

SEN Information Report

Keir Hardie Primary School



The Local Offer

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer', which sets out the support that is available for children and young people with Special Educational Needs and Disabilities (SEND) in the local area.

Newham's Local Offer tells parents how to access services in their area and what to expect from these services. It is available on the Newham website.

<http://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>

Within this website is the **Local Offer Directory**. This lists specific support groups for parents and children relating to a wide range of special needs and disabilities. Go to the following website and click on "Search directory".

<https://senddirectory.newham.gov.uk>

The School Offer

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

This is the offer for Keir Hardie Primary School.

What access arrangements are in place at Keir Hardie?

Keir Hardie Primary School is a two-form entry, inclusive primary school. Our school building, opened in June 2014, allows access for all, including wheelchair users. We have lifts between the three floors, toilets adapted for disabled users, 2 hygiene rooms and wide doorways.

What kind of Special Educational Needs are currently provided for at Keir Hardie?

We currently provide for pupils with:

Autism Spectrum Disorder (ASD) and Social Communication Difficulties
Down Syndrome
Speech and Language Delay and Disorder
Cognitive Delay
Dyslexia
Dyscalculia
Dyspraxia
Attention Deficit and Hyperactivity Disorder (ADHD)
Profound and Multiple Learning Difficulties
Sensory needs (Visually impaired)
Social, Emotional and Mental Health Difficulties

What is a Special Educational Need or Disability?

A child has a special educational need if he or she has a significant difficulty in learning than the majority of others of the same age and if he or she requires teaching that is additional to or different from others of the same age. A disability prevents a child from making use of the facilities generally provided for others of the same age in a mainstream school.

How does the school know when a pupil has learning difficulties or special educational needs?

This can happen in different ways:

The progress and attainment of all pupils is assessed three times a year. This assessment data is monitored by senior members of staff and children who are making poor progress or who are attaining at low levels are highlighted to receive extra support. Should the child continue to make poor progress despite the extra support, the child is then referred for more detailed assessment by outside specialists such as an Educational Psychologist or Speech and Language therapist. This is done with the consent and involvement of the child's parents/carers. The outcome of assessments helps to establish the child's learning difficulties and the child is put on the school's Special Needs Register.

Class teachers can raise concerns with the SENCO at any time and these concerns are then followed up by observations and discussions with the class teacher and parents. Extra support is then put in place where necessary.

Parents can also raise concerns with the class teacher or SENCO and these are similarly followed up.

How does the school respond to different levels of need?

The following diagram illustrates the different levels of support for pupils within the school. This is known as a **graduated response**.

ALL pupils will access:

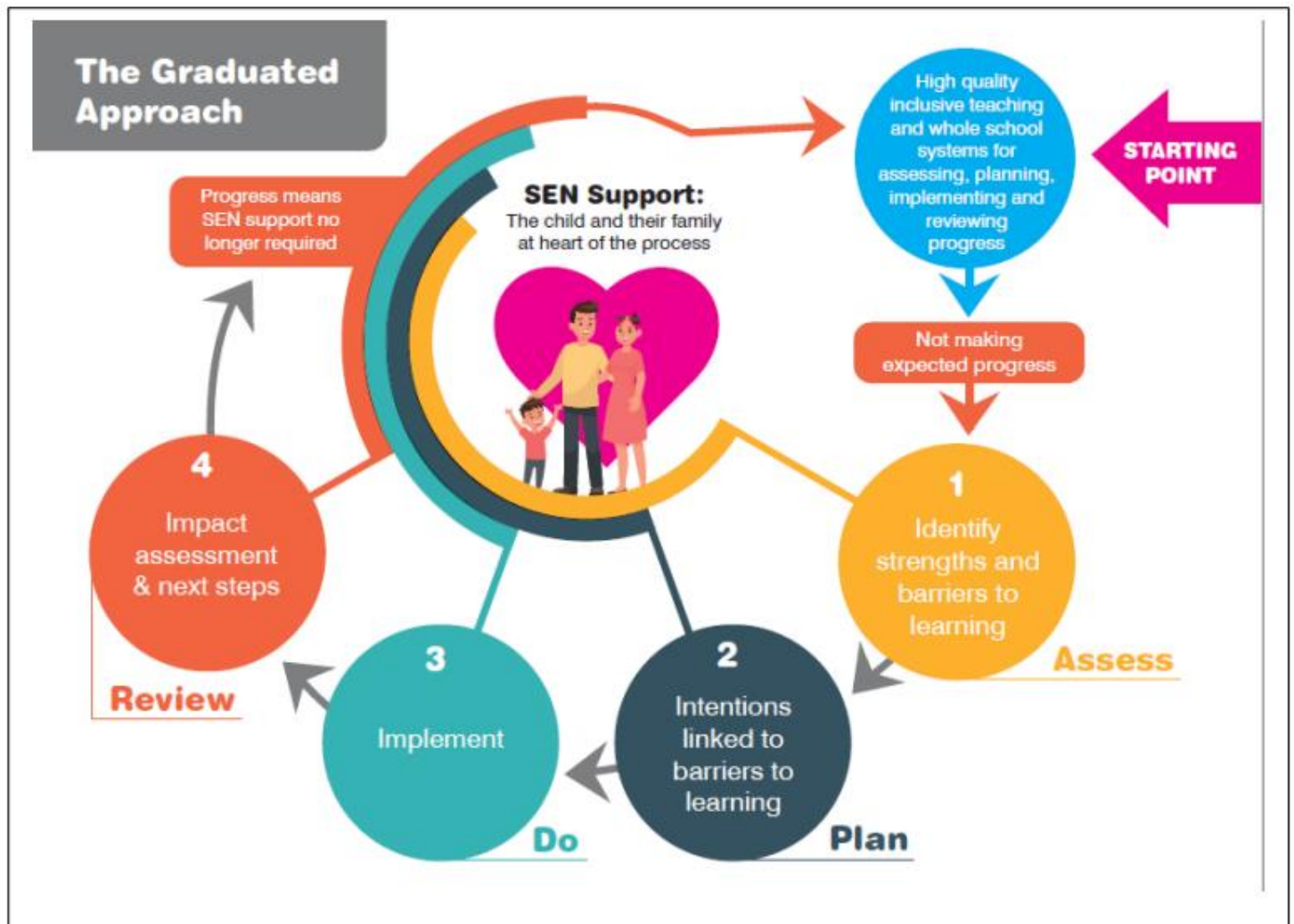
- *High quality teaching and learning*
- *A differentiated and creative curriculum*
- *Reasonable adjustments to the environment and equipment for pupils with disabilities*
- *Assessment for learning*
- *After school clubs and educational visits*

