

Pot Kiln Primary School

Special Educational Needs Information Report

What is the Local Offer?

The Local Authority(LA) Local Offer

- The Children and Families Bill became enacted in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Suffolk's Local Offer can be found through the following link:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

Introduction

At Pot Kiln Primary we endeavour to meet the needs of pupils with Special Educational Needs, regardless of their specific needs, make the best possible progress in school. We are an inclusive school and tailor support to meet the needs of pupils with Special Educational Needs and Disabilities.

The broad area of SEND need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and /or Physical

What is the Special Educational Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as The Special Educational Needs Information Report.

Questions?

Please click on the questions below for more information about the Local Offer provided by Pot Kiln.

What types of SEN do we provide for?

Schools and other agencies can help most children overcome their difficulties quickly and easily. But a few children will need extra help for some or all of their time in school. Special educational provision is educational support that is additional to or different from that made generally for others of the same age. It goes beyond the provision normally provided as part of the high quality teaching that occurs in our classrooms. It may take the form of additional support from within school or requirement involvement of specialist staff or resources.

If a child has special educational needs they will be recorded in one of two categories:

- SEN support
- Educational Health and Care Plan (EHCP)

How do we identify and assess pupils with SEN?

- Children may be identified as having SEN before starting school.
- Children may be identified as having Special Educational Needs through parental concern or on transfer from other schools.
- Children with SEN may be identified within school, by the class teacher, SENCo or other adults working with the child.
- Children with SEN may be identified during Pupil Progress Meetings, during which the learning progress of individual children is discussed.
- Children with SEN may be identified from the analysis of progress data.
- Additional assessments may be carried out by the SENCo, relating to a specified area of concern.

In school we constantly track the progress of children through personal target setting, informal and formal assessments. Pupil Progress Meetings are held every term and pupils' who are a cause for concern are highlighted to the Head Teacher and the SENCo at this time. Further assessment of individual children may then be appropriate.

Assessments used for analysis include:

- Target Tracker
- Thrive assessment
- Pre Key Stage Expectations
- Salford Reading Test
- PhAB (Phonological Assessment Battery)
- English screening tools
- Wellcomm- speech and language
- British Picture Vocabulary Scale (BPVS)
- PUMA (Maths)
- PIRA (Reading)

How do we support pupils who have disabilities?

Pot Kiln is wheelchair accessible. The school is on one level, the majority of classroom have both internal and external doors and the Key Stage 2 playground is accessible by a ramp. There is a disabled toilet located near the school office.

We also have a member of staff who is trained in Makaton.

We can provide coloured overlays and books for pupils with Irlen's and dyslexic tendencies. If additional support is needed, which is not available in school, we can work with professionals from a range of agencies: physiotherapists, occupational therapists, speech and language therapists, educational psychologists etc. These specialists may work with pupils; carry out assessments; meet with parents; or offer specialist advice to home and school.

Who is our special educational needs coordinator (SENCo) and how can they be contacted?

The SENCo is Mrs Walsh. She works Tuesday, Wednesday and Thursday and can either be contacted via the school office or by email: Lauren.Walsh@potkiln.net

What is our approach to teaching pupil with SEN?

All teachers are teachers of pupils with Special Educational Needs & Disabilities, (SEND), therefore we take collective responsibility and have a whole school approach to the teaching of pupils with additional needs. Class teachers work with the SENCo and school leadership team to identify and support children with additional needs.

The benefits of early identification of SEND are widely recognised; identifying need at the earliest point, and then providing good interventions, improves long-term chances of success for the child or young person. Special educational provision relates to that which is additional to or different from the educational provision made generally for others of the same age. The majority of children with SEND can have their needs met through mainstream education providers, like Pot Kiln Primary School, and will not need an Education, Health and Care Plan (EHCP).

How do we adapt the curriculum and learning environment?

The school delivers the EYFS and National Curriculum adapted to meet individual needs. We work with a key skills approach, focusing on teaching learners the skills needed for lifelong learning and independence. All learners are targeted to achieve good or outstanding progress based on national expectations for all learners including those with SEN and Disabilities.

In school we regularly track the progress of children through personal target setting, informal and formal assessments.

We deliver a variety of interventions which aim to close gaps in learning. These are monitored for effectiveness every 6 weeks by the SENCo.

Where additional support is needed, outside the pupil's usual classroom, this is usually done in smaller groups and is timetabled sensitively to no intervention should take place in English or maths at all avoid the pupil missing input for mathematics and English learning. We have expertise in the school to make the following interventions available to identified groups of children as appropriate:

- X Code reading catch up programme
- Speech and language
- Pre and post teaching
- Lunch bunch
- Thrive
- Toe-by-Toe
- Plus 1/ Power of 2
- Storytelling
- Wordsmith

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

We are an inclusive school and as much as possible endeavour to have the pupils taught primarily by their teacher within their classroom. Grouping is not fixed and pupils have the opportunity to work with a range of their peers.

