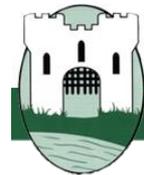


**Allington Primary School**  
**SEND Information Report**  
**October 2020**



This SEN Information Report outlines Allington Primary School’s contribution to Kent’s Local Offer.  
 It is reviewed annually.

*Whilst we continue to strive to provide an inclusive school environment where parents, carers and children are actively involved in the planning, implementing and evaluation of SEN provision, aspects of our offer have had to be adapted in light of risk-management measures in place to prevent the transmission of Covid-19. These are outlined in green throughout this SEN information report.*

**Inclusion Manager:** Mrs Emma Burton-Grange

**Telephone:** 01622 757350

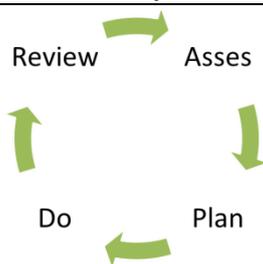
**Maternity Cover from 02.11.2020:** Mrs Tina Arterton

**1. What kinds of special educational needs are provided for at Allington?**

Children’s SEN (according to the SEN Code of Practice, 2014) are thought of in the following four broad areas of need and support and are provided for at our school:

1. Communication & interaction, including speech and language difficulties and Autistic Spectrum Disorder (ASD)
2. Cognition & learning, including dyslexia, dyscalculia and dyspraxia
3. Social, emotional and mental health, including Attention Deficit Hyperactivity Disorder (ADHD)
4. Sensory and/or physical needs including visual and hearing impairments

**2. What policies for identifying children and young people with SEN and assessing their needs are present?**



Underpinning all our provision in school is the **graduated approach** cycle of: Assess, Plan, Do and Review. The early intervention process is on-going throughout the school year and reviewed formally at Pupil Progress meetings held termly.

All teachers are responsible for every child in their case, including those with special educational needs.

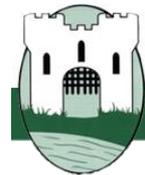
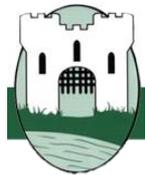
The school Inclusion Manager is Mrs Emma Burton-Grange, who can be contacted via the school office.

The process of identifying pupils with SEN is detailed in the school’s SEN policy, which can be found on the school website.

**3. What are the arrangements for consulting parents of children with SEN and involving them in their child’s education?**

We have:

- An “open door” policy – *as a result of measures put in place to reduce the risk of Covid-19 transmission, parents are still encouraged to contact the Inclusion Team with any concerns or queries, but all meetings will take place via telephone or via Zoom video calls.*
- Formal parent consultations twice a year – *as a result of measures put in place to reduce the risk of Covid-19 transmission, parent consultations are happening via telephone.*
- A written report at the end of the year
- Newsletters, emails to parents and information on our website
- Contact with the class teacher at the end of each school day – *as a result of measures in place to reduce the risk of Covid-19 transmission, daily contact with parents is*



*maintained through the use of a contact book and through telephone conversations, rather than via face-to-face conversations.*

- Annual reviews for children with EHCs – *as a result of measures put in place to reduce the risk of Covid-19 transmission, all Annual Reviews are taking place via Zoom video call.*
- Targets reviewed and shared with parents each term
- Additional meetings with the Inclusion Manager and, where appropriate, specialist services to support parents in working with children at home – *as a result of measures put in place to reduce the risk of Covid-19 transmission, all meetings, including those involving specialist services, are taking place via Zoom or Microsoft Teams video call, or telephone.*

**4. What arrangements are in place for consulting children and young people with SEN and involving them in their education?**

- Pupils' views are sought for annual reviews of EHCs when appropriate
- 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

**5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as a part of this assessment and review?**

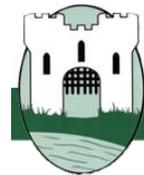
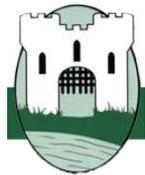
We have rigorous monitoring in place to track the progress all our pupils make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. We use data tracking, assessments and classroom observations to identify additional needs and celebrate achievement.

Pupil Progress Meetings, attended by the class teacher, Inclusion Manager and Head of School, are held 3 times a year to allow for lengthy discussions regarding children the class teachers are concerned about.

Parents and carers are welcome in school and both formal and informal meetings take place with the class teacher, Inclusion manager and Head of School to discuss any concerns there may be and to ensure parental involvement with decisions regarding their child's progress – *as a result of measures put in place to reduce the risk of Covid-19 transmission, parents are encouraged to take part in formal and informal meetings with regards to their child's progress, but these meetings will take place via telephone or Zoom video call.*

**6. What arrangements are in place for supporting children and young people in moving between phases of education and in preparing for adulthood?**

Prior to starting in Reception, all parents and carers of reception children are invited to attend a welcome meeting with the Head of School and to take a tour of the school. 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. *Please note that as a result of measures put in place to reduce the risk of Covid-19 transmission, a number of changes have had to be made to our transition arrangements. The School's welcome meeting and tour are now likely to take place virtually, however parents of children with additional needs will still be encouraged to make contact with the Inclusion Manager to discuss any transition concerns they may have. Additionally, where transition is concerned, additional transition support for children with SEN will be prioritised, but this may take an alternative form to usual depending on the level of risk-management measures in place at the time.*