Some pupils with additional SEN needs will access:

- *Targeted interventions and support matched to need.*
- *Termly individual target setting in consultation with parents, teachers and pupils.*
- *Personalised progress tracking and assessment of need.*
- *Access to additional adult support for specific tasks.*

A few pupils with complex or significant needs will access:

- *A personalised timetable*
- *Access to evidence based specialist programmes*
- *Access to specialist services and therapists*
- *High levels of adult support and small group working*



Who is responsible for the provision and support for SEND pupils at Keir Hardie?

The SEND Governor monitors the support for SEND pupils to make sure that the school is making appropriate provision and necessary adjustments to meet their needs.

The Headteacher, has overall responsibility for ensuring that pupils with SEND are receiving the best possible support.

The Special Educational Needs Co-ordinator (SENCO), has responsibility for managing the identification of pupils with SEN and ensuring that pupils receive timely and appropriate support to meet their needs. This includes liaising with parents, pupils and specialists from outside the school.

Class teachers have a responsibility to teach consistently high quality lessons and to ensure that their teaching meets the needs of all the pupils in their class or set.

Teaching Assistants support SEN pupils to access the learning in class and teach children in small groups outside the classroom.

Additional adult support work with SEND pupils with higher needs, helping them navigate the classroom, with higher adult to child ratios.

3 Learning Mentors support children with social, mental and emotional difficulties

How is the curriculum matched to pupils' needs?

Class teachers use teaching strategies, resources and support staff to make sure that all children, including those with special needs and disabilities, are able to understand and participate in the lesson and learn at their own level. This is called **making adaptations (such as how learning is scaffolded)**.

At Keir Hardie we apply the principles of the EEF, which emphasizes the importance of high quality teaching.



How are parents/carers informed about how their child is doing?

Parents' evenings are held three times a year, at which class teachers discuss a child's progress and targets for improvement. These are reviewed termly.

In addition, parents receive a detailed written report on their child's attainment and progress at the end of each academic year

Parents can ask for an appointment with the class teacher or SENCO at any time to discuss their child's progress or any concerns they may have.

How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

IEP (Individual Education Plans) are devised every term in consultation with the teachers and the SENCO and these are shared with parents at parents evening. This plan details targets which have been set for the child and the support in place to help the child achieve the targets. Subsequent reviews of the plan are also sent to the parents.

When outside specialists are invited into school to assess or work with a child, parents are always invited into school to meet with the specialist. Any findings and actions that need to be taken are then reported back to the parents by the specialist or the SENCO.

Some pupils with high level needs and Education Health Care Plans (EHCP) receive extra funding to provide support for them. The parents of these pupils are invited into school once a year to attend an Annual Review meeting. At this meeting, all the professionals involved with the child, discuss with the parents the progress the child has made and decide on next steps for the year ahead.

