

Knowles Primary School

Special Educational Needs and Disability (SEND) Information 2019 / 2020

Knowles Primary School is a mainstream primary school which aims to promote the successful inclusion and progress of pupils with Special Educational Needs and Disabilities (SEND). The 'Special Educational Needs and Disability Code of Practice: 0 to 25' (2015) describes a child or young person as having special educational needs if they have a learning difficulty or disability that requires special provision to be made. The Code (2015) states the four main areas of need as;

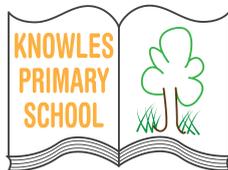
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and / or Physical Needs

We believe in the achievement, ambition and progress for all children.

- We aim to meet the needs of individual children through highly effective teaching and learning.
- All pupils receive high quality teaching, our staff have high expectations and aspirations for all pupils.
- There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.
- We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCo, specialist teaching staff both within the school and external professionals such as Speech and Language Therapists, Educational Psychologists, Specialist Teaching Team, Occupational Therapists and Child and Adolescent Mental Health Service (CAMHS) to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

Prior to a child with an identified special educational need, disability or medical need starting at Knowles Primary School, the school make a home visit to meet with parents or carers. Information about the specific need is obtained and any training, adaptations to the environment and equipment are secured, where appropriate.



To ensure every child is fully included within all learning experiences, the school will carry out individual health and safety risk assessments and procedures will be put in place, when necessary, to enable all children to participate, wherever possible. If a health and safety risk assessment suggest that an intensive level of 1-1 support is required or that an activity may not be suitable for a child, then this will be discussed with the parents or carers prior to the trip or activity. Every measure is taken to fully include all children as long as it is safe to do so.

How does Knowles Primary School know if your child requires extra support?

- The progress of all pupils is monitored regularly by class teachers. When a pupil is not making expected progress and performing below age related expectations in a particular area of learning the school aims to quickly identify the need for additional support.
- In line with the Special Educational Needs and Disability Code of Practice (January 2015), the school has a graduated response to individual specific needs.

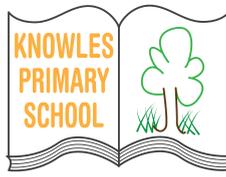
How should you let the school know if you have concerns about your child's progress in school?

- If parents/carers have concerns about the progress of their child the first point of contact is the class teacher. The class teacher may then arrange a meeting with the school SENCo (Special Educational Needs Co-ordinator).
- The school SENCo can be contacted via the school office.

Mr John Hole is the Assistant Headteacher / SENCo for Knowles Primary School. He holds the National Award for SEN Coordination.

How will Knowles Primary School measure the progress of your child in school?

- Pupil progress meetings are held each term, and more often if required, to monitor individual progress.
- Progress and attainment for individuals is monitored regularly through looking in books at children's learning and through talking to children.
- When pupils are identified as requiring additional support appropriate intervention programmes and support groups are identified. A baseline assessment is obtained before the pupil joins a support or intervention group, at the end of the intervention the pupil is reassessed to establish an exit level and monitor progress and the impact of the intervention.
- Class teachers discuss pupil progress with parents and school colleagues, including the Senior Leadership Team, subject co-ordinators, the SENCo and where appropriate external support agencies.



- For children who have been identified as having special educational needs a Needs and Strategy document will be created in partnership with the parents to identify and track progress against specific short term targets for the child.

How will teaching be adapted for your child with SEND?

- Pupils identified with a special educational need or disability are supported in a variety of ways including:
 - Differentiated work to meet individual needs, small group and 1:1 support as appropriate.
 - Personalised targets.
 - Individualised targeted intervention programmes.
 - Specialist support from outside agencies may be requested by the SENCo, in conjunction with parents and the class teacher. Parental consent is required to involve an external agency.
 - Advice on the adaptation of the learning environment to meet a pupil's specific needs would be sought from the appropriate external agency e.g. Specialist Teacher for Visual Impairment, Occupational Therapist.
 - Specialist equipment recommended by external support agencies or Health professionals, e.g. Specialist Teaching Team, Educational Psychologist, Physiotherapy, Speech and Language Therapist, would be purchased.
 - The school Accessibility Plan is available on request from the school SENCo.

How are Knowles Primary School staff supported to work with children with Special Educational Needs or Disabilities and what training do they have?

- Knowles Primary School staff have a wealth of experience and expertise.
- The school SENCo supports class teachers and teaching assistants.
- The school identifies whole school training and training needs for specific staff to improve the teaching and learning of children including those with SEND.
- The school staff attend additional training provided by external specialist providers, the Local Authority School and health professionals when required.

How is Social, Emotional and Mental Health supported?

Mental health is important at every stage of life, from childhood through to adulthood.

Everything we do at Knowles Primary School is underpinned by our values. Our values support us to think about the kind of people we aspire to be and the education



we aspire to. Our values support children to learn about human diversity and instill in them the knowledge, skills and attitudes they need to live together.

The school day starts with a Mindspace session, which encourages a calm start to the day and allows children to prepare for the days learning through raising self esteem, building confidence, recognising feelings about themselves and others, reflection and self affirmation.

Mindspace has been developed to support children's mental health and well being. As educators we have a duty of care to protect our children and to remove any barriers to learning. Knowles Primary School recognises that mental health and well being can be a barrier to learning.

Sometimes a child may require additional pastoral support from a member of the school teaching team or Family Support Team. This may include opportunities to talk through concerns, including bullying, with school staff, additional Mindspace sessions, small social skills groups.

What arrangements are in place for involving SEND children in review meetings and EHCP Annual Reviews?

- Children are involved in the process of SEND review meetings and are encouraged to share their opinions about their learning and school experiences.
- Pupil voice is obtained when applying for EHC Needs Assessments using the Milton Keynes paperwork.
- All children with an EHCP are involved in their annual review meeting. This involvement varies according to the child's age and special educational need. Participation can range from attending all parts of the meeting to the views of the child being sought prior to the review and shared at the meeting by the class teacher or SENCo.

How will Knowles Primary School inform you about your child's progress?

- A minimum of one parent consultation meeting a term between the class teacher and parent is held to review and evaluate pupil progress. Additional meetings with external agencies may be held if necessary.
- Personal Targets (documented on Needs and Strategies documents) are reviewed and revised regularly in consultation with parents. Progress is tracked against individual targets.



How will Knowles Primary School support your child when they transfer to another school e.g. at the end of Year 6?

- SEND pupils are supported during transition by the class teacher, teaching and learning support practitioner, SENCo and Family Support Worker. Depending on the individual needs of the pupil, transition arrangements may include a transition plan (passport) and arranging additional visits to the pupil's new school supported by a key adult.

Who can you contact for further information?

- If you wish to discuss your child's SEND needs further please contact your child's class teacher or the school SENCo.
- If you have on-going concerns or feel that you require further clarification regarding the provision for your child, you are welcome to make an appointment with the SENCo or Headteacher.

School contact details - 01908 373588

This School Information Report should be read in conjunction with the following;

Special Educational Needs and Disability (SEND) Policy

Admissions Policy

Supporting Children with Medical Needs Policy

Accessibility Plan

Behaviour Policy

Anti-bullying Policy

Complaints Policy

Link to Milton Keynes SEND Local Offer - www.milton-keynes.gov.uk/sendlocaloffer

Milton Keynes SEND Independent Advice Service (SEND IAS) -

advice line: 01908 254518 from 9.30am to 4.30pm

mksendas@milton-keynes.gov.uk