



## Kelvin Grove Primary School SEND Information Report 2018-2019

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This Special Educational Needs & Disabilities (SEND) Information Report is for parents, carers and pupils themselves.

It details the provisions that Kelvin Grove Primary School provides for children and young people with SEND whether or not they have an Educational Health Care Plan (EHC Plan).

*A Glossary of terms is available at the end of this document to support understanding of the SEND information report.*

### **Introduction**

We are an inclusive school and pride ourselves in ensuring that all pupils are provided with a high quality enriching education. We encourage pupils to reach their full potential intellectually, spiritually, physically, emotionally and socially. We believe that learning should be fun and encourage pupils, regardless of their Special Educational Needs and Disabilities (SEND) to access a broad, balanced and relevant curriculum.

We are proud of our 16 place Resource Base for Pupils with Autism which was opened in September 2012.

As a school, we work within the Lewisham guidance on provision for children with SEND in mainstream schools which explains the ways children with different additional needs are provided for.

All Lewisham mainstream schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of a student with SEND being met in a mainstream setting wherever possible, and where families want this to happen. Children without an EHCP can apply through the General Admissions Procedure which can be found at:

<http://www.lewisham.gov.uk/myservices/education/schools/school-admission/applying-to-start-primary-school/Pages/default.aspx>

Children with an EHCP apply through the Lewisham SEND admissions details of which can be found at: <http://www.lewisham.gov.uk/myservices/education/special-educational-needs/admissions/Pages/default.aspx>

*This policy should be read in conjunction with the school's Accessibility Plan and the school's Admission Policy.*

### **What categories of SEND do we provide for?**

We are an inclusive school and pride ourselves in ensuring that all pupils are provided with a high quality enriching education. We encourage pupils to reach their full potential intellectually, spiritually, physically, emotionally and socially. We believe that learning should be fun and

encourage pupils, regardless of their Special Educational Needs and Disabilities (SEND) to access a broad, balanced and relevant curriculum.

We acknowledge that some pupils encounter greater obstacles to achievement and may need special consideration. We therefore provide additional and different provision in order to support children with SEND.

A pupil could have a need in one or more of the following areas as outlined in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

## **How do we identify and assess pupils with SEND?**

### *Identification:*

At Kelvin Grove, if a child is not making the progress expected for their age it is important that any extra help that they need is identified quickly. Whether the family or the school raise a concern first, these are the steps we follow;

- Quality first teaching (QFT) takes place in all classrooms with the setting of high expectations to raise attainment and narrow the gap between individuals and the age related expectations.
- Pupils at Kelvin Grove are regularly tracked and assessed however some children who are identified as not making the expected progress, despite a highly differentiated curriculum are discussed with the class teacher and senior leaders during pupil progress meetings (PPMs).
- Interventions may be put in place to support the pupil to make progress.
- When reviewed if these interventions are not successful the pupil will be referred to the SENCO to support identification of potential barriers to their learning.

The parent of the pupil will be notified through the class teacher and a meeting may be set up with the parents, if they have questions or concerns.

- Further investigation or assessment may then be completed with parental permission.

### *Assessment:*

- Your child's progress is continually monitored by his or her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool may be used which shows their level in more detail and will also show smaller but significant steps of progress. This assessment is facilitated using the BSquared assessment tool.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed. The school's strategy for completing this is through termly assessment meetings PPMs.

- Children in receipt of SEND Support will be reviewed with your involvement and if required any further plans made
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with (where possible) all adults, including parents, involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual learning (1-1) and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
  - Home/school contact book
  - Letters/certificates sent home
  - Additional meetings as required
  - Annual Reviews
  - End of Year Reports

## **What is our approach to teaching pupils with SEND?**

Provision for children with SEND is a matter for the school as a whole. The Governing Body, Headteacher, SENCO and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND - a continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children.

### **STAGE 1 (Universal)**

This is quality first teaching (QFT) facilitated by class teacher/s Who can access this kind of support? **All children**

- Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve
- All teaching is based on building on what your child already knows, can do and can understand
- Different ways of teaching (for example, practical activities and visual supports) are in place so that your child is fully involved in learning in class
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support children to learn
- All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take.

