



Special Educational Needs & Disabilities (SEND) Information Report 2020 – 2021

We welcome and value all children and strive to deliver a fully accessible social and academic curriculum. We continue to adapt our systems and structures, curriculum, building, attitudes and values in order to make our school an inclusive and welcoming environment.

The school recognises the importance of providing information with regard to Special Educational Needs and Disabilities.

How are children with SEND supported in their learning?

At Worth Primary School we embrace the fact that every child is different and, therefore, the needs of every child are different.

This report is written to help you understand:

- ✓ how we identify children with SEND
- ✓ how we aim to meet their needs
- ✓ what extra support we can provide and access
- ✓ how the school checks that children are making good progress
- ✓ how we adapt the curriculum to meet your child's needs
- ✓ how parents are involved in the school

How does the school know if a child needs extra help?

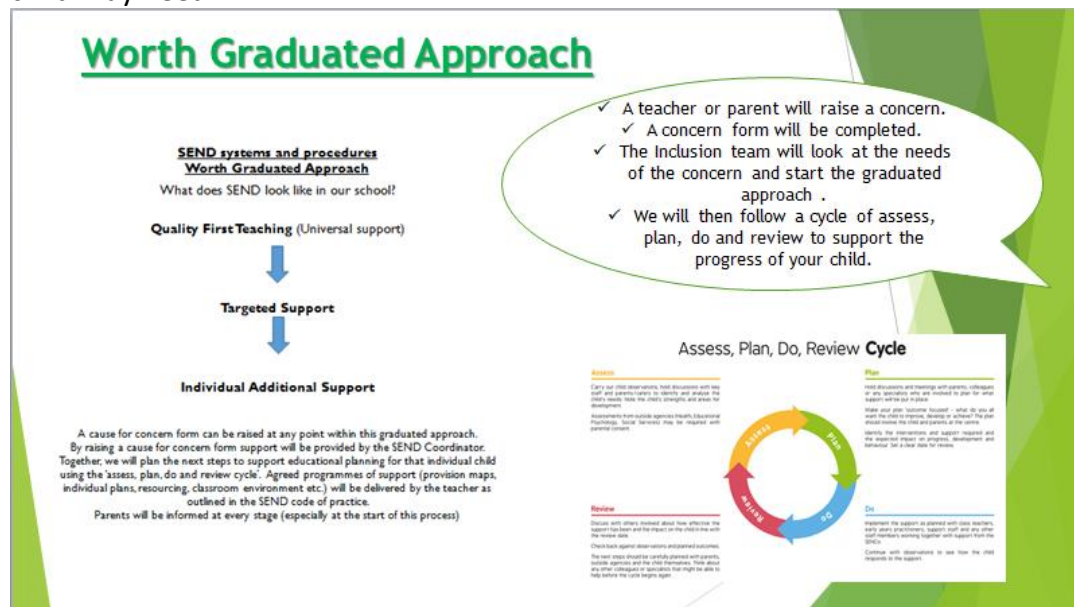
There are several ways of identifying a child who needs extra help. Before a child starts in the school in reception, we conduct pre-school visits and hold meetings where parents can let us know about their child- their strengths and needs.

Once in school, someone may say that they are concerned about a child and their progress.

This may be a teacher, a parent, or sometimes the child themselves. At this stage the SENDCo usually becomes involved. The SENDCo will work with the teacher, parents and child to assess the child and put together a plan for meeting the child's special needs.

It will first be raised through a cause for concern form. This will be shared with you with the class the class teacher who will talk through their concerns and if you are happy for the form to be shared with the SENDCo you will be asked to sign the form.

We will then follow the Worth Graduated Approach in targeting the level of support your child may need.





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What is a SENDCo?

A SENDCo is a special Educational Needs and Disability Co-ordinator. The SENDCo is a specially trained teacher. Their main jobs are to identify children's special needs and help organise support for them. They also work with parents, teachers and other professionals who may be involved.

