

Kirklevington Primary School



School Core Offer

- At Kirklevington Primary School, we strive to support **all** children to enable them to achieve at school.
- In order to do this, many steps are taken to support them through their learning journey.
- Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

- Key Staff:

Mrs Julie Patterson	SEND Coordinator
Mrs Maria Carlton	Executive Head Teacher
Mrs Louise Peacock	Head of School
Mrs Ruth Mazonas	SEND Link Governor

Contact: 01642 781261

What are special educational needs?

A child or young person has Special Educational Needs 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 or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools;

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

The Code of Practice (2014) defines Special Educational Needs as falling into one or more of four broad categories.

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Social, mental and emotional health
- ❖ Sensory and/or physical.

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

The Department for Education recommends a cycle of *Assess, Plan, Do and Review* in relation to meeting the needs of children with Special Educational Needs and Disabilities.

For further information on SEND Code of Practice:

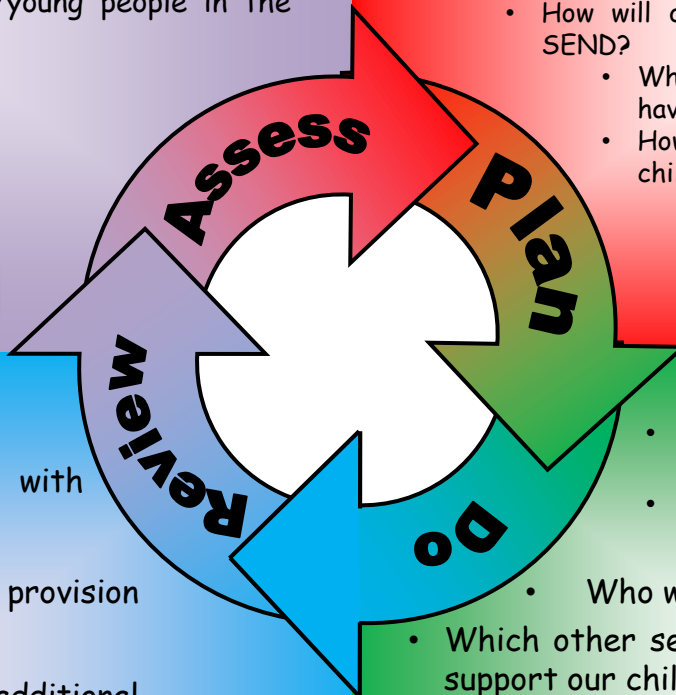
www.gov.uk/government/publications/send-code-of-practice-0-to-25

- How does our school know/identify that children and young people have special educational needs and/or disabilities? (SEND)
- What are the first steps school will take if SEND are identified?
- What should parents/carers do if you think your child has SEND? How can you raise concerns?
- What intervention is available to all children/young people? How will our school involve children/young people in the assessment process?

[More information](#)

- How will our school teach and support children with SEND?
- Who will be working with your child?
 - What expertise does the school and our staff have in relation to SEND?
- How does our school ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?
- How will our school include parents and the child/young person in planning support?
 - How will our school teach and support children with SEND?
 - What access do our SEND children/young people have to facilities and extra curricular activities?
 - How does our school plan for transition for children with SEND?

[More information](#)