### **STAGE 2 (Targeted work specifically tailored to meet your child's needs)**

Who can access this kind of support? **Children working at a SEND Support Level**

Children at SEND support level will require provision that is additional to or different from that can be delivered solely by the class teacher. This may involve:

- Interventions: may include small group work or individual sessions on a specific theme. They may be delivered by a Teacher, Teaching Assistant (TA) or Early Years Educator (EYE) who has had specific training to run these groups.
- Or specialist support from the following school staff or outside agencies including:

- Lewisham Hearing Support Service (LHSS) for children with a hearing difficulty
- Speech and Language Therapy
- Lewisham Specific Learning Difficulties team
- Lewisham Educational Psychology service
- Occupational therapy (NHS)
- School nurse
- Visual Impairment unit
- Drumbeat Outreach Team (social communication difficulties).
- CAMHS
- Physiotherapy
- New Woodlands Outreach
- Specialist Autism Consultant

### **STAGE 3: (Specialist)**

Who can access this? **Children with an EHCP or with access to High Needs Funding**

Children at this level will have been identified by the class teacher/SENCO, in consultation with other professionals as requiring more specialist support beyond the support outlined in the above categories. This support is available for children whose learning needs are severe, complex and could be lifelong. This type of support is known as a:

#### *Education Health and Care Plan (EHCP)*

EHCPs were introduced in September 2014 and have replaced a Statement of Special Educational Needs.

### **How do we adapt the curriculum and learning environment?**

*This section should be read in conjunction with the school's Accessibility Plan.*

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.

Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included at a SEND support level or EHCP.

Planning and teaching will be adapted on a daily basis if required to meet your child's learning needs and increase your child's access to what is on offer in the classroom.

#### *How have we made this school physically accessible to children with SEND?*

- Classroom allocation can be adapted to ensure rooms are accessible for children with disabilities We ensure that appropriate equipment used is to enable pupils to access the curriculum and participate fully in school life.
- There are a number of chair lifts to make areas of The Paxton Building more accessible.
- The school has staff trained to support children with a range of needs.
- The provision for SEND learners across the school, including the resource base, provides space/ furniture, resources and an environment that is appropriate to meet SEND children's needs.

### **Who do parents talk to if they have a concern?**

### **How do we consult parents of pupils with SEND and involve them in their child's education?**

Parents are encouraged to talk to the class teacher as their first point of contact. Class teachers know your child really well, can reassure you and make sure you have all the information you need. They can talk about the strategies they are using to help your child and share the progress they see them making. If you have raised the concern, the school will invite you in to discuss it and plan a way forward. They may suggest that you meet with the SENCO to talk in more detail about your concerns. The SENCO can talk with you about other professionals who can offer advice and support. They can make referrals to services on your behalf and, if other professionals are involved, work with them to ensure that all adults are working well together to help your child.

The teacher will also discuss your child's progress with you at our termly parents' evenings where you will be informed of your child's progress and any additional support being given.

Schools also have regular meetings between each class teachers and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.

If your child is then identified as not making progress the school will make a decision about whether to monitor this or support further through intervention support.

Intervention may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning.

### **How do we consult pupils with SEND and involve them in their education?**

Pupils at a SEND support level will have the opportunity to comment on their strengths and weakness in the school setting and discuss targets set by the class teacher, parents/carers and the SENCO. This may occur through a number of ways including reviews of IEPs, Annual Reviews (in the case of pupils with an EHC plan), during Parents' Evenings or may occur when reviewing the success of an intervention.

If your child has an EHC plan, this will be reviewed annually and they will have the opportunity to provide their views before and during the meeting, where appropriate.

### **How do we assess and review pupils' progress towards their outcomes and how do we evaluate the effectiveness of our SEND provision?**

Teachers assess pupil's progress on a daily basis as part of their ongoing assessment, marking and feedback procedures.

Pupil progress is discussed with parents at termly Parents' Evenings. If there is a significant concern about the lack of progress of a pupil the teacher may arrange a meeting with the parent and the pupil to discuss their concerns prior to Parents' Evening.

