Visual Impairment

Hearing impairment

NELI

Makaton

How the school environment accessible

The schools have ramps available to all buildings to enable accessibility. Newington has a second floor in the old school house used for offices which is not accessible.

SEND resource allocation

- The notional SEND budget is set every year by the LA and is not linked to the number of pupils in school with SEND.
- The School allocates additional money from the central budget for SEND related to the number of pupils on the SEND register.
- Additional staff may be allocated to particular children or a group of children following a successful application for Higher Needs Funding (HNF).
- Additional resources are purchased upon recommendations from STLS or OT.

Complaints procedure for parents with pupils with SEN

It is in everyone's interests for concerns to be resolved as quickly as possible and our SEN complaint procedure is as follows:

- The concern is discussed with the class teacher – the parent/carer needs to feel that they have been listened to and that all points raised have been addressed.
- If the matter remains unresolved, the concern should be discussed with the SENCo or Inclusion Manager.
- If there is still no resolution the Head of School will become actively involved
- If the matter is still not resolved the Executive Headteacher will become involved.
- If the complainant is not happy with the resolution offered they must put their complaint in writing to the Chair of Governors.
- The Governing Body will deal with the matter through their agreed complaints procedure, which is available on the school website

The Local Authority's Local Offer and school's Local Offer

The Local Authority's Local Offer can be found at this location:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>