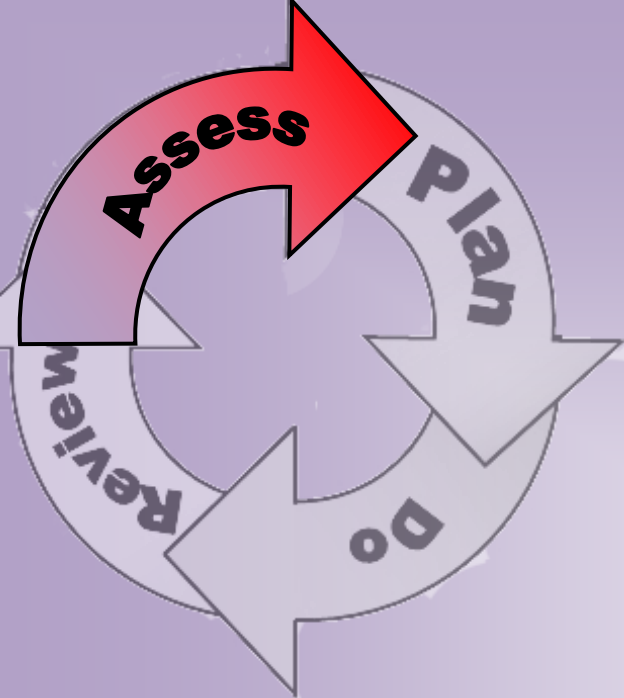


- How will we work in partnership with parents?
- How do we assess and evaluate the provision we have arranged for your child?
- Where can parents/carers find additional information e.g. SEND policy, LA Local Offer

[More information](#)

- How is the different provision delivered in our school?
- What role will the child's teacher play in the additional provision?
- Who will be working with your child?
- Which other services do we use to provide for and support our children/young people?
- How does our school encourage parent/carers to become involved in the additional provision?

[More information](#)



At Kirklevington, we pride ourselves on knowing our children well. We identify children quickly through regular discussions with the class teacher, through looking at children's progress regularly and through discussions with parents. We know if children need help if:

- concerns are raised by parents/carers
- limited progress is being made
- there is a change in a child's behaviour or progress.

We operate an 'open door' policy. If you think your child has SEND, please come and contact us so that we can discuss your concerns. The class teacher is the initial point of contact for responding to parental concerns. Alternatively contact Mrs V Ridley, SEND Coordinator, Mrs V Leaper-Head of School or Mrs M Carlton - Executive Head Teacher on (01642 761281)

The first steps we will take if SEND is identified:

- We would discuss your child's needs with you.
- We might put in place an individual or group programme of learning or contact external agencies for more expert, specialised advice.

When SEND has been identified, support and arrangements for appropriate support/interventions will be put in place. Overall provision will be planned by the class teacher, who has overall responsibility for each child's provision and learning opportunities are differentiated accordingly to suit the individual pupil's needs.

We encourage children to have ownership of their learning. We believe children should be involved in the assessment process and actively encourage children to talk about their learning and their strengths and areas for development in a safe, secure way.

Regular progress meetings take place termly to discuss individual children's progress and the impact of support. These meetings may highlight any potential problems in order for further support to be planned.

IMPORTANT INFORMATION AND LINKS

All policies relevant to SEND are located on our website under the Policies tab. Here you will find: SEND Policy, Equality Policy, Admissions Policy and Complaints Policy.

- For more information about the LA's Local Offer follow:

[Stockton SEND Local Offer](#)

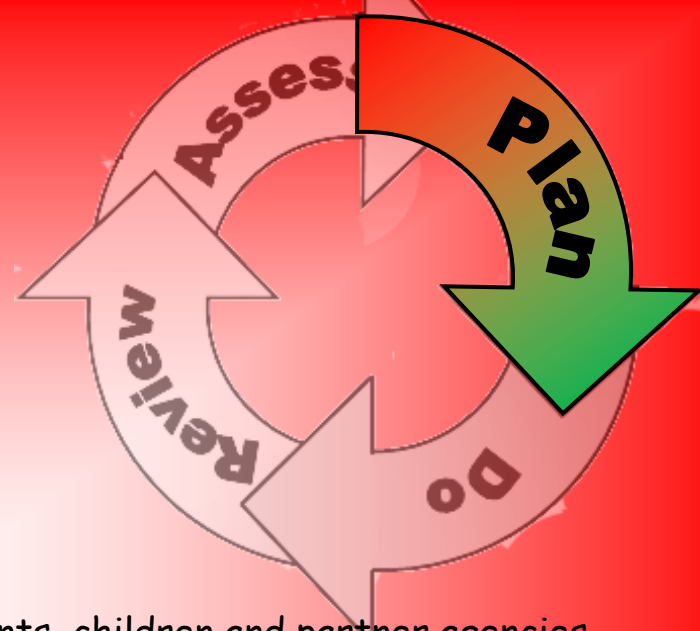
- Stockton United for Change (SUFC) is a parent participation group who represent the views and opinions of parents and carers of disabled children. It was set up in 2008 and helps influence the development of local services for families. To contact them:
stocktonunitedforchange@gmail.com Tel: 07935447375
- For information on arrangements made for Access Arrangements for formal assessments/examinations, please follow:
<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
- Details of our schools complaints procedure re: SEND, please read our Complaints Policy (see above). Please contact us: Mrs M Carlton, Mrs V Leaper, Mrs V Ridley, 01642 781261. We are always happy to discuss your concerns.

