



KINGSLEY COMMUNITY SCHOOL

Special Educational Information Report

At Kingsley Community School we strive to support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The School has a Special Educational Needs Co-ordinator (Inclusion Manager) and a School Governor who has responsibility for SEN.

Roles & Responsibilities of the Special Needs Co-ordinator (INCLUSION MANAGER).

Our Inclusion Manager (Mr. Harrison) is responsible for the operation of the Special Educational Needs and Disability Policy and co-ordination of specific provision made to support individual children with SEN.

He liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

He regularly has contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEN matters do not hesitate to contact him.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!)

Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan

ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
INCLUSION MANAGER	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a *local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.*

What will it do?

The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, parents from a Pathfinder area have developed questions for schools, and trialled them with a small number of settings.

There are 14 questions, *devised in consultation with parents/carers and other agencies*, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Below are Kingsley Community School's responses to these questions.

1. How does Kingsley Community School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child (if new to school then progress will be discussed with previous school)*
- through class teachers observations*
- limited progress is being made (pupils are tracked in Literacy and Numeracy)*
- there is a change in the pupil's behaviour or progress*
- via summative, formative and diagnostic assessments e.g. NGRT, Lucid CoPs; Middle Infant Screening Test; Bury Infant Test*
- Information from other services who have worked with the child e.g. speech and language.*

What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns.*
- If you have any further concerns after speaking to the class teacher then contact the Inclusion Manager; Senior Leaders, Deputy Headteacher and the Headteacher.*

2. How will School staff support my child?

- Each pupil's education programme will be planned by the class teacher (and where necessary the Inclusion Manager). It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.*
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.*
- These interventions will be recorded on the School Provision Map (this is a record of the interventions, timings and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or Inclusion Manager.*
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may*

highlight any potential problems in order for further support to be planned.

- *Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. A referral will be made (via an EHAT), with your signed consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.*
- *The Governors of Kingsley Community School are responsible for entrusting a named person to monitor SEN.*

3. How will the curriculum be matched to my child's needs?

- *When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.*
- *Teaching Assistants (TAs) may be allocated to work with the pupil on a 1-1 or small focus group to target more specific needs.*
- *If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP), Individual Behaviour Plan (IBP) or Play plan. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the inclusion manager three times per year. IEPs will be discussed with parents at Parents' meetings and a copy given to them.*
- *If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.*

4. What support will there be for my child's overall well-being?

- *You will be able to discuss your child's progress at Parents' meetings and you can arrange to see the class teacher and Inclusion Manager at mutually convenient times.*
- *Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or Inclusion Manager by visiting the school office.*

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

- *The class teacher may suggest ways of how you can support your child.*
- *The Inclusion Manager may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.*
- *If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.*
- *The school has Mentors who support pupils on a daily basis and the School employs a trained counsellor and play therapist.*

- The school uses Individual Behaviour Plans (IBPs) to support child who are displaying behavioural, social or emotional difficulties.

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- *Members of staff such as the class teacher; Family Liaison Worker; Mentors, Counsellor and Inclusion Manager are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.*
- *Mentors are available for those who find lunchtimes a challenge.*
- *There are numerous After-School clubs available for all pupils.*
- *We have Buddy Systems; ‘My thoughts box’ and we have incorporated Social and Emotional Aspects of Learning (SEAL) into our weekly curriculum.*

Pupils with medical needs

- *If a pupil has a medical need then a detailed Care Plan and Passport system is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.*
- *Staff receive training delivered by the school nurse or other medical staff when and where necessary.*
- *Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.*
- *Most support staff have basic first aid training.*

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- *Abbots Lea Outreach Service (Autism)*
- *Childwall Abbey Outreach Service (Learning)*
- *Clifford Holroyde (Behaviour)*
- *Educational Psychologist*
- *CAMHS (Child & Adolescent Mental Health Service)*
- *EWO (Educational Welfare Officers)*
- *PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment*
- *Children’s Therapy Team (Speech & Language/Occupational Therapy)*
- *Alder Hey Hospital (Paediatricians)*
- *School Nurse*
- *SENISS (Special Education Needs Inclusion Service)*
- *Family Support Service*

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the School level and Primary Consortia level (group of schools working together).

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

Numerous staff (Teachers, Mentors and LSAs) have been trained in many aspects of SEN.

6. What training are the staff supporting children and young people with SEND had or are having?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from outside agencies and School Improvement Liverpool.

Different members of staff have received training related to SEND. These have included sessions on:

- *How to support pupils on the autistic spectrum.*
- *How to support pupils with social and emotional needs.*
- *How to support pupils with speech and language difficulties.*
- *How to support pupils with physical and co-ordination needs*
- *How to support pupils with Behaviour.*

Staff have had SEN training focusing on

- *How to support pupils with Positive Handling*
- *How to support pupils with Speech and Language difficulties*
- *How to support pupils with Dyslexia*
- *The Inclusion Manager and support staff can access training through their primary Consortia.*
- *The School Development Plan (SDP) ensures that annual SEN training is provided for Staff.*

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

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate.

However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity. Termly monitoring is completed in order that we can ensure pupils with SEN are accessing breakfast club and extra-curricular activities.

8. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- *ramps into school to make the building accessible to all.*
- *2 toilets adapted for disabled users.*
- *wide doors in the building.*
- *The School's Sports Barn is accessible to all.*

9. How will the school prepare and support my child when joining Kingsley Community Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- You are invited to look around the school and speak to staff
- Discussions between the previous or receiving schools prior to the pupil joining/leaving with documents and records being passed to the new school.
- We will contact any specialist services that support your child and ask them to a Team Around the Child Meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- All pupils attend a Transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Our Inclusion Manager is always willing to meet parents/carers prior to their child joining the school.
- *Secondary school staff visit pupils prior to them joining their new school.*
- *Our Inclusion Manager liaises with the inclusion managers from the secondary schools to pass on information regarding SEN pupils.*
- *Where a pupil may have more specialised needs, a separate meeting may be arranged with our Inclusion Manager, the secondary school inclusion manager, the parents/carers and where appropriate the pupil.*

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

- *The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.*

- *The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.*
- *Resources may be purchased to support children e.g. coloured overlays. As well as including the deployment of staff depending on individual circumstances e.g. specific interventions such as phonic support; Toe by Toe etc.*
- *The SEND budget is used to ensure that school staff are qualified and trained to support your child.*
- *A Service Level Agreement with the Local Authority is in place to enable access from specialist services to support children as appropriate.*

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

- *These decisions are made in consultation with class teacher and the Senior Leadership Team. Decisions are based upon weekly/termly tracking of pupil progress and as a result of assessments by outside agencies.*
- *During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.*
- *In school we adopt a graduated response to meeting need .This means we record concerns about a pupil at any given time and determine a timescale for classroom based intervention and expected outcome. If outcomes are not met we will consult you on withdrawal from class to a small group intervention
We will always plan your child's support with you.*
- *The impact of interventions are monitored and measured.*

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

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during parents meetings
- during discussions with the Inclusion Manager or other professionals
- parents are encouraged to comment on their child's IEP/IBP with possible suggestions that could be incorporated.
- we have coffee mornings
- we deliver parent workshops
- discussions with the class teacher
- we have an open door policy

13. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the class teacher or the Inclusion Manager.

If you require more information about our school please go to our school website www.kingsley.liverpool.sch.uk. The Local Offer can be found in the Family Service Directory on the City Council website:

www.liverpool.gov.uk

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.