ALLINGTON PRIMARY SCHOOL

Special Educational Needs Information Report

This SEND Information Report outlines Allington Primary School's contribution to Kent's Local Offer. It outlines how we implement our SEND policy; in other words, it will provide details about how SEND support works in our school. It can be read alongside our Inclusion & SEND policy.

This SEND Information Report is reviewed annually.

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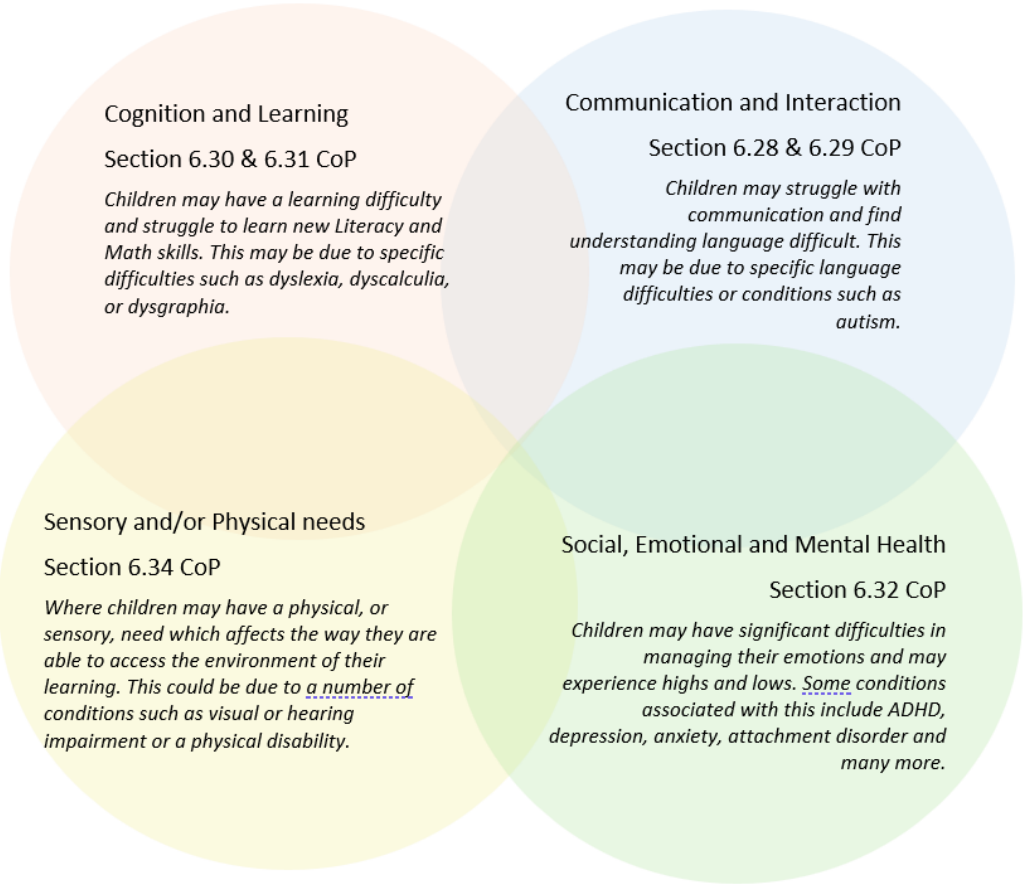
1.What types of SEND does the school provide for?

Children's SEND (according to the SEND Code of Practice, 2015) are thought of in the following four broad areas of need and support and are provided for at our school:

Often, children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.



2.Which staff will support my child and what are their key responsibilities?

Inclusion Manager: Mrs Burton-Grange has overall responsibility for SEND provision in our school. She is a qualified teacher holding the National Award for Special Educational Needs Coordination. She undergoes continuing professional development to enhance her own knowledge of SEND, which can then be disseminated to other staff members as appropriate. She is supported in her role by our Inclusion Assistant, Mrs Colclough.