Parent's contribution to their child's learning is essential and all views are taken into consideration at Parents' Evening or at earlier meetings. Pupils are given the opportunity to express their views and this can shape the support offered.

Interventions may be put in place to support pupils who are identified as not making expected progress.

Where emotional barriers may be impacting on the pupil's ability to access the curriculum, the teacher will refer the pupil to the teacher responsible for pupil well-being.

We evaluate the effectiveness of our provisions for pupils with SEND to ensure they are reaching their potential and that the appropriate interventions and provisions are in place.

In most cases assessments are completed before interventions and after to determine impact made and to measure the effectiveness of the intervention.

This also highlights gaps in learning where further intervention may be needed.

Attainment and progress data for pupils with SEND is used as part of the whole school tracking of children's progress at pupil progress meetings, including the use of Bsquared.

IEPs are reviewed twice a year and are based on the Assess- Plan-Do-Review model as set out in the Code of Practice (2014) and three times a year for children who require more input. Annual reviews are held yearly for any pupil with an EHC plan; interim reviews can also be arranged throughout the year if deemed necessary.

### **How do we support pupils moving between different phases of education and in preparing for adulthood?**

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is a smooth process.

If your child is moving to another school:

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- Where possible we will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child and support any visits to the new school in advance of the move.
- We will make sure that all records about your child are passed on as soon as possible.

*When moving classes in school:*

- Your child will meet with the new teacher and other key staff before the move takes place. They will also have opportunities to familiarise themselves with their new environment.
- Information will be passed on to the new class teacher in advance and where possible a planning meeting will take place with the new teacher.
- All SEND information will be shared with the new teacher.
- If your child would be helped by a transition book to support them understand 'moving on' and the changes that will happen then this will be provided.

*In Year 6:*

- A member of our Inclusion Team will discuss the specific needs of your child with the SENCO of their secondary school.
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a transition booklet which includes information about themselves for their new school.
- Where possible and appropriate your child will visit their new school on a few occasions
- Where possible and appropriate staff from your child's new school will spend time at Kelvin Grove
- A member of the SEND Team will attend a Secondary Transfer Day organised by Lewisham SEND team to pass on relevant information

The PHSE curriculum supports Key Stage 2 pupils to address issues that prepare them for adulthood.

## **How do we support pupils with SEND to improve their emotional and social development?**

Kelvin Grove Primary School recognises the importance of improving Social and Emotional development for all pupils.

If a parent or carer has concerns about their child's social or emotional development they can organise a meeting with the class teacher and/or the Designated Safeguarding Lead to discuss the need for their child to receive additional support in school.

At Kelvin Grove skilful observation by staff ensures that children's well-being is carefully monitored. Our priority is to help your child make good relationships with adults at school so they feel safe and secure, and to help them make friendships with other children so they feel confident and happy

Kelvin Grove also implements specialist advice from Child and Adolescent Mental Health Services (CAMHS), Specialist advice from Educational Psychologists at Lewisham and New Woodlands Outreach Service.

Bullying is taken very seriously at Kelvin Grove Primary School. We are aware that children are still learning the complex nature of relationships, and that when a child appears to be unkind they may need further support to develop the skills of empathy and cooperation.

Children have the opportunity to discuss strategies to manage bullying and know who to report bullying to.

Cyber Bullying awareness is addressed in school; any incidents that occur both within school and out of school are reported to class teachers and escalated where appropriate.

If a child frequently engages in an unkind or unsafe behaviour staff will observe carefully and put support in place.

## **What expertise and training do staff have to support pupils with SEND? How will we secure specialist expertise?**

All staff engage in regular staff training, development and appraisal to ensure teaching standards are consistently high across the school and that practice meets the needs of children with SEND.

Staff working particularly closely to support children with SEND develop skills by;

- Visiting specialist schools and centres
- Liaising regularly with therapists
- Attending training courses
- Ongoing support from the SENCO
- Some members of staff including all those in the ASD Resource Base Provision will have "Team Teach" Training. "Team Teach" is the holistic approach we use to support people who may exhibit more challenging behaviours. The approach is based on a risk reduction approach, involving de-escalation strategies, diversion and as a last resort physical intervention (see Physical Intervention Policy).

