



KINGSLAND NURSERY SCHOOL

EAVES LANE, WERRINGTON ROAD, BUCKNALL, STOKE-ON-TRENT, ST2 9AS

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Policy: SEN
Ref:
Updated by: Teresa Barrett
Review Date: September 2018

Signature:

Date:

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SEN Support Team

- Mrs Barrett - Special Educational Needs Coordinator (SENCO).
- Mrs Redican – Safeguarding Officer.
- Mrs Evans – Home/School link worker.
- Mrs White – Learning Support Practitioner.
- Mrs Yewdell – Beat Dyslexia and Talking Partners Practitioner.
- Miss Boardman – Beat Dyslexia and Relax Kids Yoga Practitioner.
- Miss Routledge – Lifeboat (Literacy Intervention) Practitioner and Behaviour Support.
- Mrs Hodgkinson – Numicon Practitioner.
- Miss Salt - Beat Dyslexia, Behaviour Support and Relax Kids Yoga Practitioner.
- Talking Maths Practitioners – Miss Routledge, Miss Hargreaves, Miss Boardman, Miss Salt, Mrs Berry, Mr Povey, Mr Holloway.

Kingsland C.E Academy is a mainstream school that caters for children from Nursery (Age 3) to Year 6 (Age 11). We meet a range of special educational needs including children with physical needs, speech and language needs, learning difficulties, Autism and social and emotional difficulties to name a few.

1. Identification

How does Kingsland know if children need extra help and what should I do if I think my child has special educational needs?

How do we identify children or young people with SEND?

Before a child enters our nursery setting, our staff carry out home visits to find out about the children who are due to start with us. This includes discussing whether the child has already received any support for their needs. We also have discussions with any day nurseries if your child has attended a previous setting and this provides details of any outside agency input.

If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
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- Make an assessment of your child's learning so we know which skills they need to learn next.
 - Ask the Special Educational Needs Coordinator to support and advise teachers so that your child can learn in the best way for him/her.
 - Have a range of programmes to help children who need extra support in an area of their learning and/or development.
 - Check on progress at least once a term and invite you to a meeting to discuss that progress.
 - Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.
 - Tell you how to get in touch with Parent Partnership Services who can offer advice and support.

Inform you about how to make a complaint if you are not happy with what we are doing to support your child.

- Talk to you if we think we need to consider asking the local authority to carry out a coordinated assessment of your child's needs because more advice/resources are needed to help your child to make progress.

What should I do if I think my child or young person needs extra help?

If you are worried about your child and think they may need extra help for any reason, please talk to your child's class teacher.

The school Special Educational Needs Coordinator (SENCO) is available to speak to if you need to.

Where can I find the setting/school's SEND policy and other related documents?

The school SEND policy and other relevant documents can be found on the school website

<http://www.kingslandceacademy.co.uk>

2. Teaching, Learning and Support

How will you support children and young people with SEND with or without an EHC plan or statement?

We provide support for any child who has additional needs. The class teacher is responsible for planning appropriate intervention initially and where this does not adequately bridge the gap, they are then timetabled for small group/1-1 intervention from our Learning Support Practitioner's and teaching assistants during the afternoon sessions.

How does the school plan the support?

Additional support is planned on a termly basis in conjunction with the class teacher and SENCO at termly meetings so that we ensure a child's needs are met. Targets are decided and put onto the child's individual education plan (IEP) or passport.

How and when will I be involved in planning my child or young person's education?

Parents are invited to attend the review of their child's additional support three times a year. This is timetabled alongside the termly Parent's Evening so that all involved in the education of the child are able to meet and discuss progress. Parents will be consulted about any additional support that their child may receive. Parents are also asked to support their child with any homework or additional activities that reinforce the support they receive in school.

What additional learning support is available?

All classes in Key Stage One and Two have a teaching assistant every morning. Reception and Year One have

a teaching assistant too every afternoon. All of the other teaching assistants run intervention groups and do specific individual work too if needed. We also currently have a speech and language therapist who delivers programmes to children in Nursery and Reception.

How will the school modify teaching approaches to meet my child or young person's needs?

We modify our teaching approaches according to the needs of the individual child. Where any outside agency has been involved and any specific requirements have been advised these are shared with all staff working with the child so that they can be incorporated into the teaching.