Parents also receive ongoing feedback on the progress their child is making.

How does the school involve pupils in setting targets for learning?

Pupils discuss their SEN targets with their class teacher on a termly basis. Pupils who receive high needs funding or who have an EHCP also contribute their own views on their progress and targets in Annual Review meetings (this may be done through visuals, if the child is unable to express themselves).

What should parents do if they think their child may have Special Educational Needs?

In the first instance, parents should make an appointment to talk to their child's class teacher. They will tell you how your child is progressing and will give you advice on how to support your child at home. Should you still have concerns, parents should make an appointment to meet with the school SENCO.

How is support organized for pupils with identified Special Educational Needs and disabilities?

SEN support – All children with Special Educational Needs and Disabilities receive extra support both in and outside the classroom. They may be supported in the classroom to ensure that they can access the learning. In the afternoon, they may work in a small intervention group led by a teaching assistant or teacher targeted at an area of difficulty. This could be reading, spelling, comprehension, speaking and listening, language development, maths or social skills.

Some children, with more extreme or persistent learning difficulties, may have a 1:1 intervention programme designed by an outside specialist.

High Needs funding – A few children require a higher level of adult support and more specialist interventions to help them make and sustain progress. The school receives extra funding for these pupils, which may be spent on specific resources or **additional adult support** for all or part of the day.

Education, Health and Care Plans (EHCP) – A very small number of children require an EHCP. This is drawn up by the school in conjunction with health and social care services. It outlines in detail the support required by a child with a very high level of need and sets a budget to meet the needs of the child. **Children with EHCPs may receive additional adult support.**

Pupils with disabilities - On admission, information is gathered from parents, other settings and from specialist services to ensure that the school has the necessary equipment and expertise to fully meet the child's needs. Resources are provided to enable disabled pupils to access the same curriculum as other pupils, though modifications to activities are made where necessary. Adjustments are made so that pupils with disabilities can access all educational visits and extra-curricular activities.

How are decisions made about how much support individual pupils receive?

The support received by individual pupils is reviewed termly by the SENCO and other senior staff. The progress and attainment data is monitored and a decision is taken as to whether the child needs continued support at the same level, a greater level of support, or whether their progress is such that they no longer need to stay on the special needs register.

How does the school know if the extra support is helping pupils to make progress?

The termly attainment and progress data shows the progress that a child is making in national curriculum levels. Ongoing formative assessments by teachers and support staff. For SEN pupils with a higher level of need, another assessment tool called Tapestry is used to measure smaller steps of progress. In addition, progress in intervention programmes is measured by assessing pupils at the beginning and end of the intervention programme.

Any children working below the standard of the national curriculum

The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.

How will pupils be assessed?

The engagement model has 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.

What specialist support or services does the school access for pupils with SEN?

The school accesses a wide range of specialist services, including the following:

An Educational Psychologist (buy-in)

The Language, Communication and Interaction Service (LCIS - for pupils with Autism or Speech and Language disorders)

The Complex Needs Service (CNS)

Professional Dyslexia and Dyscalculia Service

The Speech and Language Services (NHS and Educational) (1 day buy-in per week)

Occupational Therapy

Sensory Services

Behaviour Support Services (BSS)

The Child Development Centre (CDC)

School counsellor (2 days per week)

What arrangements does the school make to support SEND pupils transferring between schools and classes?

At admission interviews, all relevant information is taken. Should the child have a learning difficulty or disability, the SENCO is immediately alerted. When records arrive from the previous school, any SEN information is passed to the SENCO, who then liaises with the SENCO from the former school to ensure that the necessary support is put in place promptly. Should a prospective pupil already have a recognized Special Educational Need, transition visits are undertaken between settings to ensure that everything is in place to meet the child's needs.

When pupils move up to a new class, all SEND information is passed to the new teacher. Transition meetings are held where the specific needs of each child are discussed. Children also spend a day with their new teacher before the summer holidays so that the children are reassured and the teacher has a clear idea of the children's needs. Transition books are also prepared for identified pupils to accustom them to their new class and teacher

When children move on to secondary school, the SENCO attends a transition day with SENCOs from all secondary schools in Newham. This is an opportunity to share key information about SEND pupils so that support can be put in place promptly. All SEND records are also sent to the child's secondary school. In the case of children who may have particular difficulties in transition due to a Special Need or disability, the SENCO will liaise with parents and secondary schools to ensure that transition is smooth. This may involve the child visiting the school with our Learning Mentor in order to ease transition.

Which intervention programmes are used in the school?

RWI 1:1 phonics – A supplementary phonics programme to teach phonics. Used mainly in years 1 and 2.