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental
Health Difficulties](#)

[Sensory and/or Physical Needs](#)



At Kirklevington, we endeavour to work in partnership with parents, children and partner agencies to ensure that all children fulfil their potential. Class teachers are responsible for planning provision for and teaching children with SEND. Teaching assistants offer additional support. We are fortunate that our teaching assistants have a wealth of knowledge and experience with regards to SEND.

Support may be in the form of: small group work, flexible groupings, visual timetables or a specific intervention programme.

Sometimes, your child may work with other adults or they may be assessed so they can best advise the class teacher for the most appropriate programme of learning. We would always gain your consent for this. Liaison with other outside agencies might be needed, for example, agencies such as: Speech and Language, ASD Outreach Team, Teachers for the Hearing or Visually Impaired, Specialist Learning Team, Occupational Therapist, Child and Adolescent Mental Health Specialists or the School Nurse.

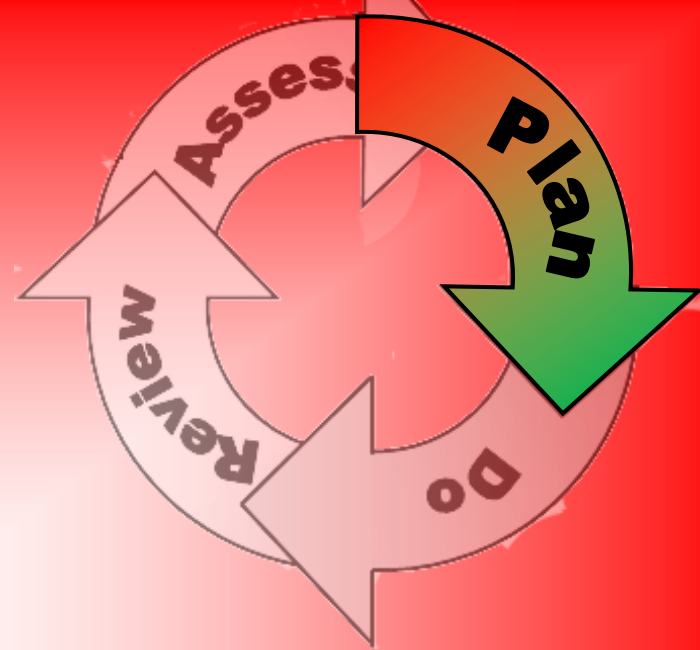
[Main Menu](#)

Communication and Interaction

To aid communication and interaction difficulties we offer:

- small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care, flexible thinking
- There may be enhanced access to visual approaches e.g. TEACCH
- Your child may need access to low stimulus area
- Flexible approaches to timetable may be needed.
- A quiet area to reflect and 'take time out' may be accessed.
- Modifications may be needed to lunch or break times
- Enhanced access to additional aids, such as...
- Technology may be used to enhance learning
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions
- Mentoring and/or buddy systems
- Social stories developed alongside a TA

Wherever appropriate, the child's views, feelings, ideas and suggestions are taken into account when planning their support.