When moving through the primary years, transition books are prepared to provide key information to the pupils with SEN 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. We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

When pupils with SEN are preparing to leave us to go to a new school, typically to secondary education, we can arrange additional visits to their new school. We have a specific transition group project for children with ASD and for children with emotional needs. All notes, files and information are passed onto the secondary schools. Transition annual reviews are held for those pupils who have EHCs. *Please note that as with the transition from a pre-school setting to reception, the form that additional transition support for pupils with SEN moving from primary to secondary takes will be dependent on the level of risk-management measures in place at the time.*

#### **7. What is the approach to teaching children and young people with SEN?**

All pupils, regardless of need, access Quality First Teaching. This involves providing differentiated planning and reasonable adjustments to the classroom environment. Regular reviews and monitoring ensures all pupils' needs are being met which may involve Wave 2 and Wave 3 intervention being provided to identified pupils. These interventions are closely monitored and changed on a regular basis to ensure pupil's potentials are being reached. The Inclusion Manager oversees all additional support.

#### **8. What adaptations are made to the curriculum and the learning environment for children and young people with SEN?**

Differentiation 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.

All our teachers are clear on expectations of Quality First Teaching and this is monitored regularly by the leadership team. A combination of visual, auditory and kinaesthetic teaching approaches is used in the classroom.

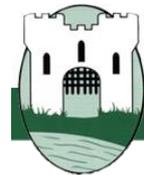
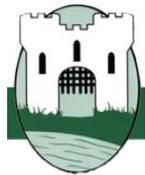
Individual adaptations are in place when recommended by professionals such as the use of writing slopes, move and sit cushions, enlarged tests and pre-teaching.

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

#### **9. What expertise and training of staff has been completed to support children and young people with SEN?**

The Inclusion Manager is a qualified teacher holding the National Award for Special Educational Needs Coordination. She undergoes continuing professional development to enhance her own knowledge of SEN, which can then be disseminated to other staff members as appropriate.

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, Wave 2 and Wave 3 interventions and in areas of specific SEN need, including social, emotional & mental health needs.



We have a team of teaching assistants who are trained to deliver a range of interventions to support children's academic, social and emotional progress, including Lego Therapy, Draw & Talk and Sensory Circuits.

**10. How will equipment and facilities to support children with SEN be secured?**

If the situation arises whereby a child requires specialist expertise, the school will work with the Local Inclusion Forum Team (LIFT) to identify and allocate the most suitable specialist teacher within the area. In addition to this, the school can also make referrals for support from paediatricians, speech and language therapists, mental health support, occupational therapy, school nurses and other available external support services.

Where a child requires extensive additional support, the school can make a request to the Local Authority for High Needs Funding, which can be used to secure resources and facilities to enable that child to access the mainstream environment, which could include additional support of a teaching assistant.

**11. How is the effectiveness of the provision made for children and young people with SEN evaluated?**

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 SEN.

Interventions are discussed with class teachers at Pupil Progress Meetings. All interventions are monitored by the Inclusion Manager.

Effectiveness of EHCP provision is further evaluated through the assess, plan, do, review process as evidenced on Individual Provision Plans and discussed at Annual Reviews.

**12. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?**

Allington has an inclusive approach to all aspects of the curriculum, including activities outside the classroom. Where there are concerns regarding safety of a child with SEN, parents and carers are consulted and involved in additional planning. Please see the Accessibility Policy on the school website for more details.

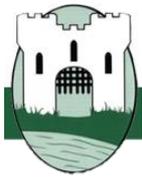
**13. What support is available for improving emotional and social development?**

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

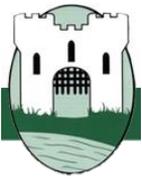
Termly Pupil Progress Meetings include discussions about children's wellbeing as well as their academic achievement to ensure interventions to enhance children's social and emotional development are also included where appropriate.

The school has a Family Liaison Officer whose 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.

*In light of the Covid-19 outbreak, the school recognises that social and emotional development is even more vital now than ever before and as such, supporting children's mental health and wellbeing is one of the school's priorities this year. Training regarding social and emotional development and mental health is being prioritised and Pupil Progress Meetings will pay*



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*particular attention to children who are vulnerable socially and emotionally, so timely support can be put in place.*

**14. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

The school will work with a range of outside agencies to support pupils with SEN and their families. Typically these will include but are not limited to:

- Early Help
- Specialist Teaching and Learning Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Educational Psychology Service
- School Nurse
- Community Paediatricians
- Attendance services

**The 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' statutory entitlements.

Kent's Local Offer can be found on the Kent website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

**Complaints**

We encourage parents to come and talk to us about any concerns they may have about their child or the provision being made for them. Parents who are still concerned following that discussion should follow the school complaints procedure set in the Complaints Policy, which is available on the school website.

**Date:** 01.10.2020

**Latest Date for Review:** 01.10.2021