Family Liaison Officer: Mrs Hughes works closely with families and children to ensure a strong home-school partnership. She also undergoes regular continuing professional development to support and has links with local community services, to enhance her understanding of issues and challenges that may impact on families and children's wellbeing. She is a trained Drawing and Talking practitioner.

Both the FLO and the Inclusion Manager are Designated Senior Mental Health Leads.

Class Teams: All classes at Allington have a qualified teacher and at least one teaching assistant. We are committed to developing the ongoing expertise of all our staff. Both in-house and external training opportunities are provided for all staff to enhance their skills and knowledge in the delivery of Quality First Teaching, evidence-based interventions and in areas of specific SEND need, including social, emotional & mental health needs.
Our teaching assistants are trained to deliver a range of interventions to support children's academic, social and emotional progress.

Training opportunities offered to staff throughout the year will be linked to the needs of the current cohort of children.

External Agencies: Where children have significant and complex needs which cannot be appropriately met through Quality First Teaching, or families need specialist support outside of the school's remit, we may seek the support of external specialist services. Typically, these will include but are not limited to:

- Early Help
- Specialist Teaching and Learning Service (STLS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy Service (OT)
- Educational Psychology Service (EP)
- School Nursing Team
- Attendance services
- Children's and Young People's Mental Health Service (CYPMHS)
- Voluntary Sector organisations
- Neurodiversity Team

3.What should I do if I think my child has SEND?

At Allington, we aim to identify and assess the needs of all pupils are early as possible in order to ensure early identification and intervention for any SEND and to support the pupil in making good progress. Underpinning all our provision in school is the **graduated approach** cycle of: Assess, Plan, Do and Review.



If you have concerns about your child, the following process will be followed:

Step 1: Concerns Raised (Assess & Plan)
If you think your child might have an additional need that requires further support, arrange a phone call or meeting with the class teacher to discuss your concerns. The class teacher will share support that is already in place and agree any further strategies to implement. They may seek the advice of the Inclusion Manager when planning these strategies. They are likely to be universal strategies set out in the Kent Mainstream Core Standards.

Step 2: Monitor & Implement (Do)
The class teacher will implement the agreed strategies and monitor these over a period of time, usually 6-12 weeks. During this time, they may continue to seek the support of the Inclusion Manager to ensure strategies are appropriate and effective.

Step 3: Review & Agree Next Steps (Review)
School staff will review the strategies and either adjust or continue these. If there are still concerns, the Inclusion Manager will become involved and may contact you to arrange a meeting. In-school assessments may be used to further identify your child's strengths and challenges.

If you still have concerns after the agreed monitoring period, contact the Inclusion Manager to discuss these further.

If your child is considered to have significant and complex needs which require support above and beyond that offered universally across the school, they may be added to the SEND register. You will be formally notified of this and your child will receive an Individual Education Plan (IEP) three times a year so you have formal documentation regarding the support they are receiving.

4.What happens if the school identifies a need?

If the school has concerns about your child, a very similar process to the one outlined above will be followed:

Step 1: Concerns Raised (Assess & Plan)
If the class teacher feels a child might have an additional need that requires further support, they will implement appropriate strategies. They may seek the advice of the Inclusion Manager when planning these strategies. They are likely to be universal strategies set out in the Mainstream Core Standards. Staff will communicate these strategies to you at Parent Consultation meetings.

Step 2: Monitor & Implement (Do)
The class teacher will implement the agreed strategies and monitor these over a period of time, usually 6-12 weeks. During this time, they may continue to seek the support of the Inclusion Manager to ensure strategies are appropriate and effective.

Step 3: Review & Agree Next Steps (Review)
School staff will review the strategies and either adjust or continue these. If there are still concerns, in-school assessments may be used to further identify your child's strengths and challenges. The Inclusion Manager may contact you to arrange a meeting or discuss our concerns further.

