



Special Educational Needs and Disabilities Information Report

At St Keyna Primary School we are committed to and work hard to ensure that all pupils achieve their full potential in all areas of their learning and development.

This booklet is the school's statutory 'School Information Report' and outlines how St Keyna Primary supports all of our pupils but particularly those with Special Educational Needs and/or disabilities.



Terminology

Inclusion Lead	The Member of the Senior Leadership Team with responsibility for Inclusion.
SENDCo	One of the roles of the Inclusion Lead- Special Educational Needs and Disabilities Coordinator.
Education Health Care Plan (EHCP)	A legal personalised document outlining the resources and provisions a child may require which are above and beyond what is ordinarily available in a mainstream school or setting.
PLP	Personalised Learning Plan
CAMHS	Children and Adolescent Mental Health Service
MHST	Mental Health Support Team
Education Mental Health Practitioner (EMHP)	A person from the MHST who provides low intensity interventions to children with 'mild to moderate' mental health needs.
Speech and Language Therapist (SALT)	A person who assesses and provides therapy for speech, language and communication needs.
Occupational Therapist (OT)	A person who assesses physical conditions and motor skills and provides specialist support and therapy to address these needs.
Health Visitor (HV)	A person who works with parents and carers of younger children to assess what support might be needed.
Paediatrician	A doctor who looks at specific health issues, diseases and disorders related to children's ages of growth and development.
Educational Psychologist (EP)	A person who can provide assessment and support around children's learning needs and possible barriers to learning.

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How does the school know my child needs extra support?

- The progress and wellbeing of children at St Keyna Primary School is continually monitored through daily observations, marking and discussions between staff and with pupils, parents and carers.
- The School Inclusion Lead with responsibility for SEND, Mrs Georgia Morris-Boyce, speaks frequently to the class teachers and other members of the inclusion team about the needs of all pupils.
- The school hold Pupil Progress Reviews at least 3 times per year where any concerns about a child's learning and progress can be raised. These meetings are attended by the Headteacher, Steve Gumm and other relevant members of the School Leadership Team.
- If we are concerned about your child's learning, progress or development, we will speak directly to you to discuss what we can do to support your child.



What should I do if I think my child may have Special Educational Needs?

- If you have any concerns about your child's learning, progress or development speak in the first instance to your child's class teacher. Sometimes a short period of targeted support can help and your child's teacher, together with you, can identify what support needs to be put in place.
- If you feel your concerns are greater than what can be supported by ordinarily available provisions in class by your child's class teacher then you can also contact Mrs Morris-Boyce (Inclusion Lead) via Dojo or through the school office.
- Your child's needs may be more long-term and we may need to engage the advice of other professionals, such as Speech and Language Therapist, Occupational Therapist, Health Visitor, Paediatrician or Educational Psychologist. These professionals can help by assessing what your child needs and how best to work together to support them.
- If you think your child requires this additional level of support please contact Mrs Morris-Boyce so that the correct professionals can be identified and referrals can be made. If appropriate a meeting will be arranged with you, the pupil and a member of the school team.



How will St Keyna Primary support my child?

- If your child requires specific support, a Personal Learning Plan (PLP) will be set up. This plan, which is set up with you, your child and your child's class teacher, will identify what additional support your child needs. The PLP will outline specific targets to address your child's needs and will take into account any advice from professionals who are involved with your child.
- Your child's teacher and teaching assistants will work with your child to provide the support needed. The PLP will explain who is working with your child and how often. Your child's class teacher will explain the plan to you and help you understand what is being implemented to support your child.
- The Inclusion Lead may be involved if it is felt like additional advice is needed or if your child's needs are emerging as being more complex and likely of requiring the next level of support.
- If your child's needs are complex, they may need an Education Health Care Plan (EHCP). There are strict criteria for deciding whether this is required and a request for an EHCP would need to be made to the Local Authority. The decision to make a request would be made with you and your child (where appropriate) through regular meetings where their needs, progress and education would be discussed and reviewed.
- Other professionals and school staff would be involved in the decision of whether to request an EHCP assessment. Mrs Morris-Boyce has the responsibility of gathering the necessary evidence and completing the Local Authorities paperwork for the request.
- Mr Gumm, Headteacher, is responsible for overseeing and monitoring the work that is undertaken by Mrs Morris-Boyce and class teachers. The Governor's also have responsibility for ensuring that your child's needs are met appropriately. One member of the Governing Body takes specific responsibility for Special Educational Needs and/or Disabilities.
- Mrs Morris-Boyce and Class teachers, with the direction of Mr Gumm, are responsible for monitoring the impact of any intervention support your child receives and for ensuring it is effective and appropriate. Your child's class teacher also has a responsibility to ensure all the right support is given and that it is effective. This is done through regular assessment, regular reviews with you and your child and discussions with staff.