How do we consult parents of pupils with SEN and involve them in their child's education?

The SENCO is available to have individual meetings with parents and pupils throughout the year, as well as being available via telephone, email or via Teams meetings. All parents of children who have SEN/D will be contact by the SENCo termly for a review. In times where learning has moved to online learning, the SENCo will ensure plans are made to support all our children in remote learning. Please telephone the school for a Teams meeting if required.

All SEN pupils have a support plan which includes their provision and outcomes. These are reviewed with pupils, class teachers and parents termly.

Pupils who have a EHCP will have a yearly review with the parents, SENCo, class teacher and any other professionals. This is child lead and very much focusses on the needs of the child.

Pupils who do not have a EHCP can attend parents evening twice a year. The SENCo and teachers are also available throughout the year to discuss any issues.

Pupils also complete a one page profile, which is review twice a year. These will be reviewed in times of remote learning to make sure they are useful during this time.

How do we consult pupils with SEN and involve them in their education?

Pupils have 1:1 meetings with their teacher twice a year to discuss their learning, they are also encouraged to attend parents evening.

How do we support pupils moving between different phases of education?

We work with other settings (nurseries and other schools) and within our own setting (Nursery to Reception, Reception to Key Stage One and Key Stage One to Key Stage Two) to ensure that full consideration is given to the needs of those making transitions with SEND.

Individual needs are catered for by:

- Arranging mentoring sessions or discussion with the child about the transition.
- Arrangements for standard, whole class and extra visits to the new class/setting.
- Individual discussion and additional information for parents.
- Physical preparations for disabled access arrangements.
- Transition meetings between old and new teachers, including between different school settings.
- SEN Records and Pupil Passports to provide key information on SEN and vulnerable learners.

Our Reception Teachers visit children joining our school in their Nursery settings and discuss individual needs with their key workers. We also work closely with our partner Secondary Schools: Thomas Gainsborough and Ormiston Academy according to where our pupils choose to attend. We work with these schools on 'taster' days and general transition arrangements. Should transition occur when school closures are in place, the SENCo will arrange virtual tours of our school and contact the receiving school for their virtual tours to support our children with SEN/D.

How do we support pupils with SEN to improve their emotional and social development?

Fundamentally, we use The Thrive Approach as a way to support pupils with their emotional and social development, as part of our whole school ethos, as well as through 1:1 or small group work.

We recognise that sound mental health, social and emotional development are vital components of well-being and good progress in school. We follow the guidance in the Department for Education document: **Mental health and behaviour in schools**.

This non-statutory advice clarifies the responsibility schools have in this area and outlines what can be done and how to support a child or young person, whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.

As a school, we recognise that one in ten children and young people aged 5 to 16 have a clinically diagnosed mental health disorder and around one in seven has less severe problems. Staff have been trained to promote positive mental health in our pupils and identify and address those with less severe problems at an early stage and build their resilience.

During any national lockdown, or school closure, the Thrive practitioner will continue to have Thrive sessions online with pupils through Teams meetings. These will all be recorded for safeguarding purposes. The SENCo will monitor the quality of these regularly throughout any closure time.

What expertise and training do our staff have to support pupils with SEN?

At Pot Kiln Primary we have a dedicated Special Educational Needs Co-ordinator, Mrs Walsh, who is a fully qualified teacher. She has also completed a Masters level qualification with the University of Hertfordshire in Special Educational Needs.

Mrs Walsh is responsible for attending regular update meetings and briefings, and shares these with all members of staff in school. The team of Learning Support Assistants also meet regularly with the deputy and wider teaching team for training purposes. Key messages and essential information are communicated and shared through these meetings regarding key pupils, intervention strategies, and relevant research and policies.

Pot Kiln also has two members of staff trained as Thrive practitioners and another LSA currently training. We also have an ELKLAN trained LSA and a LSA trained in Makaton.

How will we secure specialist expertise?

As a school we work closely with a range of external specialist services which are relevant to our pupils' needs. These may include Speech and Language Therapists, Physiotherapists, Occupational Therapist, Primary Mental Health Workers, Social Workers, Paediatricians, School Nurse, Educational Psychologists and County Inclusive Support Service (Autism and behaviour outreach).

How will we secure equipment and facilities to support pupils with SEN?

We support most children with SEND from our general school budget. However, if more extensive support is needed by some children and this requires additional core funding. At

this stage, an assessment for an Education, Health and Care Plan is undertaken by the Local Authority in collaboration with school staff, the child and the child's parents/carers. Children who have an EHCP have a 'SEND Support Plan' drawn up in consultation with the child, their parents/carers and professionals within school, education specialists and the health service.

How do we evaluate the effectiveness of our SEN provision?