How do you know how effective the school's provision is for children with special educational needs?

Any intervention that is used to support a child's needs is measured before and after the intervention. This may be in the form of a standardised assessment or questionnaire. The information is used to look at the impact of the programme, which can then be adapted according to the needs of the child. Alongside this, all of the children are assessed at six points through the year.

3. So what interventions and strategies can you offer for a child with special educational needs?

Strategies/Programmes to support with speech, language and communication

- Language Steps
- Spirals
- Individual visual timetables
- Topic/word mats
- Individual programmes provided by speech and language therapists, which are delivered in school by Learning Support Assistants/Teaching Assistants.
- Teaching Assistants available during whole class teaching time.
- There is a speech therapist that delivers programmes once a week in Nursery and Reception.
- Advice is followed and implemented from E.P services and the behaviour team as well as from Karen Towers who works for the EAL (English as an additional language) team.

Strategies to support/develop Literacy

- Differentiated Curriculum
 - Pre-teaching of vocabulary, strategies and concepts.
 - Precision teaching of high frequency words daily.
 - Daily spelling practice of high frequency words.
 - Toe by Toe
 - Beat Dyslexia and Lifeboat Literacy based interventions.
 - Use of I.T
 - Awareness of learning styles - Visual, auditory and kinaesthetic approach
 - Thrass/Phonics interventions.
 - Self and peer assessment
 - Advice from outside agencies such as E.P, Outreach schools, Occupational Therapist and SEND Advisor.
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Provision to support access to the Curriculum

- Prompt and reminder card to encourage and promote independence.
- Pre teaching and over learning of strategies, concepts and vocabulary.
- Visual timetables.
- Use of ICT – whiteboards, lap tops, PCs and I pads.
- Accessible toilet.
- Carpeted floors.
- Awareness of learning styles - Visual, auditory and kinaesthetic approach
- Small group or 1:1 support from Teaching Assistant or Learning Support Assistant

Assistant

- Self and peer assessment.
- Blinds at windows.
- Tables and chairs at appropriate heights.
- Advice from outside Professionals: School Nurse, SEND Services, Behaviour Support Team, Occupational Therapy, EP, Outreach schools.

Strategies to support social, emotional and mental health difficulties

- Circle Time
- Social use of language programme (SULP)
- Playground buddies
- Peer mediators (once trained in March 2015)
- Parental involvement
- Support from SENCO and senior leaders
- Celebration Assembly to raise self-esteem (Star of the Week, achievements)
- Advice from outside Professionals: School Nurse, SEND Services, Behaviour Support Team, EP, Outreach schools, CAMHS.

Strategies/Programmes to support physical needs

- Pencil grips/Specialist pencils/Posture support.
- Further differentiation of physical activity (fine and gross motor).
- Sports Coach Physical Adjustments and support as necessary.
- Provision of specialist equipment & resources.
- Advice from outside Professionals - EP, Outreach schools, Advisory Teacher for Physical Development, Occupational Therapist / Physiotherapist, Medical Team.

Strategies to reduce anxiety/promote wellbeing

- Support from class teacher/TA/LSA.
 - Promoting self-care& personal hygiene.
 - Regular planned and unplanned meetings with the SENCo as required.
 - Achievements and Celebrating Success.
 - Secondary Transition Programme for some pupils.
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- Home/School logs/meet and greet arrangements.
 - Working in teams/as groups/individuals.
 - Use of talk partners.
 - Planned transition.
 - Referral to CAMHS/Counselling.
 - Advice from outside Professionals: School Nurse, SEND Services, Behaviour Support Team, EP, Outreach schools, CAMHS.

Strategies to support/develop Numeracy

- TA/Teacher led booster groups.
- Additional use of visual and practical resources.
- Targeted Maths interventions.
- Spirals Maths.
- Power of 2 Programme.
- Numicon Intervention.
- E.P and SEND Services advice.

4. How does the school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

How will the curriculum and learning environment be matched to my child or young person's needs?

• At Kingsland we make every effort to know all of our children's needs and ensure the learning environment meets their needs, whether that involves specialist equipment or a coloured overlay to support a child's reading. If you are aware of any resource or strategy that helps your child please talk to our staff.