Wave 3 – A catch up programme for children having difficulty with literacy difficulties. Used mainly in years 2 and 3.

Box Clever – A speaking and listening intervention for Reception

Language Enrichment Groups (LEGs)– To support pupils with poor language development.

Narrative Programme - To help pupils sequence and retell stories or events.

High Frequency Word Reading and Spelling – To help pupils develop quick recall of words encountered frequently (precision teaching)

Reading For Fluency – A programme to develop pupils fluency in reading – supporting pupils to read expected words per minute.

Lego Therapy – A group programme to develop functional communication.

Toe by Toe Reading intervention – 1:1 reading programme to increase word recognition and support pupils with dyslexia

Attention Autism – A programme to increase joint attention and sustained concentration children with Autism.

Catch up/ pre-teach – A group programme to ensure that pupils understand concepts taught in class and narrow the gaps

Social Skills Group- (zones of regulation) focus on social skills and pupil self-regulation

Let's Get Moving – A group intervention to develop pupils physical skills and social skills and to help them remain calm and ready to learn.

What expertise and training do the staff who support SEN pupils have?

The SENCO regularly audits SEND training needs and organizes training for teachers and support staff. Some of this training is for all teaching and support staff, some is just for TAs and some is for individual TAs and teachers who work with particular children. A Termly Calendar of Training is disseminated to all support staff at the beginning of the year.

Within the school we have staff who are trained in the following areas:

Down Syndrome
Autism
Dyslexia and Literacy difficulties
Speech and Language difficulties
Sensory difficulties
Profound learning difficulties
Behaviour Training (Language of Choice)
Toe by Toe training
Colourful Semantics Training
Sign- along training
SCERTs
Paws B

How does the School support pupil's overall well-being?

The school offers a wide range of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

- A group of staff, the Inclusion Team, meet every other week to share information about vulnerable children experiencing a range of academic, social and emotional difficulties and to decide on ways to support them and their families.
- A school counsellor works weekly with referred pupils and delivers Mindfulness sessions to the different year groups on rotation – using the PawsB and dotB (created by the mindfulness in schools programme)
- Weekly mindfulness assemblies to develop strategies of emotional regulation, where the school counsellor leads a guided practice
- Three Learning Mentors run social skills groups focusing on issues such as friendship, emotional regulation and positive attitudes to learning. He also does 1:1 mentoring for identified children and supports them in class.

- A consistent system of behaviour management is used across the school to encourage pupils to manage their own behaviour. As part of this system, children who repeatedly break rules through the day attend Restart. This gives them the opportunity to reflect & consider their behaviour and to make a fresh start the next day. (see behaviour policy)

- Pupils are surveyed annually for their views on all aspects of school life. The results are collated and considered and actions to address any issues are added to the School Development Plan (SDP).
- PSHE curriculum provides opportunities for pupils to reflect on their feelings and emotions and to discuss possible solutions
- The school has an anti-bullying policy which explains in detail the steps taken to reduce all forms of bullying. Pupils are taught to recognize bullying and how to protect themselves and others from bullying. All incidents of bullying are dealt with by members of the Senior Leadership team, involving the bully(ies), the victim(s) and the parents of both. Specific procedures are in place to deal with racist or homophobic bullying.
- Resilience Champions in Yr5 and Yr6 to support children who have social and emotional difficulties

How does the school support pupils with Special Educational Needs who are looked after by the local authority?

Looked After Children (LAC) with SEN are given extra support through close liaison with assigned Social Workers, Newham Virtual School (the body responsible for the education of looked after children) and foster parents. A Personal Education Plan is drawn up detailing targets and actions to secure the well-being and academic progress of the child. These are reviewed at termly meetings. LAC reviews, chaired by an independent person, are also held termly to discuss the well-being and progress of the child. Looked After Children attend all of these meetings so that their wishes are heard and acted upon, where possible.

What arrangements are made to support pupils with SEND taking part in after school activities and educational visits?

All children at Keir Hardie, including those with SEND, take part in after school activities and school visits. Risk assessments are carried out and extra support is put in place where necessary to enable all pupils to participate.

Who should parents/carers contact if they have a complaint about the SEN provision in the school?

Should you wish to make a complaint, you may do so to any member of staff with whom you feel comfortable. The complaint will then be directed to the right person. If you are not satisfied with the response, you will be given a copy of the school's complaints policy, which will give you further instructions.

Who should I speak to about my child's medical needs?

Ask to speak to the SENCO. Should your child have severe or chronic medical needs, a Care Plan will be drawn up by the School Nurse. Your input will also be requested.

For further information, please refer to the SEN policy on this website or make an appointment to speak to the SENCO.

Reviewed by Miss R.Woodhall

Date: Spring 2024

Next review Spring 2025