Mrs Katy Chance is the SENDCo at Worth Primary School. This is part of her role as Head of School. You can contact her through the school office 01304 612148 or directly by email: kchance@worth.kent.gov.uk

Definition of SEN

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provide for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010- that is ... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice.

Safeguarding of children with medical needs, SEN and disabilities

In accordance with Worth Primary School's Safeguarding policies we acknowledge that the warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Additional measures may need to be considered when safeguarding these children. Designated Safeguarding Leads and staff need to be aware that they do not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; that children outwardly showing signs; and that communication barriers can affect their ability to communicate abuse.

Where appropriate the DSL should liaise with the Special Educational Needs Coordinator to ensure that these children are monitored appropriate as part of their review of medical needs and support. All training should make it clear to staff the range of types of abuse and be aware of procedures and the likelihood of a child suffering abuse.

Information about the policy for identification and assessment of children with SEN

Within the school academic year we monitor the progress of all children 3 times a year informally and



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3 times a year to review their academic progress. This is a formal process involving key staff including the class teacher, senior leadership and Special Educational Needs Coordinator during pupil progress meetings.

Where progress is not sufficient, even if special educational needs have not been identified, we will raise a cause for concern form and follow the Worth Graduated Approach.

This will start with Quality First Teaching:

Quality First Teaching (QFT) means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress.

- ✓ The **teacher** has the **highest possible expectations** for your child and all pupils in their class.
- ✓ All teaching builds on what your child already knows, can do and understand.
- ✓ Lessons are appropriately **differentiated**, which means different ways of teaching are in place so that your child can access the lesson and is fully involved in their learning.
- ✓ Some examples of differentiation are: **additional resources to support their learning**, opportunities for **paired work** or **small group work**, **different ways of presenting their work** (use of an i-pad/laptop/adult scribe).
- ✓ Specific **strategies** (suggested by the SENCo) to support your child to learn.
- ✓ On-going **assessment within the day-to-day framework of the classroom** of your child's **progress** to identify any gap or gaps in their understanding/learning