How will you and I know how my child or young person is doing and how will you help me to support their learning?

All of our children are given a planner to be used as home/school communication throughout each week of the year. There are parents evenings and SEN meetings throughout the year which provide opportunities for parents to meet with your child's teachers and discuss their progress. Rest assured however, that staff will contact you at other points in the year should this be required and you are welcome to speak to the staff at any point.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education?

• Any child with SEND will have their input to their IEP (Individual education Plan) or pupil passport. They will be consulted 3 times a year to contribute to their review of progress against the outcomes and targets set on their IEP or passport. The children are also encouraged to know what their own next steps are to ensure they know what they need to do to progress.

How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND?

• We carry out standardised tests for the children with SEND to provide a measure of the impact of intervention. The tests used provide measures for reading ability, comprehension, receptive language, expressive language, memory and numeracy ability.

How will you involve parents and carers in this process?

- Parents are informed of the impact of their child's interventions as part of the three times yearly review process.

How will you involve children and young people in this process?

- The children are made aware of their progress in each of the tests they have taken as part of the review process.

Does the setting, school or college use feedback mechanisms or surveys?

All the children and parents are given the opportunity to complete a school satisfaction survey each year. The results from these are analysed and impacted upon by the school's leadership team.

5. Keeping students safe and supporting their well being

What handover arrangements are offered at the start and end of the school day?

In the Foundation Stage, Key Stage One and Key Stage Two staff are posted on the doors every morning to greet the parents and children and provide a warm welcome into school. Teaching staff are also posted on the doors at the end of the school day and children are handed over to parents one at a time. This provides the opportunity to speak to parents on a regular basis. If your child arrives late to school, you must accompany them to sign in at the office.

What support is offered during breaks and lunchtimes?

At lunchtime, midday supervisors are posted on each area of the school. The children in Year 5 carry out their roles as Peer Mediators (once have had the training in March 2015) on the yard. They are available for the children to talk to if they have any issues with friendships. The Sports Coach is out on the yard, one lunchtime a week offering structured games and activities. The Year 6 children are given the roles of playground buddies and provide additional support for the younger children throughout lunchtime e.g. helping with putting on coats, encouraging positive behaviour such as walking through the building. If children require a different approach to play and lunchtimes we adapt our staffing arrangements to ensure your child has the most successful playtimes possible.

How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)

Staff/pupil ratios are adhered to for all out of the classroom activities. We ensure any actions for a child with a care plan for their health needs are met whether in school or taking part in an out of school activity.

What are the setting/school/college arrangements for undertaking risk assessments?

Risk assessments are carried out for any activity where there is some form of risk anticipated.

6. How will the setting, school or college manage my child or young person's medicine or personal care needs?

How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?

We follow the requirements of the latest DFE advice (Supporting Pupils at school with medical conditions- April 2014). Any medicines that are required to be taken are kept in the school office and parents sign a form to detail when and how they need to be taken. Any toileting or eating needs are managed sensitively and in consultation with the parents to agree the best approach.

What would the setting/school/college do in the case of a medical emergency?

In the case of a medical emergency, an ambulance is called for and parents contacted. Any child's care plan will detail what should happen in an emergency and other pupils will know in general terms, such as informing a teacher immediately if they think help is needed.

How does the setting/school/college support young people who have to take time off for medical appointments?

If a significant amount of time is needed to be taken for medical reasons, school work will be provided for the child to complete at home once they are able to do so.

How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Where a care plan is necessary staff work with the school nurse and the family to draw up the elements of the plan and then copies are given to all staff working with the child and a separate copy is kept in the medical file. Mrs Redican our safeguarding officer along with Maggie Braun our school nurse, are responsible for drawing up and updating care plans at our school.

7. What support is available to assist with my child or young person's emotional and social development?

Does the setting, school or college offer a counselling service and/or learning mentor?

Mrs Evans our full-time Home-School Links Worker and Mrs Redican our Safeguarding Officer is able to offer support both in a supervisory capacity and as someone to listen to your child. This can provide a quiet space and time away from the classroom for your child, should the need arise. They are also happy to discuss any problems or difficulties with parents should they arise. We as a school, through Mrs Redican do make referrals to counselling services or the NSPCC if they need arises.

