

SEND Local Offer and information report West Borough Primary School & Nursery 2021-22

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. In this report, we explain how we meet our duties towards pupils with special educational needs and disabilities. It will be shown on our school website and in the 'local offer' found at: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

We will review this report every year. If you would like to share your views about the report, please contact the school office.

The school's SEND Policy provides detailed information on each of the areas outlined below, and can be found on the school's website at: <https://www.west-borough.kent.sch.uk/media/5195/sen-policy-2019.pdf>

West Borough Primary School is committed to providing an appropriate and high quality education to all the children at the school. We believe that all children, including those identified as having special educational needs have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. Our curriculum is carefully planned to ensure that children can build knowledge and skills to equip them adequately for the next stage in their learning and life. Staff have high ambitions for all pupils, including those who are disadvantaged and/or have an SEND need. We aim to equip children with the knowledge and cultural capital they need to be successful in life. We offer an environment which encourages a sense of community and belonging and which offers new opportunities to learners who may experience difficulties.

The SEND Register has been modified in line with the requirements of the new SEN Code of Practice (2015) which can be found here.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/39881/SEND-Code-of-Practice-January-2015.pdf

At present we have: 13% SEND which includes 3 pupils with an EHC plan.

Mrs Gemma Jury-Sofi is the Special Educational Needs Co-ordinator (SENCo) at West Borough Primary and can be contacted via the school office by telephone: 01622 726391 or by email: senco@west-borough.kent.sch.uk

If parents have a complaint about the provision of SEND support they should follow the complaints procedure outlined in the school's Complaints Policy, found on our website.

Admissions

West Borough is an inclusive school. We provide an education for children with all types of special educational needs. If parents want a place for a child who has an Education Health and Care plan, they should contact their Assessment and Planning Officer at Kent County Council. If parents want a place for any other child with special educational needs, they should apply as normal and their application will be considered in the same way as applications from children without special educational needs.

Identification

We aim to identify children's special educational needs (SEN) as early as possible, so that children can achieve the best possible outcomes. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Children may be identified as having special educational needs in one or more of the following areas:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Speech and language

Where pupils do not meet the criteria for inclusion on the SEND register but still present with a need for some additional support, they will be included on the school's AEN (Additional Educational Needs) register and will be monitored closely by the class teacher and SENCO to ensure that the provision in place enables them to make good progress.

Some pupils may continue to make limited progress, despite high-quality teaching, targeted at a particular area of concern. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At West Borough Primary School we are experienced in using the following assessment tools:

- Leuven Scales for wellbeing and engagement
- Boxall Profile diagnostic and developmental assessment
- SDQ emotional needs assessment
- Ravens Matrices IQ Test
- RAPID for phonological processing, working memory and visual, verbal integration memory
- LASS for identifying strengths and weaknesses in learning
- GL Assessment 'Dyslexia Portfolio
- Dyslexia Screening Test
- Language for Learning Screener
- BPVS III for receptive vocabulary
- Sensory Circuit checklist
- Social, Communication and Interaction scale
- Expressive Vocabulary Test 2 along with a range of other assessment tools as necessary.

We also consult with external advisors including Specialist Teaching and Learning Service, Educational Psychologist, Speech & Language Therapy, Occupational Therapy, Physiotherapy, School Nursing, Play Therapy, Art Therapy, Dandelion Time, School Liaison Officers, Early Help Services and Social Care Services, who have access to their own specialist assessment tools as required.

Giving children and parents a voice

We believe that it is important that children and parents are listened to and have a part in understanding and forming the provision at our school.

Every pupil in the school has their progress tracked 3 times per year. In addition to this, pupils with Special Educational needs may have more frequent assessments of specific areas of development or learning. The assessments we use at West Borough Primary School can be seen above. Using these assessments, it will be possible to see if pupils are increasing their level of skills in key areas. Parents are informed and records are kept of the provision provided for each child.

We value the views of pupils and parents and there are regular opportunities for parents to meet with the SENCO and/or class teacher. Within these meetings parents are informed about the targets on their personalised plan and the provision that has been put in place for their child with suggested ways to help at home. If the child is looked after by the local authority they will also have a Care Plan including

a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with their learning plans. We will involve parents and carers as well as foster carers or social workers in discussions. Where Children have an Education Health Care Plan, a provision plan will be in place and one of the reviews across the year will be a formal annual review.

In addition, we have a school learning council, with representatives from each class. The school council meets regularly and their views are taken seriously by the school leadership team.

What do we do to help children with SEND?

High quality teaching which is differentiated and scaffolded for individual pupils is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. *SEN Code of Practice (2014, 6.37)*

The school uses the Mainstream Core Standards to ensure that children are receiving the right support at the right time. A parent's guide can be found here:

<https://www.kelsi.org.uk/--data/assets/pdf-file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf>

SEN training is offered to all staff and we also ensure that specific members of staff attend tailored training where necessary. We make full use of advice and training offered to us from external agencies, including the Specialist Teaching and Language Service, educational psychologists and paediatricians.

We have class provision maps which detail the individual and group provision available in the class. The provision is planned by the class teacher in consultation with parents, the SENCo, the child and other involved adults such as the Specialist Teaching Service. It is checked and overseen by the SENCo. We prefer our additional provision to take place in short, effective bursts and expect our teachers to differentiate their planning and for SEN children to be carefully considered and catered for in all lessons.

When it is evident that a child may have specific needs which are limiting progress, a referral is made to the Local Inclusion Forum Team. This allows for further support from specialist teachers.

TIGs Provision

At West Borough, we run a provision called TIGs (Targeted Intervention Groups). The purpose of TIGs is to deliver additional Special Educational Needs (SEN) provision in a mainstream setting and enable pupils making less progress than their peers, in reading, writing and maths to show progress in a smaller but still inclusive learning environment. It is primarily for pupils in Years 2 and 3 but may include other pupils from Key Stage 2 if appropriate. There will be a maximum of 16 pupils.

