



Special Educational Needs and Disability (SEND) Information 2016-2017

Our aim at Knowles Primary School is that all children will achieve their full potential both academically and socially. Quality first teaching is paramount to ensure we fulfil this aim for our children.

For some children, however, it is necessary to provide additional support and/or resources to enable them to achieve their targets in school.

This information has been produced to answer questions you may have about the additional educational support that is being provided to help your child in school.

What kinds of Special Educational Needs are provided for at Knowles Primary School?

At Knowles Primary School we offer provision for pupils with difficulties in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health needs
- Physical and/or Sensory needs

How do we, at Knowles Primary, know if children need extra help?

We know a pupil needs help when:

- concerns are raised by parents/carers, teaching staff or pre-school/previous schools;
- there is a lack of progress, academically, socially or emotionally, compared to peers and national expectations;
- there is a change in the pupil's behaviour which impacts on learning;
- Liaison with your child's previous school/early years setting;
- Liaison with external professional (e.g. speech and language therapist);
- A medical diagnosis is received;
- A child asks for help.

We encourage parents to speak openly with class teachers about their needs and value the input from parents. If parents are concerned about their child's progress and they have not already discussed this with their child's class teacher we would encourage them to do so.

Who can I contact about my child's Special Educational Need?

Inclusion Manager: Sarah Hilton

Sarah.hilton@knowlesprimaryschool.org.uk

01908 373588

The Inclusion Manager is responsible for the co-ordination of Special Educational Needs throughout the School. It is their job to ensure that, as a school, the Code of Practice is being followed in line with the School SEN Policy. The Inclusion Manager will:

- Liaise regularly with staff to ensure that children are given the most appropriate support/resources for their individual needs
- Work closely with external agencies (see section below) to gain specialist advice and support for individual children
- Ensure that any requests for information on individual children are passed onto the relevant agencies and that parents are kept fully informed of this
- Be respectful of the parents'/carers' wishes regarding confidentiality of the information

What should I do if I think my child may have special educational needs?

If you have any concern regarding your child's progress or well-being then please drop in to see your child's class teacher to discuss your concerns in the first instance. The class teacher will then direct you to Sarah Hilton (Inclusion Manager) who will meet with you in private to discuss your concerns.

How will I know how my child is doing?

Your child's Class Teacher, or the Inclusion Manager, will contact you to let you know if there are any changes to your child's learning needs. The Class Teacher or Inclusion Manager, may speak to you informally (by telephone or at the end of the day) or request a meeting if this is more appropriate/convenient for you. Your child's progress will be supported in the following ways:

- The class teacher will have overall responsibility for the planning and teaching of the curriculum for all children. The curriculum is monitored by senior leaders throughout the School
- Should your child require additional support they may be included in an intervention group. This may be run by the class teacher or a teaching assistant and this will take place within the classroom wherever possible. Sometimes it may be necessary for your child to work out of the classroom in a quiet area close by
- Specific planned interventions may be provided for your child in consultation with the Deputy Head (Sarah Rice) and the Inclusion Manager (Sarah Hilton) during Pupil Progress meetings. All interventions for a class will be recorded on a year group Provision Map. Individual provision maps will show the targets and support they are currently receiving in school. These will be shared with you three times a year and will have a suggested target for you to work on at home. If you have any queries regarding these please do not hesitate to contact the class teacher in the first instance and then the Inclusion Manager
- Occasionally a child may need more specialist support from an outside agency such as Specialist Teachers, Speech and Language Therapy (SaLT), school nursing team and our Educational Psychologist (EP). We will contact you to discuss this support and ask you to complete a form to ensure your views are shared with regard to your child's progress and concerns you may have. You will be kept informed of when the specialist support will be coming in. A meeting with parents and teaching staff is usual prior to any observations or assessments. A follow up meeting will be arranged to share reports and actions points
- Your child's class teacher is available at the end of the day if you want to have an informal chat but if you require a more detailed conversation please make an appointment via the school office.
- You will be kept informed of your child's progress through parent consultations, which are held 3 times a year, as well as via a report issued annually at the end of the summer term.
- Targets are provided for parents three times a year with details of interventions and targets.
- Appointments with the Inclusion Manager can be made via the School Office.
- For children who are on the register for SEND Support or have an Education, Health and Care Plan (EHCP), meetings will be arranged termly to discuss progress. There will also be an Annual Review Meeting to discuss and review the EHCP.

How will the learning and development provision be matched to my child's needs?