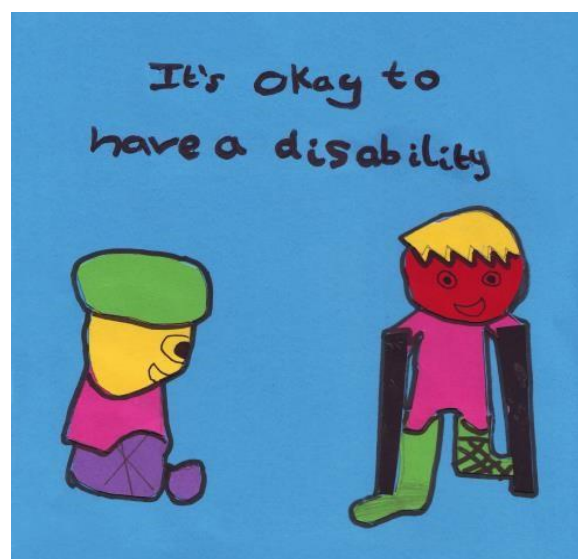
How will the curriculum be matched to my child's needs?

- When we plan the learning experiences for children at St Keyna Primary we think carefully about the different needs children have and we endeavour to differentiate the activities so that all children can experience appropriate challenge and success at a level which is right for them.
- The support detailed on a child's PLP will also clearly outline how their individual needs impact how they experience learning and what will be done to support this. Careful planning and good practice will mean that your child is able to engage effectively with learning activities and will be working at a level which is appropriate to them.



How will the school and parents know how a child is progressing and how I can help support my child's learning?

- You will receive a report at the end of the academic year and will also have opportunities to meet with your child's class teacher and Mrs Morris-Boyce at formal parents evenings.
- In addition to these formal points of contact through the year, your child's class teacher will speak to you informally whenever needed and we encourage you to come and talk to us at any point you feel this would be beneficial.
- These formal and informal meetings provide an opportunity to discuss your child's progress and to explain how your child's learning is being planned for and carried out in any ways in which you can help.
- Wherever appropriate and possible we encourage children to participate in these meetings so that they can begin to take ownership of their own learning.
- The ways in which you can support your child will be discussed in these meetings and may be included in your child's PLP.
- We believe that children are best supported and make the best progress when home and school work together.
- Your child's PLP will be reviewed at least 3 times per year and you will be invited to take part in this process. Sometimes a formal meeting may be set up to do this. At other times class teachers and teaching assistants working with your child will write up the review and then discuss this with you.