The SENCo attends termly pupil progress meeting. In addition to, termly meetings with the governors, a teacher and LSA, which Mrs Walsh chairs, are held. These meeting review the progress of SEN pupils and any interventions which need to be put in place.

Within school lessons are observed termly by a member of the senior leadership team and observations shared with staff. Monitoring of books and planning is also carried out by the SENCO, along with observations of interventions.

During lockdown, provision would monitored by creating provision maps for all SEN pupils which takes into account: the remote learning provided, individual interventions provided by both school and outside professionals and feedback from all stakeholders.

How do we handle complaints from parents of children with SEN about provision made at school?

If parents have a complaint in regards to the provision provided, they can contact the SENCo, Mrs Walsh in the first instance. If parents are not happy with the way the matter is dealt with they can seek support from the Headteacher Mrs Jestico. If after this parents are still unhappy with the provision at the school, they can lodge a complaint with the governors. Governors can be contacted through contacting the school office.

Who can children contact if they have concerns?

Children can contact either the teacher or SENCo or Mrs Jestico, the headteacher.

What support services are available to parents?

For services provided by the Local Authority please access their website. Click on the link below.

Alternatively, there are some support agencies listed below.

Contact

Previously known as 'Contact a Family', Contact provides a range of information and advice for parents of children with medical conditions. For information about their Education Helpline, see [here](#).

Council for Disabled Children

The Council for Disabled Children provides a range of resources. Also provides information about any forthcoming events. Read their briefing on the differences in the Local Offer

websites in terms of the information provided by schools, and how effectively the Local Offer provides the information for parents.

Also available on the CDC website for free: 'Disabled Children and the Law' A Legal Handbook, 2nd edition, 2016'. All 11 chapters can be downloaded [here](#).

The Council for Disabled Children also runs the IAS services (formerly known as Parent Partnership). To find your local IAS service and understand more about what support can be offered, see [here](#).

Disability Rights UK

If you need to find out about the benefits to which you might be entitled as the parent of a child with a disability then this is a very good place to start. Their Factsheets are really helpful and free! See [here](#). We strongly recommend their handbook which is updated every year.

Douglas Silas

Douglas Silas is a lawyer who specialises in SEN. He gives talks which are full of useful ideas based on his experience of representing parents for many years. His website is a wonderful resource which provides a list of specialist schools and other organisations. See [here](#). He has also published an ebook called 'A Guide to the SEN Code of Practice' which has all the information you will need to understand the new SEND system. Being an ebook it will no doubt be updated as changes to the system are made.

SENDIAS (Information, Advice and Support)

IAS are available to parents in every Local Authority. They were formally known as PPO (Parent Partnership Officers). They are often very knowledgeable about local services and have had legal training from IPSEA.

You can find your local SENDIAS service [here](#).

IPSEA

We strongly advise you to get to know this website which is a treasure trove of valuable information not just about the new SEND system but you may well find the answer to your specific queries on this website. They also have a General Advice and a Tribunal Support Service for parents who need help with submitting an appeal. Both of these services are accessed through [booking](#) an appointment.

Irwin Michell

Irwin Michell is a firm of solicitors whose Public Law division has produced a range of extremely useful Factsheets and Template letters which can be found [here](#).

Legal Aid

You may be entitled to Legal Aid to assist you with the preparation of your appeal if you are entitled to what is called a 'passport' benefit. However, in all cases, a financial eligibility assessment will still be undertaken.

If you own a property, the value of the property, less any mortgaged owed on the property, is taken into consideration. If the resulting figure is less than £8K then you are likely to be entitled to Legal Aid.

What does Legal Aid Cover?

Legal Aid will mean you will have a firm of solicitors who have a Legal Aid contract for Education, to assist with the preparation of your appeal.

Please note: this does not (in all but the most exceptional cases) include the provision of a representative for the hearing of your appeal.

Legal Aid can also fund, where appropriate, reports by independent professions, such as an assessment by an independent Educational Psychologist or independent Speech and Language therapist.

How can I find a Legal Aid solicitor?

There are two routes:

1. Via the CAA (Civil Aid Agency). In this case you will need to complete an online form to provide your financial details and, if you qualify you will be put in touch with a legal aid solicitor. For more details, see [here](#).
 2. Via a local Legal Aid solicitor. To find a local Legal Aid solicitor see [here](#).
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Luke Clements

If you need to find out more about Social Care and the law (for both children and adults) , his website is a treasure trove of resources. Please see [here](#). Luke also provides talks to Parent Forums.

Luke is one of the authors of 'Disabled Children and the Law - A Legal Handbook' available to download from the Council for Disabled Children's website.

National Autistic Society

The National Autistic Society provides a wealth of information about all issues relevant to raising a child with autism or being a person with autism. The National Autistic Society runs a Education Advice Helpline. For contact details see [here](#).

SOS:SEN

SOS:SEN runs a national helpline, 'walk in' advice centres, as well as a range of useful Information Sheets. For more information, see [here](#).