The SENCO and Resource Base lead engage in professional development, including attendance at local cluster meetings, resource base forum and termly SENCO Network meetings.

Teaching assistants at Kelvin Grove are experienced and take part in ongoing training and appraisal to ensure interventions are delivered by staff that have sufficient knowledge and skills to enable children to make good progress.

We coordinate with Health professionals and other agencies to ensure staff have relevant and up-to-date training to support children with specific medical needs.

The school has a school action plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.

The school actively engages with whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO.

When the family and school are in agreement that a child has a difficulty that requires support at SEND Support level we will seek advice and support from a range of professionals.

The Lewisham Local Offer ensures that a range of specialists are available through referral. They can assess needs, recommend strategies, and support families and staff to help a child effectively. If your child is working with other professionals, they will be invited to review progress and plan further support in regular Team Around the Child (TAC) or Team around the Family (TAF) meetings.

### **How will we secure equipment and facilities to support pupils with SEND?**

Equipment and Facilities will be secured through discussion with:

- Specialist agencies
- Parents
- Head teacher
- Inclusion Team

Our school's Accessibility Plan outlines adaptations made to the building to meet particular needs and enhance learning.

The school ensures 'best endeavours' are made to secure learning for all pupils.

### **How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families and what support services are available to parents?**

Lewisham Local Authority provides a Local Offer of services which support pupils with special educational needs and/or disabilities. Support and services can be utilised at any point in the identification of a pupil who has a greater difficulty in learning than the majority of their peers or has a disability which prevents them from making use of the school facilities.

Information on Lewisham services and their local offer can be found here

<http://www.lewishamlocaloffer.org.uk/#/>

We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. If required, the SENCO will also arrange to

meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

SEND Support will be reviewed with your involvement.

If your child is struggling with Home Learning, please contact your child's class teacher.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- We will be happy to discuss any appropriate adaptations for your child.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.
- If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Lewisham SEND Team. They will ensure that you fully understand the process.

### **Who can young people and parents contact if they have concerns and how do we handle complaints from parents of children with SEND about provision made at the school?**

*First point of contact: Class Teacher*

The class teacher is recommended as the first point of contact if you have any concerns.

You can contact them by speaking to them at the end of the school day to arrange an appointment or by telephoning the school.

If you feel the class teacher have been unable to answer your concerns, then please contact a member of the SEND team to discuss further.

If you still feel that the issue has not been addressed satisfactorily you should contact the Headteacher (Mr Hyde) for an appointment.

In the unlikely event that the matter is still not resolved, you must put the complaint in writing to the chair of Governors. The Governing body will deal with the matter through the agreed complaint resolution procedures.

On the rare occasion that the matter is not resolved, the parent or carer can take the complaint to the Local Authority.

### **Where can the LA's local offer be found?**

<http://www.lewishamlocaloffer.org.uk/#/>

<b>Specialist provision. Type of provision: Autism</b>	<b>Nature of Needs met:</b>
Number of places	16
Admission procedure	Application through Lewisham SEND Team
Range of needs – admission criteria	All children entering the resource base will have: <ul style="list-style-type: none"> <li>• A primary diagnosis on the autism spectrum</li> <li>• An Education and Health Care Plan</li> <li>• Ability to be included within the mainstream</li> <li>• A degree of spoken language</li> </ul>
Assessment arrangements	School based assessment programmes including BSquared
Communication with and involvement of Parents	Resource Base Manager and class teachers
Lead teacher	Tennille Melbourne
Contact details	School reception:0208 699 6300 email: tmelbourne@kelvingrove.lewisham.sch.uk

### **GLOSSARY OF TERMS**

SEND Support	Special Educational Needs and Disabilities Support
E	Education and Health Care Plan stage of the SEND Code of Practice
M	Monitoring (Stage 1+)
K	Targeted stage of the SEND Code of Practice
SEND	Special Educational Needs
SEND Code of Practice	The legal document that sets out the requirements for SEND
EHC plan	Education, Health and Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCo	Special Educational Needs and Disabilities Coordinator
OT TAC TAF	Occupational Therapy Team around the child Team around the family