



## **South Avenue Primary School Special Educational Needs and Disability (SEND) Information Report ('School Offer')**

Updated: January 2017

Review date: January 2018

The information below shares with you what we as a school can offer a child with SEND. If you feel you still have questions unanswered please contact the SENCO, Miss Cadwallader, through the school office and arrange to discuss things with her.

### **1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

The school closely assesses children throughout the year through bi-termly meetings. If progress is not being made in line with peers, then observations are made and the child will be monitored. Interventions will be put in place and regularly reviewed to encourage the child to increase the rate of progress. If progress continues to be less than their peers and the gap between them increases to more than 1 year, additional support will be sought from the Specialist Teaching Services. If you think that your child may have special educational needs, please speak to the class teacher who will then share your concerns with the SENCO.

### **2. How will school staff support my child?**

Your child may receive daily support within English and Maths to help them secure their knowledge and help to increase their progress. They may receive group or 1:1 interventions, developed to address their needs. They will be monitored regularly and any interventions reviewed to ensure that they are having the appropriate impact on your child. Your child may receive support during other times of the school day to help them with their needs. Adults will be used within the room to support children when needed. A child with SEN may receive this support on a daily basis.

### **3. How will I know how my child is doing?**

You will be given the opportunity to meet with the class teacher at least three times a year, including a written report at the end of the year. During these meetings you will be given an update on your child's progress and be informed on the interventions used and the impact they have had on your child. If your child has an Educational Health Care Plan (EHCP), then additional meetings will be held throughout the year with you and the SENCO to discuss the progress made towards their targets. In addition, we encourage regular informal communication with the class teacher e.g. at the

end of the school day.

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

All teachers use their Quality First Teaching strategies to help them ensure all needs of all children within their class are met. This may include differentiating the work to ensure that they can achieve at their level, providing the correct equipment for your child so that they can access the learning. Alternatively, it may include additional support through interventions.

**5. What support will there be for my child's overall wellbeing?**

At South Avenue we have a well-being team that meets on a weekly basis to discuss the wellbeing of all children within the school. Wellbeing interventions, either as groups or for individuals, are implemented for children that need them so that they can access their learning. The Family Liaison Officer (FLO) sits on this team and supports parents where needed. If you have any concerns around the well-being of your child please ask to speak to Mrs Lofts.

**6. What specialist services and expertise are available at or accessed by the school?**

At South Avenue we work closely with the Specialist Teaching Services. This provides opportunities to gather advice on how best to meet a child's need when we have exhausted all of our usual support mechanisms. The team will come in and offer advice and guidance on how to support your child and will monitor them termly. We also have access to a Speech and Language Specialist to assist with any speech and language needs and a Speech and Language Teaching Assistant that works within the school. If needed we also have access to an Occupational Therapist. We use an Educationalist Psychologist for children when an EHCP may be required.

**7. What training have the staff, supporting children and young people with SEND, had or are having?**

All teachers and teaching assistants have regular training to ensure that they can meet the needs of the children. If it is felt that training is required to enable staff to support children then this is given as soon as possible. Recent training has covered how to support children with ASD, ADHD and Sensory needs.

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

At South Avenue we will review your child's learning with you at least three times a year. We will share with you what we have been doing for your child and make suggestions on how they can be supported with their learning in school and at home. We will provide resources for you where we can and will

include any information shared with us through outside agencies. Teachers are available most days if you need to ask any questions, and appointments to see the SENCO can be arranged through the office.

**9. How will I be involved in discussions about and planning for my child's education?**

You will be able to meet with the class teacher and/or the SENCO as often as you feel you need to, just ask at the office for an appointment. If your child has an EHCP or Higher Needs Funding (HNF), you will be invited along to review meetings where we discuss your child's progress and decide on the next steps in their progress. If desired, you can bring your child along to these meetings so that they can be involved in the target setting.

**10. How will my child be included in activities outside the classroom including school trips?**

All children are considered when planning school trips or when completing activities outside of the classroom. It is the role of the teacher to ensure that they plan activities that all children can access. This means that adaptations will be made for those children with SEND to ensure that they too can access the learning. When looking into school trips, teachers will visit the site before hand to ensure that it is suitable for all the children and will discuss any needs with the site.

**11. How accessible is the school environment?**

At present South Avenue has an accessible environment for all that attend. We have access ramps to the both sites that give wheelchair access and have a disabled toilet situated on the junior site. Changes are made to classrooms as needed to ensure that we meet the needs of all children who attend the school.

**12. Who can I contact for further information?**

You can contact your class teacher to discuss any needs you feel your child may have, or ask at the office for a meeting with the SENCO, Miss Cadwallader.

**13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

When joining South Avenue in Reception, meetings are held with the local nurseries where your child may have attended. This enables us to discuss any needs and requirements that might be necessary to support your child entering primary school. Transition mornings/afternoons are held so that your

child gets to meet the staff and has a chance to become familiar with the school before their September start. Prior to transition into KS3, meetings are held with relevant staff from the new school to discuss your child and any support provision. All necessary information is shared with the new school prior to your child starting and additional transfer days will be arranged if needed.

**14. How are the school's resources allocated and matched to children's special educational needs?**

Resources are purchased across the school to enable all children to access the learning. Each child is individual and as a school we assess what equipment/resources a child needs and will implement all that we can to ensure that progress can be made. Sometimes the needs of a child require additional funding, outside of what the school can supply. When this occurs an application to Kent County Council for High Needs Funding may be made. Targets will be set for your child and they will be reviewed regularly. Each year there will be a review of the funding and a discussion around how much is still required. It is important to note that HNF may be withdrawn at any point.

**15. How is the decision made about how much support my child will receive?**

Termly meetings are held with the class teacher and members of the Senior Leadership Team (SLT) to discuss your child's progress. Existing interventions and support requirements will be discussed. The teacher and teaching assistant will review the interventions as the term progresses and will make adaptations as needed and report progress to the SLT and parents. If a child continues to make limited or no progress and the gap between them and their peers is more than 2 years we will look at the possibility of the child joining the school's specialist provision – the Golden Curriculum. Alternatively we may recommend that they work with the specialist teaching services or look into the possible need for an EHCP. These options will be discussed with you alongside any other interventions and their outcomes.

**16. How can I find information about the Local Authority's Offer of services and provision for children and young people with special educational needs and disability?**

Kent have their own local offer which can be found on their website:  
<http://www.kent.gov.uk/education-and-children/special-educational-needs>

This site will share with you what Kent offer for children with special educational needs.