



Allington Primary School
SEND Information Report
October 2022



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

Inclusion Manager: Mrs Emma Burton-Grange

Telephone: 01622 757350

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, Language and Communication Needs (SLCN)
 - Autistic Spectrum Disorder (ASD)
2. Cognition & Learning, including:
 - Moderate Learning Difficulty (MLD)
 - Severe Learning Difficulty (SLD)
 - Profound & Multiple Learning Difficulties (PMLD)
 - Specific Learning Difficulty (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia
3. Social, Emotional and Mental Health, including:
 - Attention Deficit Disorder (ADD)
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Attachment Disorder
4. Sensory and/or Physical including:
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment (MSI)
 - Physical Disability (PD)


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

At Allington, we aim to identify and assess the needs of all pupils as early as possible in order to ensure early identification and intervention for any SEN and to support the pupil in making good progress.

A range of criteria is taken into account when identifying SEN, including:

- The child's early history
- Medical diagnoses which may impact on learning
- Parental concern
- Low entry profile
- Attainment in the National Curriculum which is significantly lower than the expected for their age
- A lack of progress despite access to high quality teaching and a differentiated curriculum
- Requiring greater attention in class due to behavioural or learning difficulties
- Requiring specialist material or equipment or support for sensory or physical problems



	<p>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.</p> <p>All teachers are responsible for every child in their class, including those with special educational needs.</p>
<p>The school Inclusion Manager is Mrs Emma Burton-Grange, who can be contacted via the school office.</p>	
<p>The process of identifying pupils with SEN is detailed in the school's SEN policy, which can be found on the school website.</p>	

3. What are the arrangements for consulting parents of children with SEN and involving them in their 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 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, including opportunities to meet with the Inclusion Manager
- A written report outlining children's academic progress at the end of the year
- Newsletters, emails to parents and information on our website
- Contact with the class teacher via the contact book
- Annual reviews for children with EHCPs
- Reviewed provision plans 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 in working with children at home

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

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.



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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. Reviewed provision plans detailing children's interventions, targets and progress towards these are available online for parents to read and comment on. Additionally, parents have opportunities to discuss these with the class teacher or Inclusion Manager.

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

Joining from another setting:

- When a child is moving from a pre-school setting to our Reception, all parents and carers are invited to attend a welcome meeting with the Head of School and to take a tour of the school.
- Where a child has identified SEN or parents have concerns about potential SEN, 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 SEN 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 SEN, 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 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.
- Detailed handover meetings take place when children move to a new year group, including discussions with the Inclusion Manager, 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 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 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.

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

All pupils, regardless of need access high quality class teaching. Class teachers plan and deliver a differentiated curriculum which takes into account the pupils' individual strengths and areas



of need and reasonable adjustments are made to the classroom environment. Regular reviews and monitoring ensures this is in place.

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:

Wave 1

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

Wave 2: Wave 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

Wave 3: Wave 1 plus:

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

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.

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

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.

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, evidence-based interventions and in areas of specific SEN need, including social, emotional & mental health needs.



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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.

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

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. 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 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. 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 SEN or regarding the ability of a child to engage with an activity as a result of identified SEN, parents 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 available on the School's website.

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.



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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.

The school has a Family Liaison Officer (FLO) 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. 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 the class teacher, and overseen by the Inclusion Manager.

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: 10.10.2022

Latest Date for Review: 10.10.2022