If there are significant concerns about the emotional welfare and needs of your child Mrs Redican can also refer to the Child and Adolescent Mental Health Service (CAMHS) who can work with the parent(s) and child to try to enable them to move forwards.

Looked after children

We work closely with social services and other outside agencies to ensure that our looked after children are fully cared for both emotionally and academically. Mrs Redican, our Safeguarding Officer and Learning Mentor is responsible for Personal Education Plans (PEP) and works closely with social services and the child's class teacher.

8. What support is there for behaviour, avoiding exclusions and increasing attendance?

- All classes have a traffic light system which operates a red, amber, green and gold system. Children are encouraged to remain on gold and green and are rewarded if they do so.
 - We can set up individual/group reward/incentive charts, personalised to your individual child should their need benefit from this.
 - We offer a variety of incentives in Upper KS2 to encourage positive behaviour such as being a peer mediator (from March 2015) or a playground buddy.
 - Midday Supervisors have had training in relation to managing behaviour in a positive way and are made aware of the most effective strategies to employ with individual children.
 - Commando Joe currently works with us and the children can earn rewards as a class or individuals.
 - Children are selected from each class for good behaviour to attend V.I.P trips with the Headteacher and Deputy Headteacher.
 - We work closely with the behaviour team who run small group self-esteem groups.
 - Children are rewarded for 100% attendance.
 - All children have a reward card and can gain stickers from all members of staff. One hundred points earns them a bronze star pin badge, two hundred a silver one and three hundred a gold one.
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- Each week there is a winning class in Foundation Stage and key Stage One and Key Stage Two who get the attendance award for the week.
 - Some children are selected to take part in the Junior Cadets programme in conjunction with the police to promote good attitudes and behaviour.

9. Working Together and Roles

What expertise is available in the setting, school or college in relation to SEND?

Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?

- The SENCO has a PGCE qualification in Inclusion.

What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?

- All staff have regular and up to date training according to the needs of the children in the school.
- We share our expertise as a team.
- All our staff have had training in Dyslexia Friendly Schools Awareness

What on going support and development is in place for staff with regard to supporting children and young people with SEN?

- The SENCO delivers staff training in SEND at least termly to raise awareness, knowledge and understanding of SEND.
- Our SEND advisor delivers relevant training throughout the academic year.

Does the setting, school or college have any formal accreditations, charter marks or awards?

Not currently. School are currently working towards the Dyslexia Friendly Status award and the Inclusion award.

Does the setting, school or college provide disability awareness training?

As part of the ongoing staff training, disability awareness is planned in to ensure staff are confident in how to deal with disabilities.

Who is the SEN Coordinator and how can I contact them?

The SEN Coordinator is Mrs Barrett. You are welcome to make an appointment to speak to her.

What roles do have your governors have? And what does the SEN governor do?

The SEN Governor comes into school to meet with Mrs Barrett and the team on a termly basis to discuss provision and impact of our SEND support. She will then provide a report for the Governing Body.

How will my child or young person be supported to have a voice in the setting, school or college?

Your child will be involved in discussing any additional support that is provided for them. If they have an IEP or Pupil Passport detailing their needs, they will have the chance each term to add their comments and will be involved in the review of their provision 3 times a year. All our children are encouraged to stand for School Council at the start of the academic year and are supported in putting together their election speech.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to become governors each year. There are a number of governing body committees that they can be a member of. Parents are invited to come into school and work with their child's class and Home/School link worker Mrs Evans. Parents are also invited to attend their child's class assembly each year and the end of term show (depending on which year/key stage their child is this may be the Christmas or End of Year Productions).

What help and support is available for the family through the setting, school or college?

We have a full time Home School Links Worker who is available to support families for whatever their needs

require. We can offer regular informal meetings to discuss a particular issue or concern, or we can invite other professionals to meet with the parents in a multi-agency capacity if there are more wide-ranging issues. We are happy to carry out home visits if you feel more comfortable with this approach and can help families to access a range of services to meet their needs. We pride ourselves on our work with our families and like to think that we get to know our families well enough to know when more support may be needed. We are here to listen and help.