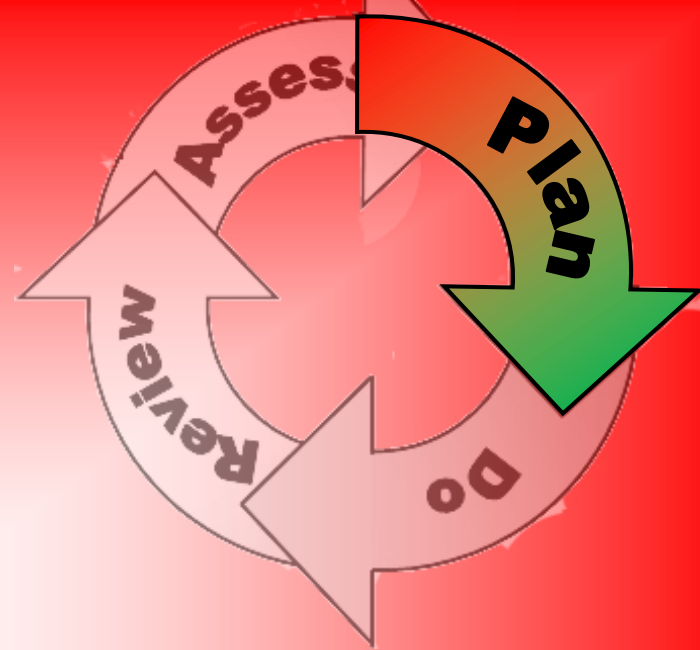


Cognition and Learning

To aid understanding and learning, we offer:

- Regular, individually focused intervention
- Increased access to small group support
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, sound buttons, overlays, numicon, styles...
- Memory Skills programmes
- Phonic development programmes
- Increased access to ICT
- Flexible groupings and one-to-one support
- Enhanced access to technical aids e.g. spell checker, ICT software and/or hardware
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum will be adapted to meet the learning needs of the child/young person
- Frequent repetition and reinforcement
- Differentiated work and questioning

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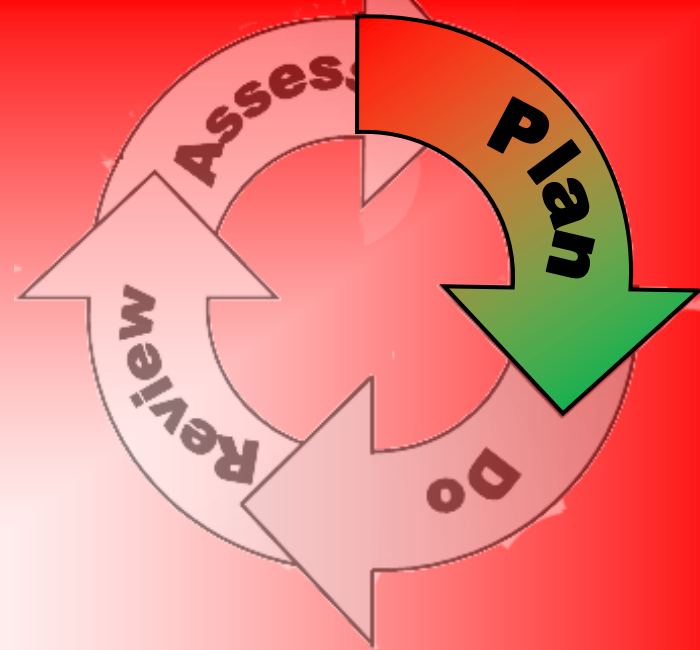


Social, Emotional and Mental Health Difficulties

To aid Social, Emotional and Mental Health Difficulties we offer:

- Access to time out/individual work area
- Mentoring
- Individualised rewards system
- Access to counselling services, for example Alliance
- Increased access to additional adults in the classroom
- Alternative curriculum opportunities
- Opportunities to develop Social Emotional Aspects of Learning
- Small group work, for example, *Socially Speaking*, *Little Sisters*, *Time to Talk*