Worth Primary School – Graduated Approach				
<small>NOTE: This is an overview of intervention which may be accessed over the whole year. Children would access an intervention or a small number of interventions linked to an identified need for a time limited period. The number of children and the intervention provided will change each term depending on a review cycle.</small>				
<small>Universal provision - QUALITY FIRST TEACHING LINKED TO MAINSTREAM CORE STANDARDS – all children have access to...</small>				
Quality First Teaching	Cognition and Learning <ul style="list-style-type: none"> ✓ Daily Letters and Sounds ✓ Daily story time ✓ Number songs & action rhymes ✓ Visual cues/symbols/gestures ✓ Talk partners and Thinking time ✓ Use of music to stimulate thinking & learning ✓ Use of the indoor and outdoor environment to stimulate learning ✓ Multi-sensory approach/Practical learning including role play ✓ Use of puppets ✓ Learning Objectives displayed and made explicit to pupils in every lesson ✓ Success Criteria/Steps to success (Children actively involved) ✓ Guided Reading ✓ Child led topics following the children's interests ✓ Writing through drama ✓ Use of Writing plans/scaffolds ✓ Whole school spelling approach ✓ Attractive curriculum displays & working walls ✓ Inviting Book area ✓ A range of writing tools/access equipment made available e.g. word cards, number lines, manipulatives... ✓ Yoga ✓ Go Noodle 	Communication and Interaction <ul style="list-style-type: none"> ✓ Use of Language/speech Link Online screening assessment for all EYFS children and Yr. 1 where needed. ✓ Visual Timetables ✓ Active listening cues /visuals ✓ Topic and Core vocabulary displayed ✓ Pre Teaching of Topic vocabulary with small group where required. ✓ Pupil self-evaluation ✓ Awareness of optimum seating arrangements reflected to needs ✓ Teacher checks understanding of instructions and supports with visual & nonverbal cues as needs ✓ Simplified language/break down of instructions into chunks ✓ Task management boards to break down task into smaller steps ✓ Awareness and use of ten second rule to support children with slower processing ✓ Open questioning techniques to challenge pupils at all levels ✓ Use of a range of alternative recording methods e.g. Mind Maps/ICT programmes/Sentence sequencers ✓ Use of a variety of ICT programmes /software ✓ Planned transition programme for all pupils to support transition preschool to school, within school and KS1 to KS2 ✓ Clicker 6, Purple Mash, I pads 	Social, Emotional & Mental Health <ul style="list-style-type: none"> ✓ Whole school behaviour policy ✓ Whole school Wellbeing policy ✓ School Values actively modelled and discussed ✓ Support for positive behaviours via Restorative Justice approach ✓ Awareness /support of emotional wellbeing ✓ Wellbeing morning check chart/system ✓ Circle Time ✓ Use of Buddies ✓ Visual Timetables ✓ Classroom rules/expectations established with the children ✓ Classroom rewards system for each class established with the children ✓ Visual cues/prompts ✓ Flexible use of environment eg time out space ✓ Positions of responsibility – special helpers/monitors ✓ Pupil Voice – representatives of all years – pupil voice ✓ Evidence of equal opportunities via a range of work displayed ✓ Massage ✓ Mindfulness activities ✓ Go Noodle 	Sensory and Physical <ul style="list-style-type: none"> ✓ Health Care Plans for Medical needs ✓ Access to water in lessons ✓ A range of writing tools/access equipment available (e.g. sloping desk/sit n move cushions/pencil grips/ridged rulers/left hand scissors) ✓ Access/special arrangements for internal/external learning assessments where needs identified/evidenced ✓ Wide doors ✓ Active learning ✓ Time out/ reflection space ✓ The Wildlife Area/allotment ✓ Go Noodle ✓ Class massage

Targeted Support in class and out of class:

Examples of targeted support are booster groups for phonics, mathematics, writing, spelling, Fizzy and Clever Hands, speech and language programmes. Some children may continue to make inadequate progress, despite high-quality teaching targeted at their areas of need. For these children, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Worth Primary School we are experienced in using the following assessment tools: Speech link, Language Link, Dyslexia screening, Boxall Profile, Reading Assessment, Behaviour checklist, ASD checklist and ADHD checklist.

At this point we will have identified that the child has shown indicators of having a special educational need, as the school is making special educational provision which is additional. At this stage the child



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will be placed on the Special Educational Needs register and the parents will be informed.

Delivered by Class Teacher / Teaching Assistant / Support Staff	
Targeted Support	<p>Identified on agreed class provision map (supported by the Inclusion Team)</p> <p>Examples:</p> <ul style="list-style-type: none"> ✓ Language Link /Language for learning Intervention groups delivered by school staff. ✓ Speech link intervention (articulation) ✓ Time to Talk Communication small groups ✓ Additional Letters & Sounds/Phonics support small group ✓ Individual Reading for identified children ✓ Toe by Toe – structured Phonic multi-sensory programme ✓ HFW/CEW - Precision teaching Intervention ✓ Additional Maths support individual/group little& often (precision approach) ✓ Clever Fingers/ Handwriting ✓ Sensory Circuits ✓ Fizzy – In year group small group Motor skills intervention ✓ Social /Communication Skills intervention group ✓ Access to FLO ✓ Nurture Groups ✓ Access to FLO ✓ Boxall profile activities ✓ Mindfulness tasks ✓ Pre-teaching of topic vocab – small group ✓ Lego therapy/talk for drawing ✓ Thinking skills group ✓ ELSA <ul style="list-style-type: none"> • Review termly with Teacher and Inclusion team • Monitoring of targeted support by Inclusion team, 3 times a year (to include a learning walk) • Key actions identified (In school review as a possible next step if targeted support has no impact) • Case studies to be collated to support Higher Needs Funding • Individual costed plan (if targeted support is additional of SEND school funding) to support Higher Needs Funding

Individual support:

We have access to external advisors for children who meet the criteria, such as LIFT and the Educational Psychology Service. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the child to make better progress. These will be shared with parents, put into a SEND provision plan and reviewed regularly, and revised if necessary.