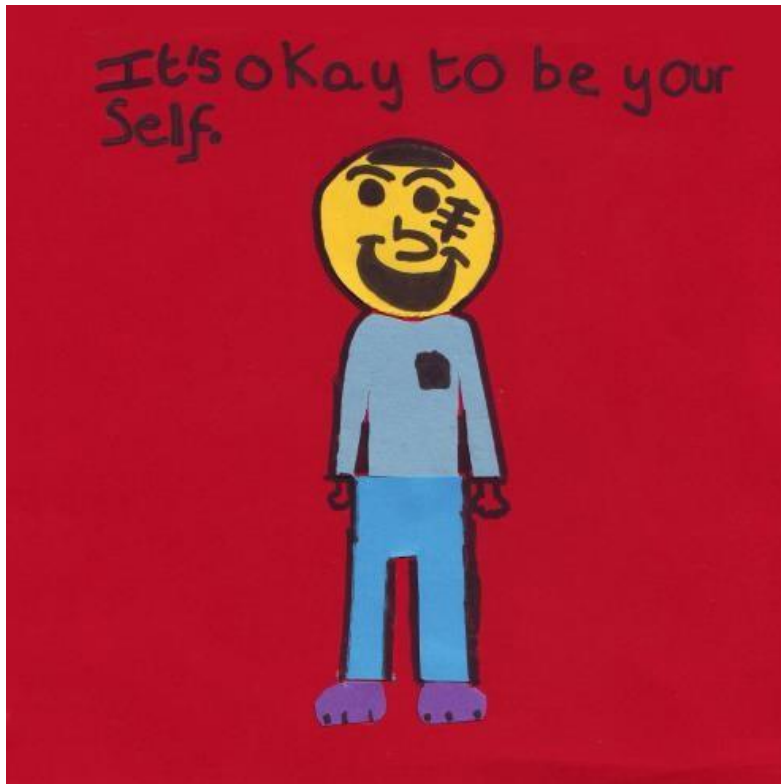


What support will there be for my child's overall wellbeing?

- Your child's happiness and wellbeing is very important to us. Through daily assessment of lessons and work, class teacher's will constantly be monitoring all children's needs.
- Many activities are planned which encourage the social and personal development of each child and also help them to relate positively to other children and to adults.
- We are particularly careful to be aware of the needs of children with Special Educational Needs and/or Disabilities and may include on their PLP strategies which are specifically aimed at developing confidence, self-esteem, enjoyment of learning and social communication. Your child's class teacher will speak to you if he or she has any concerns or celebrations to share with you and you are encouraged to tell us of anything you feel we need to know.
- We follow the school's medicines policy and will work with you to set up a Medical Health Care Plan which is personal to your child if their needs require this. These plans detail a child's specific medical and health need and set out the care that they require. If particular training is needed for staff (eg such as when a child has diabetes or epilepsy) we ensure that this is given and updated regularly.
- High quality practice and thorough planning means that potential behavioural challenges are largely avoided but sometimes a child may need specific support to behave appropriately. The school has a clear behaviour policy which is used consistently. Our aim is to model to and teach children how to regulate their own behaviour through clear and consistent expectations and positive praise, however if your child is finding this challenging, we will speak to you and may identify some specific strategies for helping your child. We may need to include these strategies in their PLP.
- We encourage children to reflect on their learning and progress. Much of this is done day to day through conversations during and after learning activities. When children have Special Educational Needs and/or Disabilities we use 'One Page Profile' forms which detail information about your child. We use our observations, conversations with the child and discussions with you as a basis for the information that is included. This form helps everyone who works with your child to know their personal needs and how to provide the appropriate support for them.

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

- St Keyna Primary School has a long and established ethos of working closely with other agencies and professional services to ensure children and their families are well supported.
- We work with a range of agencies and professionals, including but not limited to; Health Visitors, GPs, Paediatricians, Speech and Language Therapists, Occupational Therapists, School Nurse, Mental Health Support Team, Children and Adolescent Mental Health Service, Behaviour Support Specialists, Play Therapists, Educational Psychologists, Specialist Nurses, Social Care and Family Support Services and School's Sensory Service.
- We are experienced in multi-agency working and believe that a joined up approach provides the best support.
- Within the school we have staff who are experienced and have had training to provide support effectively for a range of needs such as; Speech and Language Therapy, Thrive, Play Therapy, Nurture and a range of interventions to support learning and personal development.



What training will the staff supporting children and young people with SEND have accessed?

- We take advantage of training opportunities to develop our skills further and make every effort to learn how to support individual children's specific needs using training and advice offered by specialists. All staff members have received Autism Level 2 training. Specific members of staff have been training in specific needs relevant to the children they support eg Diabetes type 1, Epilepsy, Sever Allergies, Theraplay, sensory processing, ADHD, specific learning difficulties and Speech and Language Therapy.
- We are always looks at training needs and planning further training to ensure that all staff are equipped to manage a diverse range of needs effectively.