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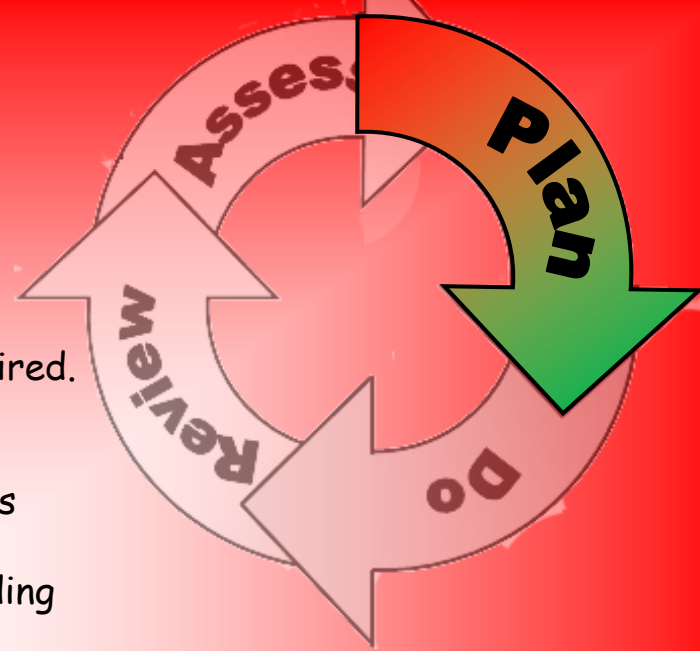


Sensory and/or Physical Needs

To aid Sensory and/or Physical Needs, we offer:

- Access to a specialist teacher/LSA for the hearing/visual impaired.
- Concrete apparatus available to support learning
- Access to support for personal care
- Therapy programmes delivered in school, designed by specialists
e.g. Occupational Therapists, Physiotherapists
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum

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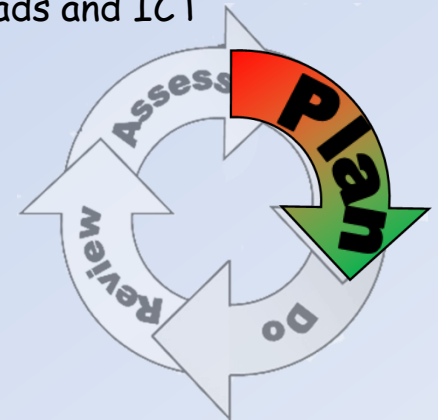
INFORMATION SHARING

At Kirklevington, we ensure that information about a child's SEND is shared with the relevant people. Typically, a child with SEND will have a Support Plan. Support Plans are updated termly and shared with staff, parents and the child where appropriate. The school may also have applied for High Needs Funding, to help provide support for the child. This is dependent on the severity of their needs. They may have an EHC (Educational Health Care Plan) which identifies area of need, targets for improvement and additional provision. This plan will be shared and discussed by all relevant staff who come into contact with your child. We create and discuss plans together so that everyone working with the child has the same common goal in mind. We will endeavour to plan with the child, where possible, and will share and review plans with children and parents on a termly basis. We encourage children to reflect on their learning and celebrate success.

ADDITIONAL SUPPORT

We have high aspirations for all our children and endeavour to use a wide range of teaching and learning styles and differentiated teaching materials to support learning. All children have access to ICT equipment and resources, for example, computers, laptops, ipads and ICT software to enhance their learning and this is planned for.

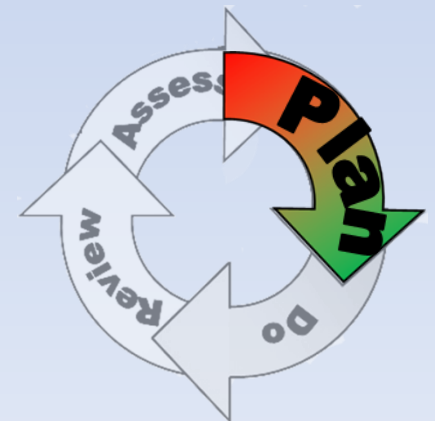
There is additional adult support in each class which enables small group work to take place.