Quality first teaching is in place in all classes and helps to ensure all pupils have access the curriculum. Differentiation is the process by which teachers ensure tasks are suitably matched to pupil's needs and abilities. Grouping arrangements are organised flexibly to maximise learning for all. As well as teachers, Knowles primary School also has a number of Teaching Assistants, Higher Level Teaching Assistants and Language Support Assistants who be allocated to work with your child 1-1 or in a small group to target more specific needs. If appropriate, specialist provision may be organised to address individual needs including Literacy intervention; Hornet, Word Wasp and Better Reads. Maths Intervention may include Numicon. Other interventions also take place such as Rainbow Road to address motor skills, Protective Behaviours and Social groups to promote and develop emotional well-being.

Adaptations to the classroom environment may be required to meet a pupil's specific need. Equipment may be provided for your child, e.g. writing slopes, 'sit and move' cushions, laptop, iPads, pen/pencil grips, etc.

How effective is the SEND provision at Knowles Primary School?

At Knowles Primary School we are always working to towards improving the provision to meet requirements of the changing needs of our pupils. Every half term, Pupil Progress meetings take place to discuss the progress, provision and interventions that have happened and monitored closely and adjusted where progress can be improved. At the end of each half term, the Inclusion Manager looks at the data for each year group for the three core subjects, Reading, Writing and Mathematics and this data is used to monitor and evaluate the overall effectiveness of our school's SEND provision.

For the academic year 2015-16, this summarises the progress made by all SEND Support and EHCP pupils across all year groups by subject.

Reading				
	July 2015	July 2016		Progress
	APS Knowles (Y1 Aut 1 15)	APS Knowles	APS National (age related expectations at end of yr)	To Summer 2 Term 2016
All of Year 1 (8)	30.7	36.6 (P8+)	41 (1s)	5.9
All of Year 2 (15)	36.4	41.5 (1s)	47 (2s)	5.1
All of Year 3 (11)	41.2	45.1 (2w)	53 (3s)	4.5
All of Year 4 (7)	41.6	49.0 (3b)	59 (4s)	7.6
All of Year 5 (8)	47.8	55.7 (4b)	65 (5s)	7.9
All of Year 6 (7)	47.3	57.0 (4w)	71 (6s)	9.7

Writing				
	July 2015	July 2016		Progress
	APS Knowles	APS Knowles	APS National (age related expectations at end of yr)	To Summer 2 Term 2016
All of Year 1 (8)	29.7	35.8 (P8)	41 (1s)	6.7
All of Year 2 (15)	34.9	41.0 (1s)	47 (2s)	6.2
All of Year 3 (11)	39.8	44.8 (2b+)	53 (3s)	5.8
All of Year 4 (7)	41.6	46.8 (2w+)	59 (4s)	5.0
All of Year 5 (8)	44.0	52.8 (3w+)	65 (5s)	8.9
All of Year 6 (7)	46.3	57.1 (4w)	71 (6s)	10.7

Maths				
	July 2015	July 2016		Progress
	APS Knowles (Y1 Aut 1 15)	APS Knowles	APS National (age related expectations at end of yr)	To Summer 2 Term 2016
All of Year 1 (8)	30.5	36.5 (P8+)	41 (1s)	6.1
All of Year 2 (15)	36.8	42.4 (1s+)	47 (2s)	5.7
All of Year 3 (11)	43.6	49.8 (3b)	53 (3s)	6.6
All of Year 4 (7)	48.8	55.7 (4b)	59 (4s)	6.7
All of Year 5 (8)	56.1	62.1 (5b+)	65 (5s)	6.0
All of Year 6 (7)	59.4	66.8 (5s+)	71 (6s)	7.4

How will you help me to support my child's learning?

We have an open door policy and encourage parents to talk to staff informally or arrange more formal meeting with class teachers as needed. The class teacher may suggest ways of supporting your child's learning at home through informal discussions, parent consultation or through suggested targets. The Inclusion Manager may meet with you to discuss ways in which you can support your child at home, e.g. a coloured overlay to use during reading.

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

The School offers a variety of support for all pupils including those who may be experiencing emotional difficulties. These may include pupils with medical needs:

- Opportunities for children to talk with members of staff such as Head Teacher, teachers, teaching assistants or midday supervisors if they have any concerns they wish to discuss. Support from external agencies may be provided if deemed appropriate
- Some pupils may be targeted in the morning and be given 'check in' time with a known teaching assistant
- Some pupils may be chosen to be part of a social skills group run by a class teacher, a teaching assistant or Learning Mentor
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only when a letter of authorisation is in place. This is to ensure the safety of both child and staff member

What specialist services and expertise can be accessed by the School?