If your child is considered to have significant and complex needs which require support above and beyond that offered universally across the school, they may be added to the SEND register. You will be formally notified of this and your child will receive an Individual Education Plan (IEP) three times a year so you have formal documentation regarding the support they are receiving.

5.How will the school measure my child's progress?

We have rigorous monitoring in place to track the progress all our pupils make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. We use data tracking, assessments and classroom observations to identify additional needs and celebrate achievement.

Pupil Progress Meetings, attended by the class teacher, Inclusion Manager and Headteacher, are held throughout the year to allow for lengthy discussions regarding children the class teachers are concerned about.

Parents and carers and carers are welcome in school and both formal and informal meetings take place with the class teacher, Inclusion Manager, Family Liaison Officer and Headteacher to discuss any concerns there may be and to ensure parental involvement with decisions regarding their child's progress.

Children on the SEND register will have reviewed IEPs detailing children's interventions, targets and progress towards these. They are available online for parents and carers to read and comment on. Additionally, parents and carers have opportunities to discuss these with the class teacher or Inclusion Manager.

6.How will I be involved in decisions made about my child's education?

At Allington, we value strong home-school communication and have a range of procedures in place to facilitate this:

- An "open door" policy and encourage parents and carers to make appointments to see or speak with us if they have any concerns about their child's academic progress or social and emotional wellbeing.
- Formal parent consultations twice a year; the Inclusion Manager may attend these appointments alongside the class teacher if appropriate.
- A written report outlining children's academic progress at the end of the year
- Newsletters, emails to parents and carers and information on our website
- Contact with the class teacher via the contact book
- Annual reviews for children with EHCPs

- Reviewed IEPs for children on the SEND register which show the children's interventions and targets and their progress towards those targets are shared
- Additional meetings with the Inclusion Manager and, where appropriate, specialist services to support parents and carers in working with children at home
- Workshops for parents and carers providing information and training on various topics including SEND support, curriculum learning and emotional wellbeing

7.How will my child be involved in decisions made about their education?

Where appropriate to the child's age and level of understanding, we aim to ensure that pupils play an active role in their education. This is done in a number of ways:

- Pupils' views are sought for annual reviews of EHCPs
- Pupil views are included as part of learning walks and ongoing monitoring of teaching and learning
- Self-assessment is encouraged as an integral part of pupil learning

8.How will the school adapt its teaching for my child?

Adaptive teaching is embedded in our curriculum and practice; this may be in the form of additional support, manipulatives, additional resources, scaffolding of tasks, differentiated success criteria and differentiated questions. Teachers and Leaders use the Kent Mainstream Core Standards and Allington's Tiers of Support document to support the inclusion of all pupils.

All pupils, regardless of need, access high quality class teaching. Class teachers plan and deliver an adapted curriculum which considers the pupils' individual strengths and areas of need and reasonable adjustments are made to the classroom environment. Regular reviews and monitoring by the leadership team ensures this is in place. A combination of visual, auditory and kinaesthetic teaching approaches is used in the classroom.

When we receive reports from professionals with recommendations, we will take these into consideration when implementing supportive adaptations for pupils.

Where physical adaptations to the learning environment are required, the school may work with external agencies such as Occupational Therapy and the STLS to make changes so our learning environment is accessible to all.

Where a child requires further support, the school uses the graduated approach to plan and deliver appropriate interventions for the child. We use a tiered approach to support:

Tier 1

- Inclusive, high quality teaching for all
- Appropriately adapted curriculum
- Reasonable adjustments to the classroom environment

Tier 2: Tier 1 plus:

- Additional interventions designed to accelerate progress
- Targeted and time-limited interventions
- Planned by teachers to help children 'catch-up' and close gaps in knowledge

Tier 3: Tier 1 & 2 plus:

- Structured intervention programmes tailored to a child's individual needs
- May be designed in conjunction with specialist services

Tier 4: Tier 1, 2 & 3 plus:

- Highly specialised and bespoke interventions, often delivered by specialist services
- Highly specialised and bespoke learning curriculum or timetable, often delivered separately to the rest of the class

These interventions are closely monitored and are adapted regularly to reflect children's progress and evolving areas of need. The Inclusion Manager oversees all additional support.