We support families through the Early Help Framework as a replacement for CAFs. We work closely with the Family Support Workers based at Kingsland Children's Centre to ensure our families are getting the right support for their issues.

We also work closely with the social care service in supporting our families who meet the level 4 safeguarding criteria. We have robust systems in place in school to ensure all of our children are safeguarded and that any concerns are logged and reported to the safeguarding officer.

10. Inclusion and Accessibility

How will my child or young person be included in activities outside of the classroom, including trips?

What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?

We work closely with the SEND Services. All of our after school clubs are available for any child to join and if adaptations need to be made to ensure a child is able to access all elements of the club then these are made accordingly.

Do you offer holiday and/or before and after school/college provision? If yes, please give details

We have a before and after school club which is run by the Kingsland Kindergarten.

What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?

There are a number of activities that run at lunchtime – the sports coach offers a variety of activities on the main yard through the week and there are music clubs that also run at lunchtime. The after school club provision includes clubs such as football, Commando Joe clubs, choir and Fitness related clubs. All of these clubs are free.

How will you help my child or young person to be included?

All children are encouraged and supported when necessary to enable them to be included in the clubs they have chosen. Their needs are taken into account when planning the activities for the club sessions.

11. How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Yes.

Are disabled changing and toilet facilities available?

Yes.

Do you have parking areas for pick up and drop offs?

There are a number of visitor parking spaces.

Where can I find the setting's Accessibility Plan?[As described in the latest draft SEN Code of Practice]

The school's Accessibility Plan can be found on the school website.

How are SEND students supported to access those facilities available to all students?

School make reasonable adjustments to ensure that children with SEND are able to access all the facilities.

Have there been improvements in the auditory and visual environment?

Not currently but this would be done if required.

How do you communicate with those whose first language is not English (including parent/carers)?

We have links with the EAL Co-ordinator in the authority and staff also attend EAL courses. We use Google Translate and will request a translator through the local authority service if necessary.

Is any specialist IT software or equipment available and used within the setting?

We use a range of programmes, Ipads and laptops to enhance the learning of all children including the SEN children.

12. Transition

How will the school prepare and support my child to transfer to their next education setting?

How can parents arrange a visit to your setting, school or college? What is involved?

Visits to our school can be made by contacting the school office on 01782 234430.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life?

Your child will have the chance to meet the staff they will be working with on a daily basis and will be encouraged to ask any questions they may have. They will be asked about their likes and interests so that we can try to make them feel at home as soon as possible.

When your child moves up to their next class, they will have a transition day during the summer term to get a taster of what the next year will be like. This aims to alleviate any concerns and give the teachers the chance to meet and get to know the children prior to September. All assessment records are passed up to the next teachers and any information about additional needs are shared so that your child is fully included from day one.

When it is time for your child to move to secondary school, there will be transition days for all children in Year 6 and then each of the high schools will put on extra sessions for children with additional needs so that they feel more comfortable and ready for the move in September. All records and information about your child is passed to the next school and conversations are held between our school SENCO and the high school SENCOs to ensure that interventions can be maintained or adapted appropriately.

13. Additional Information

What other support services are there who might help my family and I?

The Parent Partnership Service (from September 2014 they will be known as SENDIASS) is available to support families.

When was the above information updated, and when will it be reviewed?

The information in this report was updated in January 2015 and will be reviewed in January 2016

What can I do if I am not happy with a decision or what is happening?

If you are not happy about a decision or something that is happening in school, please ask to speak to your child's class teacher initially. If you require further assistance then please request to speak to the SENCO. If you are still not happy, then you can speak to the Headteacher of the School or the school Governors who will do their best to help you with your concerns.

Where can I find the Local Authority 'Local Offer'?

<http://www.stoke.gov.uk/ccm/navigation/education/special-educational-needs/local-offer/>

Current Services/Agencies/Specialists linked to Kingsland:

- School Nurse – Maggie Braun
- Educational Psychologist – Paul Beeson
- A variety of speech therapists currently work with our children at the Kingsland Children’s Centre. Victoria Bailey, a speech therapist currently works in Nursery and Reception on a Monday all day.
- PCSO – Emma
- SEND Advisory Teacher – Moira Cooper
- Behaviour Support Service – Ceris Walker