At times it may be necessary to consult with external agencies to receive their more specialised advice. These may include:-

- Specialist Teachers (Cognition and Learning, Social, Emotional & Mental Health, Communication and Interaction and Sensory and Physical)
- Educational Psychologists
- Speech and Language Therapy (SaLT)
- CAHMS (Child and Adolescent Mental Health Service)
- Children's Social Care
- Children and Family Practice
- Occupational Therapy
- Physiotherapy
- School Nurse
- Health Visitor

The Local Offer is a directory of information that helps families to find and access support. The Local Offer for Milton Keynes can be found on the following website: www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/SEND-local-offer/further-information-on-the-SEND-local-offer

What training have the staff supporting children with SEND had or are having?

Our Inclusion Manager has achieved the Post Graduate National Award for Special Educational Needs Coordination and has achieved a Masters Degree in Education. Our class teachers have collectively received training in a range of different areas including Dyslexia and Autism awareness.

Teaching Assistants are provided with opportunities to attend training that is suited to their role in school.

- Most have completed their TA Level 2 or 3 NVQ
- Safeguard Training is provided for all staff every 3 years
- Prevent training is delivered to all members of staff
- First Aid training is included in the induction of new staff
- Positive Handling is offered to members of staff requiring it
- Training attended by specific TAs includes 'Better Readers', Fischer Family Trust, 'Letters and Sounds' and Numicon (which supports numeracy / maths skills)
- Specific TAs have been trained in Autism awareness
- Dyslexia strategies

How will my child be included in activities outside the classroom including school visits?

Activities and school trips are available to all. Risk assessments are carried out and procedures put in place to enable all children to participate and if a health and safety risk assessment suggests that an intensive level of 1-1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual staff

How accessible is the school environment?

As a school we are happy to discuss individual access requirements and make reasonable adjustments to meet these needs.

Facilities at present include:

- ramps into school to make the building accessible to all
- ramps from the hall/changing rooms to the playground
- ramp from the ground floor classroom to the car park and pedestrian pathway
- disabled toilets

How will school prepare and support my child when they join Knowles Primary School , transfer to a new school or move on to the next stage of their education?

Knowles Primary School understands that moving school or provision can be quite a challenging time for some pupils and puts a number of strategies in place to make the transition as smooth as possible. These may include (if deemed appropriate):

- meetings between pre-school settings and Knowles Primary School
- foundation teachers arranging visits for every child starting in September
- aiding pupils' transitions between classes within the School and transition booklets or Social Scripts may be produced for some pupils to help reduce anxiety
- arranging meetings between Primary and Secondary settings to ensure that all needs and provisions are discussed

How are school resources allocated and matched to children's SEND?

The SEN Budget is allocated each financial year to support additional needs throughout the school. The money is used to provide additional resources or support dependent on need. Support for individual children would be decided upon after discussion at Senior Leadership Team (SLT). The SLT consists of the Headteacher, Deputy Headteacher, Inclusion Manager, Phase Leaders and School Business Manager.

Support can be staff training, physical aids, Teaching Assistants, 1:1/small group specialist support.

Payments are used to support individuals within this category and the fund is managed by the Headteacher and School Business Manager (Jane Harrison).

Specialist advice/support may be bought in to support individual children.

How is the decision made about how much support a child will receive?

Additional support is allocated according to the information provided by the previous school, parents, teachers and monitoring the pupil progress.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, the class teacher, together with the Inclusion Manager, will adjust the level of support accordingly.

How will I be involved in discussions and planning for my child?

All parents are encouraged to contribute to their child's education. This may be through:

- discussion with the child's class teacher
- during parent consultations
- parents being invited to target review, Statement/EHC plan review meetings
- through meeting with the Inclusion Manager or other professionals

Who can I contact for further information?

These questions have been answered by school staff, governors and parents to help answer any queries you may have regarding your child's education and the support we are committed to provide.

If you wish to discuss your child's education further or are unhappy with something regarding your child's schooling please contact:

Interim Headteacher: Sarah Rice sarah.rice@knowlesprimaryschool.org.uk

Inclusion Manager: Sarah Hilton sarah.hilton@knowlesprimaryschool.org.uk

Milton Keynes Special Educational Needs and Disability Advice and Support Service (SENDIAS)

Tel: 01908 254518

Galley Hill Education Centre

Stony Stratford

Milton Keynes

MK11 1PA

mksendias@milton-keynes.gov.uk

SEN Team

Milton Keynes Council

Saxon Court

502 Avebury Boulevard

Central Milton Keynes

MK9 3HS

01908 253414