Delivered by Class Teacher / Support Staff/ External Agencies	
Individual Support	<p>Outside Agencies possibly involved:</p> <ul style="list-style-type: none"> ✓ SALT – (In school Language programmes/Specialist Assessment) ✓ SALT – (Articulation referrals – In clinic SALT) ✓ O.T /Physio– OT referrals following implementation of Fizzy Intervention and/or Clever Fingers /Sensory Circuits Educational Psychologist ✓ Specialist Teaching Service accessed following LIFT ✓ Early Years and P&S Consultant Paediatrician <ul style="list-style-type: none"> ✓ Special School Outreach Teacher ✓ Transition from Pre school ✓ Transition to secondary school ✓ Early bird Plus Programme (Early Years ASD support) <ul style="list-style-type: none"> ✓ EAL support <p>Other Agencies that might be involved</p> <ul style="list-style-type: none"> ✓ Early Intervention Help (Previously known as CAF – Common Assessment Framework) <ul style="list-style-type: none"> ✓ Social Services ✓ Education Welfare Officer ✓ Children's services – Snapdragons ✓ Kent Local Offer Team
	<p>LIFT</p> <p>For High Level Needs Top-Up Funding pupils:</p> <ul style="list-style-type: none"> ✓ Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement <p style="text-align: center;">Probable External agency involvement</p> <p>For EHC Plans:</p> <ul style="list-style-type: none"> ✓ Individual Provision Plan with outcomes reviewed at least <ul style="list-style-type: none"> ✓ 3 x per year

Policy for making provision for pupils with special educational needs whether or not they have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is



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being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

The kinds of special educational need for which provision is made at the school

Within Worth Primary School we can make provision for every kind of frequently occurring special educational need without a statutory assessment (EHCP), for instance Dyslexia, Dyspraxia, Speech and Language needs, learning difficulties, behaviours and barriers to learning including Social Emotional and Mental (SEMH) needs.

There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of children with an EHCP with the following kinds of Special Educational Need:

- Significant Learning Delay
- Specific Learning difficulties
- Medical

Decisions on the admission of children with an Educational Health and Care plan are made by the Local Authority.

The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training e.g. the inclusive classroom, attachment theory, ADHD and ASD training.

Where a training need is identified beyond this we will find a provider who is able to deliver it.

Training providers we can approach are Whitfield and Aspen or Elms School, Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

Equipment and facilities to support children and young people with special educational needs

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

The school's approach to teaching children with special educational needs



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High quality teaching, differentiated for individual children is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. School regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered SEND Code of Practice.

Within Worth Primary School we monitor the quality of teaching and learning provided by all teachers and teaching assistants on a termly basis.

We follow the core Standards advice developed by Kent Council to ensure that our teaching conforms to best practice.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

In meeting the core standards, we employ some additional teaching approaches, as advised by internal and external assessments e.g. one to one support, precision teaching, Switch on, mentoring, small group teaching and use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding' and pupils who require additional support that do not have an Educational, Health and Care Plan will be assessed as to whether an application for 'Top Up' Funding is appropriate. If it is agreed with parents that 'Top Up' Funding is the best way forward, then the SENCO will apply on behalf of the school. The provision for these pupils will then be defined by their costed provision plan. These will be reviewed every 6 months.

In Worth Primary School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

Support that is available for improving the emotional and social development of children with special educational needs

At Worth Primary School we understand that an important feature of our school is to enable all children to develop emotional resilience and social skills, both through direct teaching e.g. PSHE, circle time and indirectly with every conversation adults have with children throughout the day.

