

SEND at St Keyna Primary School Explained



Under the *SEND Code of Practice 2014: 0 to 25 years*, as set out by the government, there are four categories that a child may be registered as a pupil with Special Educational Needs and Disability:

Cognition and Learning (CL)	Communication and Interaction (CI)	Social, Emotional and Mental Health (SEMH)	Physical and / or Sensory (PS)
<ul style="list-style-type: none"> A formal diagnosis of Global Learning Delay or Moderate / Severe Learning Difficulties; Dyslexia; Learning difficulty that requires special educational provision. 	<ul style="list-style-type: none"> Autism Spectrum Condition (ASC); Significantly delayed or disordered Speech, Language and Communication. 	<ul style="list-style-type: none"> Attention Deficit Hyperactivity Disorder (ADHD); Attention Deficit Disorder (ADD); Significant behavioural or mental health issues; Pupils on a Child Protection Plan (CP) or Child in Need (CIN) if they are affected by their situation. 	<ul style="list-style-type: none"> A medical diagnosis such as epilepsy, Downs Syndrome, Microdeletion or a condition that affects day-to-day life; Dyspraxia; Issued with a hearing aid; Significant reduced vision.

What do we do at St Keyna Primary School to support these pupils?

Cognition and Learning (CL)	Communication and Interaction (CI)	Social, Emotional and Mental Health (SEMH)	Physical and / or Sensory (PS)
<ul style="list-style-type: none"> Quality First Teaching; Differentiated Curriculum; TA academic interventions; Working Memory Intervention (Cogmed); Daily Reading intervention; Read Write Inc 'Fresh Start' Assessed by an Educational Psychologist (EP); Bath Education Specialist Team referral; Nessy Intervention (for pupil identified as having Dyslexic tendencies); Units of Sound Intervention Visual Stress Test; Reading with Bertie the therapy dog. 	<ul style="list-style-type: none"> Assessed by a Speech and Language Therapist (SALT) plus regular interventions; Speech, Language and Communication interventions, such as Talk Boost; Inference interventions such as Mr Goodguess; Whole class Attention Autism lessons; Interventions for pupils with ASC such as Social Detectives and Superflex; Makaton; Social Stories; Regular ASD Service Support involvement if the pupil is diagnosed with ASC; Outreach Support Service – Fosseway School; Specific resources for pupils with ASC: work station, ear defenders; dark den; weighted blanket; PECS; 'Time Out' cards; PEEPs; regular movement breaks; visual timetables. 	<ul style="list-style-type: none"> Art therapy referral - Southside; Brighter Futures referral; Children Centre referral; Thrive intervention; 'Time for Me' Parent Support Advisor referral; Support from Child and Adolescent Mental Health Services (CAMHS); Interventions such as Talkabout / Attention and Listening; Social Stories; Daily nurture group: Rise and Shine Club / Good Morning Club; Lunchtime drop-in club; Adapted timetable; Daily check-ins with key adults; 'Feelings Diary' 	<ul style="list-style-type: none"> Assessed by the Sensory Support Service; Assessed by an Occupational Therapist (OT); Fine Motor Skills interventions; Gross Motor Skills intervention; Individual Health Care Plans; Specific resources appropriate for the individual pupils need: Move 'n Sit cushion; sloping desk; pencil grip; fiddle toy; chew toy; regular sensory / movement breaks; adapted timetable. School Nurse referral; Hospital Education and Reintegration Service.

Does a pupil currently on the SEND register stay on it forever? Yes and No!

Yes	No
<ul style="list-style-type: none"> If a pupil has a medical diagnosis such as ASC, ADHD or epilepsy, they will remain on the SEND register. 	<ul style="list-style-type: none"> If a pupil's academic attainment or speech, language and communication no longer requires special educational provision, they will come off the SEND register; If a pupil's behaviour improves to fit in with the schools Behaviour Policy or they are no longer in need of mental health support, they will come off the SEND register.

How is the progress of a pupil on the SEND register monitored?

Personal Learning Plan (PLP)

Most pupils on the SEND register will have a PLP which is written by the pupil and the class teacher. The pupil will decide on targets they wish to meet in school and the class teacher will then decide how these targets can be met. This is evaluated every two terms.
This is known as *Person-Centred Planning*.

Assess Plan Do Review (APDR)

After a pupil has been assessed by an external agency such as an EP, SALT, OT or ASD Service Support, then the Inclusion Leader and class teacher will put together an APDR where the recommendations made are put into a plan and monitored over a one to two term period. This is known as the *Graduated Approach*.

How do I get a medical diagnosis for my child?

- 1) Take your child to the GP who will decide whether to assess further. Often, they will contact the school for information or make an appointment for your child to be seen by a paediatrician. If you require evidence to support your concern, the Inclusion Leader will be able to support you if similar concerns are evident in school;
- 2) Alternatively, if significant concerns are raised in school, then the Inclusion Leader, with your consent, will contact the Community Paediatrician directly.

The Inclusion Leader nor any other member of school staff can give a diagnosis.

How do I get an Educational Health Care Plan (EHCP) for my child?

This is a very long process and the decision to issue an EHCP is decided by the Local SEN Department and not the school. If a pupil has significant SEND, either recognised through a medical diagnosis or that which affects their learning then after enough evidence has been collated through external agency reports and careful monitoring through APDR, then an Annual Review will be completed and an EHCP will be applied for. If an EHCP is issued, it is then your decision as a parent or carer to decide whether you wish your pupil to remain at St Keyna Primary School or to move onto a school which caters for specific special educational needs.

What do I do if I have concerns about my child?

- Speak to the class teacher and share your concerns. They will let you know if they share your concerns and they will speak to Georgia Morris-Boyce, Inclusion Leader, and together they will decide how best to move forward.
- Contact Georgia Morris-Boyce, Inclusion Leader, via the office or on 0117 9863852, to make an appointment and together you can agree a plan of action in identifying and supporting the needs of your child.

Where can I find out more information on how pupils at St Keyna Primary School are supported?

Visit the school website: <https://www.stkeynaprimary.co.uk/>

Click on: (1) Our School (2) Policies and Plans (3) Summary SEND Offer.