The aims of TIGs are to ensure pupils with SEND, making less than good progress in their learning, have more opportunities to focus on communication and social skills; to reduce any anxieties and inappropriate behaviour which act as a barrier to learning.

TIGs is overseen by the SENCo and is managed by an HLTA with a specialism in speech, language and communication. The ratio of adult to child support is approximately 1 to 4. This can vary, dependent on the number of pupils with High Needs Funding within the group.

Parents of pupils being considered for TIGs are invited into school to meet with the Headteacher and SENCo to discuss the provision and how it can be of benefit to their child. They are involved in reviews on a regular basis.

Transition back into mainstream is carefully managed in liaison with parents and the class teacher, with the support of a TA who has been supporting in TIGs, where possible.

TIGs and the impact on the wellbeing and learning of the children attending, is reviewed on a termly basis.

How we adapt our curriculum and resources for children with SEND

All pupils will have access to a broad and balanced curriculum. Staff set high expectations for all pupils. We make planning and resource decisions based on a child's personal targets and on-going specialist advice. Our staff are experienced and we also trust their own judgement. It is the class teacher's responsibility to plan and resource lessons effectively for all children.

For those children identified as having SEND requiring a high level of provision, High Needs Funding (HNF) is applied for through the Kent Online System. West Borough Primary School works closely with families, to identify the provision and interventions needed to enable every child to make progress. Although the top-up funding is agreed for one year, provision for individual children is reviewed three times during the school year. If a high level of provision is still required after a year, the school will reapply for funding. This is overseen by the SENCO. The progress of all children is carefully monitored at pupil progress meetings.

Transitions

Children with SEND are supported in transitions to other settings through:

- multi-agency transition planning meetings including parents e.g. nursery into Reception
- transition meetings with secondary school staff
- in-school transition meetings between CTs and TAs in summer term
- careful preparation for children including visits, social stories, buddies

School trips

Children with SEND are included in activities outside the classroom, including school trips. This is done through:

- careful preparation and planning by Class Teachers, including pre-visits if needed.
- rigorous risk-assessments.
- provision of additional adults if needed.
- preparing children by using social stories.
- communication with parents prior to the trip.

Thrive

The Thrive Approach uses research to provide a powerful way of working with children that supports social and emotional development. It can also support children who may have struggled with difficult life events to help them re-engage with life and learning.

We use this approach to ensure all children at West Borough have the best chance possible to be the best learner possible. We are using Thrive-Online to screen children in their class. The results will help us to plan our social and emotional curriculum. We will adapt what we teach to best meet the needs that are indicated. Miss Berry, one of our SEN TAs has been trained as a Thrive Practitioner.

Nurture (From September 2022)

The Nurture Den is a place where children can address the social and emotional needs that can become a barrier for their learning. It has been proven that children need to feel emotionally secure in order to learn effectively.

Nurture uses six principles as our foundations.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important for the development of self-esteem

4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children

Through Nurture we aim to develop positive social experiences and relationships with peers and adults. To provide opportunities to understand emotions and develop children's self-worth, confidence, trust and adaptability. We will support children to understand their emotions and behaviours and develop strategies to self-regulate these emotions and anxieties.

School Provision Map for West Borough Primary School 2021-22

Universal Provision	Targeted Provision	Enhanced Provision
<p>Quality first teaching for all pupils. This may include but is not limited to:</p>	<p>Interventions for children Needing 'catch up' provision, including those on the SEND and AEN registers.</p>	<p>Individualised interventions for children on the SEN Register, including those with EHC Plans.</p>
<ul style="list-style-type: none"> ➤ In-class CT and TA support. ➤ Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words available. ➤ Visual aids/modelling etc. ➤ Visual timetables. ➤ Use of writing frames and other scaffolding for writing. ➤ Use of manipulatives and visual icons in maths. ➤ Alternatives to written recording of learning outcomes e.g. video, diagrams, pictures, drama, tape etc ➤ Access to ICT. ➤ Peer support. ➤ Circle time. ➤ Individual & group catch-up programmes (Little Wandle Phonics Scheme) with CT or TA. ➤ Handwriting practise. ➤ Pupil voice. 	<ul style="list-style-type: none"> ➤ In-class support from CT and TA ➤ Catch up programmes delivered by TAs and CTs. ➤ English and Maths small group interventions. ➤ Comprehension groups. ➤ Speech and language work in small groups (based on Language Link and SALT programmes). ➤ High frequency word work in small groups. ➤ Individual & group catch-up programmes (Little Wandle Phonics Scheme) with CT or TA. ➤ Peer support for reading ➤ Social skills and friendship groups including Lego Therapy and Talk Time ➤ Small-group handwriting practice. ➤ Pupil voice. ➤ Thrive / Nurture. ➤ TIGS. 	<ul style="list-style-type: none"> ➤ In-class support from CT and TA. ➤ Individualised English Programmes. ➤ Individual & group catch-up programmes (Little Wandle Phonics Scheme) with CT or TA. ➤ 1-1 or small-group maths coaching by TA or CT based on CT assessment. ➤ Small group or 1-1 speech and language work based on individual SALT programmes ➤ Advice from Educational Psychologists. ➤ Advice and support from outside agencies, including SALT, STLS etc. ➤ Individual co-ordination programmes including BEAM, CLEVER FINGERS ➤ Sensory circuits. ➤ Individualised handwriting programme. ➤ Individual/small group behaviour and social skills coaching. ➤ Social stories. ➤ Transition support in to Nursery, Yr R and 7 ➤ Pupil voice. ➤ Thrive / Nurture. ➤ TIGS.