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

- It is our aim to remove barriers so that all children are able to access the activities that are offered whether in school or for special events such as trips, visits and residential.
- We plan activities carefully and thoroughly, identifying children with specific needs and ensuring that they will be able to access the learning and the enjoyment being offered in its entirety.
- For some children it may be necessary to complete a personalised risk assessment where the trip risk assessment is not sufficient to cover all aspects of their individual needs. In these instances we will work closely with parents and carers in planning for these events and are always welcoming to parents and carers who would like to join us on trips to support their child where necessary.

How accessible is the school environment?

- The School and Nursery buildings are accessible to wheelchair users and those with mobility difficulties. Both buildings are also fitted with a hearing loop.
- We always seek to find ways to improve the experience in our school for individuals with specific disabilities and seek the advice of specialise teachers working with children who have specific needs such as a visual or auditory impairment to improve their lived experience of school.
- Both out school and nursery buildings have accessible changing and toilet facilities.
- School and Nursery documents are available in different formats such as Braille. Please request these through the school office.
- We endeavour to support parents and carers and families for whom English is not their first language. We will sometimes engage the support of other language speakers in the school community and will seek specialise interpretation support if needed.
- Resources and equipment for individual children with Special Educational Needs and/or Disabilities are provided on a needs basis. We also seek to provide a wide range of learning and play resources that support the learning needs of our pupils with Special Educational Needs and Disabilities.

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

- At St Keyna Primary we work closely with other schools to ensure children have a good transition should they need to move schools. If your child has an Education and Health Care Plan, Mrs Morris-Boyce will contact the SENDCo at your child's new school and pass on information about how your child has been supported.
- Transition to new classes and key stages is planned for I school through new class visits and sharing information between staff. If your child is likely to find transition particularly challenging then a transition plan or transition booklet may also be provided.
- We work closely with local Secondary Schools and communicate with the staff there when children with Special Educational Needs and/or Disabilities are transferring to Secondary School. Information is shared through meetings, telephone calls, visits and children's records and documents. We provide a programme of transition support for those children who need it at the point of transfer to Secondary School.



How are the school's resources allocated and matched to children's needs?

- The school budget, received from the Local Authority, includes money for supporting children with Special Educational Needs and/or Disabilities. The Headteacher, along with school Governors and the Inclusion Lead, decides how this budget will be spent on the basis of the needs of the children in the school. Both additional adult support (Teaching Assistants) and resources are bought from this budget.
- Resources are most often bought with the aim that they support the learning of a number of pupils. In the event that a pupil has more complex needs they may receive additional funding, allocated through an Educational Health Care Plan, which can be used to provide more specific equipment and intervention relevant to their individual needs.



How is the decision made about what type and how much support my child will receive?

- Decisions about the support your child will receive are made through discussions with you, your child's class teacher, Mrs Morris-Boyce, Mr Gumm and other relevant professionals. These discussions usually take place at review meetings which are held regularly for children with complex needs or at the planning and review meetings for PLP's with your child's class teacher.
- At these meetings it will also be discussed whether your child would benefit from any or further involvement from other specialist professional and the advice from these professionals will also be used in deciding what support your child needs.
- Regular Pupil Progress Reviews are held to evaluate a child's progress and decide whether further support or different support is needed for your child to reach their full potential. Where more support is needed, we will discuss the outcome of the progress review with you and agree a way of moving forwards.
- The impact of the support will be monitored by evaluating the progress your child has made against their own unique starting points. This may also involve looking closely at what they have achieved which is directly linked to the support they have received.

How are parents and carers involved in the school?

- At St Keyna Primary School we welcome the involvement of parents and carers in their children's learning and development. We endeavour that all parents and carers will feel able to speak to staff about any concerns, successes or challenges that they may have and value the support that they can offer.
- Many parents and carers enjoy helping out in the school as volunteers and we would be very happy to talk to you about ways that you might like to be involved.