Examples of intervention at each tier can be found on our Tiers of Support document on our website and in our Inclusion & SEND policy.

9.How will the school evaluate whether the support in place is helping my child?

Allington has a robust self-assessment system in place which includes learning walks, lesson observations, book scrutiny and pupil voice interviews, all of which includes monitoring provision for pupils with SEND.

Interventions are regularly discussed with class teachers. Appropriate targets are set for all children and these are regularly reviewed. All interventions, and the impact of these, are monitored by the Inclusion Manager. Effectiveness of EHCP provision is further evaluated and discussed at Annual Reviews.

All adaptations and interventions are closely monitored and are adapted regularly to reflect children's progress and evolving areas of need. The Inclusion Manager oversees all additional support.

10.How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff

If the situation arises whereby a child requires specialist expertise, the school will work with the school's Professional Resource Group, a selection of link practitioners who are able to provide further support and guidance. The Professional Resource Group includes:

- Speech & Language Therapists
- Specialist Teachers
- Educational Psychologists
- SEN/Inclusion Advisors from KCC

The school can also seek further support and guidance through Communities of Schools, meetings attended by SENCOs from multiple local primary and secondary schools who work collaboratively to ensure equitable and effective provision is available for all children in our local community.

In addition to the Professional Resource Group and the Community of School groups, the school can seek advice from other available external support services including the Neurodiversity Team, mental health support, Occupational Therapy and school nurses.

Where a child requires extensive additional support, the school may make referrals to specialist services for them to work directly with the child and family. This will always be done with parental consent, unless this would put the child at risk of harm. Please read our Safeguarding Policy for more information on our safeguarding procedures.

11.How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Allington has an inclusive approach to all aspects of the curriculum, including activities outside the classroom. All children, regardless of need, are encouraged to participate in all aspects of school life.

Where there are concerns regarding safety of a child with SEND or regarding the ability of a child to engage with an activity as a result of identified SEND, parents and carers and carers are consulted and involved in additional

planning so adaptations can be made to allow them to participate. Individual risk assessments can be put in place to support this process and specialist services may be consulted.

We have an accessibility policy and action plan which further details how we ensure children with SEND are included in daily school life.

12.How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Allington's admissions policy outlines our processes and oversubscription criteria which apply to all children seeking a place at Allington, including those with SEND.

Where a child has an EHCP and Allington is named as the most appropriate school, priority for admission will be given to that child.

If your child has SEND and you are considering Allington as a school placement, you are welcome to contact the Inclusion Manager to discuss how they would be supported. We may also arrange additional transition support and tours of the school if appropriate.

13.How does the school support pupils with disabilities?

Allington has an inclusive approach to all aspects of the curriculum. All children, regardless of need, are encouraged to participate in all aspects of school life. Our staff are trained in a variety of communication techniques including Makaton and the use of Widgit symbols where appropriate.

To ensure access to the physical school environment, we have the following in place:

- Ramps
- Corridor width suitable for wheelchair access
- Disabled access toilet

Where further physical adaptations to the learning environment are required, the school may work with external agencies such as Occupational Therapy and the STLS to make changes so our learning environment is accessible to all.

We have an accessibility policy and action plan which further details how we ensure children disabilities are included in daily school life

14.How will the school support my child's mental health and emotional and social development?

We are caring, understanding staff who look after our children and parents and carers. As such, we seek to offer a wide range of pastoral support to ensure children's social and emotional development.