For some children with the most need for help in this area we also can provide the following: time-out, safe space, emotional support resources (anger ball, fidget tool, emotion cards) access to staff who have had training regarding emotional literacy, mentor time with a member of senior leadership team, individual child behaviour plan, external referrals to our Wellbeing Lead (Lynsey Hanscombe), school nurse, counselling, Drawing and Talking, Lego, NELFT and access to the ELSA for emotional strategic support.

We have one member of staff that have received Youth Mental Health First Aid Training:

Mrs Katy Chance – SENDCo

We have one ELSA trained member of staff – Lynsey Hanscombe

Or Wellbeing Lead is Lynsey Hanscombe

Children in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature age appropriately. This will usually require additional and different resources.



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The arrangements for consulting young people with special educational needs about, and involving them in, their learning.

Children are involved in the learning process at all levels. Through marking, using feedback and response, they will be aware of their targets and know what they have to do to improve.

When a child has been identified with special educational needs because special educational provision is being made for him or her, the child will be consulted about and involved in the arrangements made for them as part of person-centred planning. As a consequence it is believed that the young person will take more responsibility and act with greater independence in later years.

Partnerships

The partnership between parents and school plays a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through regular consultations as required, head of school letters newsletters, annual reports, and informal discussions. We endeavour to create positive links with our parents by operating an open policy. Pupils, parents and school are the core of any decision-making, individually tailored plans are specific to each child. We aim to accommodate parental availability when planning meetings. Initially, when a child's special needs are identified, notification will be communicated to parents. Parents are invited to discuss this further within school. Parents are consulted regularly at the parental consultations (2 times a year) and review discussions (3 times a year). Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School partners include:

DEALT linked SENDco's and DLA SENDCo's

LIFT

Specialist Teaching Service

Education Psychologist

Community Paediatrics

Child and Adult Mental Health Service

Speech and Language Therapy

Occupational Therapy Physiotherapy

School Nurse

Wellbeing Lead

Early Help

What do I do if I am not happy with my child's progress?

We would encourage you to come and talk to us about any concerns or problems that you have. In almost all cases, we will be able to resolve any issues quickly.

If you are still unhappy and feel the matter is unresolved, then the school's complaints policy can be found on the website.

Where can I find the school SEND policy?

Our most recent SEND Policy can be downloaded from our website or collected from the school office.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Worth Primary School are used for



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complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher initially. They may also discuss with the SENCO or Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body. If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases. There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Membership of professional networks for SENCO e.g. SENCO forum, NASEN

Contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on
HELPLINE: 03000 41 3000
Office: 03000 412412
E-mail: iask@kent.gov.uk
www.kent.gov.uk/iask

Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Worth Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The SENCO meets the SENCOs from secondary schools and the pupils are able to take part in the STEP



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transition programme.

We also contribute information to a pupils' onward destination by providing information to the next setting through file sharing opportunity days.

How can I find the local authority's offer for children with SEN?

Kent Education Authority's Local Offer is available on the below website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Our Vision and Aim for 2020 - 2021

- ▶ **Establish** Worth Graduated Approach for Special Educational Needs and Disabilities.
- ▶ **Strengthen** parent partnerships to enable stronger outcomes for all pupils.
- ▶ **Embed** secure systems, policies and procedures to support the growth of all pupils.
- ▶ **Ensure** that consistent targeted interventions are in place in supporting the progress of all our vulnerable pupils.
- ▶ **Manage, challenge and review** impact of all inclusion funding.
- ▶ **Develop** staff knowledge, skills and understanding of Inclusion in order for them to further support the growth of all children.
- ▶ **Supporting** Social, Emotional and Mental Health needs of children, staff and parents. Establish our Wellbeing Lead and ensure Wellbeing is a whole school focus.

Mrs Katy Chance is the SENDCo at Worth Primary School.

This is part of her role as Head of School. You can contact her through the school office on 01304 612148 or directly by email: kchance@worth.kent.sch.uk