TRANSITION

Many strategies are put in place to enable pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining or leaving.
- All pupils spend a whole Transition day where they spend time with their new class teacher.
- Additional visits are arranged for those children who need extra time in their new school.
- Secondary school Staff visit pupils prior to them joining their new school.
- Our SENDCo liaises with SENDCo's from secondary schools to pass on information regarding SEND pupils.
- Where children have more specialist needs, a separate Transition Guarantee meeting takes place with the SENDCo from the secondary school, our SENDCo, the class teacher, the Head Teacher, parents, any relevant outside agencies and, where appropriate, the pupil.



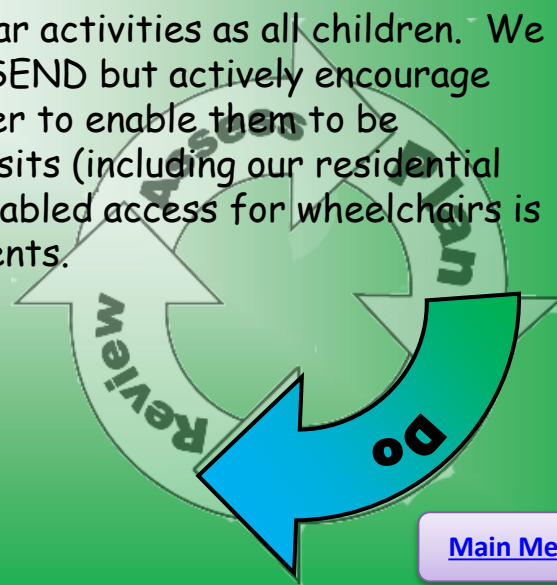
HOW DO WE DO IT?

Different provision can be delivered in different ways in our school, depending on the need. Individual work or group work is usually planned for over the course of a term. This additional provision is planned for under the direction of your child's class teacher with support from the school SENDCo and Head Teacher. However, at times Specialist Learning Teachers will help to plan a programme of support.

We encourage parents to be involved by attending parent's evenings, through engaging in discussions with your child's class teacher or other professionals and by commenting on and reviewing your child's Support Plan with any possible suggestions that could be incorporated.

EXTRA-CURRICULAR ACTIVITIES

Children with SEND have exactly the same access to extra-curricular activities as all children. We do not offer targeted extra-curricular activities for children with SEND but actively encourage ALL children to take part and we ensure that we adapt what we offer to enable them to be accessible to all. This includes all after school clubs and all school visits (including our residential visits). There is a disabled toilet that can be easily accessed and disabled access for wheelchairs is offered. We are always happy to discuss individual access requirements.



MONITORING and REVIEWING

Provision is monitored closely by the SENDCO, Executive Head Teacher, Head of School and our Governors are updated regularly. We assess frequently to evaluate impact of provision and make amendments if needed. At the beginning of a term we hold an SEN meeting attended by all members of the team involved with your child. We discuss and evaluate the impact of our work to ensure success and that progress has been made.

A successful partnership between parents and school is vital for any child to make progress. We operate an 'Open Door' policy and encourage parents to come and talk to us about concerns about their child, no matter how small.

All pupils receive a yearly progress report in the Summer Term which outlines their progress and identifies targets for improvement.

Support plans are shared, reviewed and discussed with parents termly. Depending on the need of the child, High Needs Funding or Education Health Care Plans may be applied for. These are reviewed yearly. Parents and carers will be kept informed in every aspect of their child's education.

Any complaints from parents of children with special educational needs, about the provision provided by the school, can be made through our usual complaints procedure. This can be found on the school website.