Pupil Progress Meetings are held at various points throughout the year and include discussions about children's wellbeing as well as their academic achievement to ensure interventions to enhance children's social and emotional development are also included where appropriate. Training is offered to staff to improve their knowledge of social and emotional barriers child may have and to improve their ability to provide targeted support for these.

Our Family Liaison Officer (FLO)'s primary role is to work with families to ensure the wellbeing of all family members is protected and to signpost to appropriate supportive services and resources where appropriate. The FLO is also able to provide targeted social and emotional support for identified pupils. This will be discussed with the parents and carers and carers and the class teacher and overseen by the Inclusion Manager.

15.What support is in place for looked-after and previously looked-after children with SEND?

Mrs Howson is our Designated Teacher for looked-after and previously looked-after children. She will work with our Inclusion Manager to make sure all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any IEPs or EHC plans are consistent and complement one another.

16.What support will be available for my child as they transition between classes or settings?

Joining from another setting:

- When a child is moving from a pre-school setting to our Reception, all parents and carers and carers are invited to attend a welcome meeting with the Headteacher and to take a tour of the school.
- Where a child has identified SEND or parents and carers have concerns about potential SEND, they are encouraged to make an appointment with the Inclusion Manager prior to starting.
- Reception children begin at Allington on a phased transition, to allow them to adapt to the new environment over a period of a few weeks before beginning full time.
- Additional transition support can be arranged for children with SEND including attendance at pre-school Annual Reviews, additional visits to Allington and observations of the child within their pre-school setting.
- When a pupil joins us part-way through their school journey, we liaise closely with staff at their previous setting to ensure all relevant paperwork is passed on and all needs are discussed and understood.
- Where there is identified SEND, we will liaise with previous settings and, where appropriate, involved professionals to ensure relevant support is in place as soon as the child starts with us.

Moving into a new year group:

- When moving through the primary years, transition books are prepared to provide key information to the pupils with SEND about their new class and class teacher. This also provides the class teacher with key information about the child's needs and how best to support them.
- Detailed handover meetings take place when children move to a new year group, including discussions with the Inclusion Manager and FLO, to ensure relevant interventions and support are in place as soon as they begin in their new year group.

Leaving to join a new school:

- When pupils with SEND are preparing to leave us to go to a new school, typically to secondary education, we can work with local secondary schools to arrange additional visits to their new school, as well as providing additional transition opportunities in school.
- All notes, files and information are passed onto the secondary schools.
- Transition Annual Reviews are held for those pupils who have EHCPS and secondary school staff are invited to attend.

Where a child leaves us part-way through their school journey, we liaise closely with staff at their new setting to all relevant paperwork is passed on and all needs are discussed and understood.

17.What support is available for me and my family? (Local Offer)

If you have questions about SEND or have challenges at home that you wish to discuss, please get in touch with us. We want to support you, your child and your family.

Details of support locally can be found on Kent's Local Offer. The "Local Offer" provides information about SEND in a single place. It intends to provide families with information about the support and services available for children with SEND within the local area, including useful contact details and information about children and parents and carers' statutory entitlements.

There are a number of local information, advice and support services that can provide support to families of children with SEND, including:

- Information and Advice Service Kent (IASK)
- The Autism Apprentice
- Space2Be Me

National charities that offer information and support to families of pupils with SEND include:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18.What should I do if I have a complaint about my child's SEND support?

We encourage parents and carers to come and talk to us about any concerns they may have about their child or the provision being made for them. Parents and carers who are still concerned following that discussion should follow the school's Complaints Procedure.

19.Supporting Documents

- SEND Policy
- Accessibility Policy and Plan
- Admission Policy
- Complaints Procedure
- Tiers of Support Document
- SEN & Disabilities Code of Practice 2015
- Kent Mainstream Core Standards
- Safeguarding Policy

20.Glossary

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Adaptation** – when teachers adapt how they teach in response to a pupil's needs
- **EHCP** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **FLO –** family liaison officer
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **IEP –** individual education plan
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SEN** – special educational needs

- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages