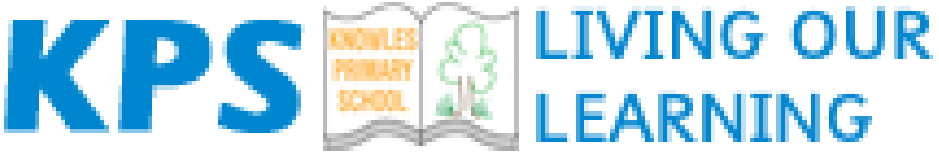


Special Educational Needs & Disability



Knowles Primary School

Parent Guide Booklet

## Meet the Inclusion Team

**Inclusion Manager:** Sarah Hilton

**HLTA/SENA:** Gene Rawson

**SEN Teaching Assistants:** Carol Joy

**Learning Mentors:** Doll Downard

Sam Searle

Sorrell Yates

**Language Support:** Fatima Begum

Nana Acqua

Jonathan Prince

### **Glossary:**

**SEND:** Special Education Needs and Disability

**FACT:** First Assessment Communication Tool

**SENA:** Special Educational Needs Assistant

**HLTA:** Higher Level Teaching Assistant

## **SEND at Knowles Primary School**

**At Knowles Primary School we endeavour to meet the needs of every child and to give additional support to those who have additional needs.**

Ms Sarah Hilton is our Inclusion Manager and she coordinates the provision for pupils with Special Educational Needs (SEN) across the school.

Class teachers take responsibility in meeting children's individual needs through differentiated activities for all ability groups within their class. Teaching Assistants offer extra support within a class and intervention groups are planned for children as appropriate. If the Inclusion Manager and class teacher feel that a child is not making expected progress they may consider whether to place him or her on the Special Needs Register so that the child may receive additional help and support for their learning within small group sessions or sometimes on a one to one basis.

Any concerns will always be discussed with parents and carers and parents and carers will always be kept informed of their child's progress. We are keen to involve parents and carers at all times as parental support is vital in ensuring that each child makes as much progress as possible. Parents will be consulted whenever it is felt that advice from outside agencies, such as the specialist teaching teams and speech and language therapists is needed for individual children.

**The Special Needs Register is divided into three separate stages:**

### **Catch up Intervention**

Children who are making slower than average progress are identified early and are given extra help within the differentiated curriculum and intervention groups.

### **SEN Support**

This stage of the SEN Register gives children access to small teaching groups led by Teaching Assistants and Higher Level Teaching Assistants (HLTAs). A child at the SEN Support stage will have an Individual Provision map and may have a FACT/FACT Plus document setting out individual targets. These set specific targets and objectives and are reviewed by the Inclusion Manager, class teacher, Teaching Assistant and parent every half term.

If a child does not make satisfactory progress then they receive additional help on an individual basis, advice and guidance may be requested from outside agencies, such as speech and language specialists, educational psychologists and behaviour support teachers etc.

### **Statutory Assessment**

Where a child's attainment, progress and development remains a concern, the Inclusion Manager or child's parent may consider applying for an Educational, Health and Care Plan (EHCP). The Local Authority will decide whether to fund additional support.