



## **Priory Infant School**

### **Special Educational Needs and Disabilities (SEND)**

#### **Information For Parents**

#### **Introduction to SEN&D**

At Priory Infant School we strive to ensure that all children are enabled to reach their full potential. We support the children in a range of ways to ensure that they are given every opportunity to develop in every area of their learning.

Our children are all engaged in quality teaching; however, throughout their education, one in five children will need further additional support at some point to help them achieve their targets. All of the staff at Priory Infant School take responsibility to ensure that all children are immersed in an engaging, creative and inclusive education and the Inclusion Manager is responsible for leading this.

**Our Inclusion Manager is Mrs Pugh and the Governors with responsibility for SEND are Jo Ann Rhodes & Andrew Mothersele.**

#### **What is the Local Offer?**

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

#### **What will it do?**

The Kent framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.

These 14 questions, devised in consultation with parents/carers and other agencies provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

### **Priory's response to the Local Offer**

#### **1: How do we know if children need extra help?**

All pupils are carefully monitored and their progress tracked. We know pupils need help if:

- concerns are raised by parents/carers, teachers, teaching assistants or the pupil's previous school
- there is lack of progress
- attainment is below national expectations
- there is a change in the pupil's behaviour
- the pupil asks for help

## **2: What should I do if I think my child may have special educational needs?**

If you have concerns about your child and how they are progressing then please contact your child's class teacher in the first instance. If appropriate the class teacher will raise their concerns with the Inclusion Manager and your concerns will be investigated further.

If you are a new parent you should contact the Inclusion Manager directly on 01843 593105

## **3: How will I know how Priory Infant School will support my child?**

Each child's learning is carefully planned by the class teacher; it is differentiated to ensure that pupil's individual needs are fully met. This may include additional focussed support or small group work by the teacher or teaching assistant as part of our quality teaching.

Every pupil is discussed five times a year at our Pupil Progress Reviews. This is shared with all members of staff that are involved in teaching and learning of that year group and the senior leadership team.

During Pupil Progress Reviews pupils are identified for intervention and support (e.g. writing, maths, social skills, fine motor skills). Interventions are detailed on a Provision Map which will be shared with parents each term.

If your child has an Education, Health and Care Plan you will receive individual provision plans detailing your child's specific support and interventions. These will be reviewed each term and new targets set if appropriate. The Inclusion Manager will be available termly to meet with parents to discuss their child's needs and progress.

## **4: How will the curriculum be matched to my child's needs?**

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants may be allocated to work with the pupil in a small focus group to target more specific needs.

If appropriate, specialist resources may be given to the pupil e.g. pencils grips or easy to use scissors, writing slopes, coloured overlays.

## **5: How will I know how my child is doing?**

At Priory Infant School we operate an open door policy; Class teachers are available at the beginning and the end of the school day or meetings can be arranged at a mutually convenient time. Additionally parents are formally invited to discuss their child's progress in our parent consultation meetings in October and February. Written progress reports are sent home in July.

## **6: How will you help me to support my child's learning?**

The class teacher may suggest ways of supporting your child's learning through messages in a Home School Contact Book, personally or at parents' evenings.

The Inclusion Manager may meet with you to discuss how to support your child, if this is appropriate.

If outside agencies have been involved with your child they may provide ideas and suggestions that can be used with your child both at school and at home.

## **7: What support will there be for my child's overall well-being?**

The school offers a range of pastoral support for all pupils who are experiencing emotional difficulties at any one time. We have an afternoon Nurture Group with up to eight places. Our Family Liaison Officer, Marie Regan, supports children and their families in a number of ways and is able to signpost support groups for families. Our school also employs a play therapist counsellor who will see children who need more specific wellbeing support.

## **8: Pupils with medical needs (Please refer to school's medical needs policy)**

If a pupil has a medical need they will have a Healthcare Plan which is compiled in consultation with parents/carers. The plan is discussed with all staff who are involved with the pupil.

As required the appropriate staff will receive regular epipen, asthma, diabetes or buccal midazolam training delivered by the school nursing team.

Where necessary and in agreement with parents/carers medicines can be administered in school but only prescribed medicines with parental consent and in the original packaging with the prescription label.

## **9: What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive specialised expertise.

The agencies used by the school include:

- LIFT – Local Inclusion Forum Team
- STLS – Specialist Teaching and Learning Services
- Speech and Language Therapy Service
- FISS – Foreland Inclusion Support Service
- Laleham Gap Outreach Service
- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service)
- St Anthony's Outreach programme ( for behavioural issues)
- Social Care
- Integrated Therapy and Care Coordination Services (ITACC) – Physiotherapy, Occupational Therapy and specialist nursing.
- School Nurse
- Lighthouse Project
- Play Therapist

## **10: What training are the staff supporting children and young people with SEND had or are having?**

The Inclusion Manager is undertaking the National Accreditation for SENCos. Each member of staff has specific training to match the needs of their new year group. All staff receive regular training as well as local and national updates

### **11: How will my child be included in activities outside the classroom including Educational Visits?**

All pupils are eligible to participate in activities, events and educational visits. Risk assessments are carried out and procedures are put in place to enable all children to fully participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during a specific activity or visit.

### **12: How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Disabled toilets
- A Hearing Loop
- A shower room

### **13: How will the school prepare and support my child when joining Priory Infant School or transferring to a Junior school?**

As a school we understand that changing schools can be distressing for some children and therefore we aim to make the transition process successful through:

- Carefully planned and well managed school visits that enable children to enter school feeling confident
- Meetings with most nurseries at the Thanet Early Years transition day
- Meetings are arranged for specific pupils whose needs have been identified where parents and staff agree a plan for successful entry to school
- Personalised transition books which include photographs to support some pupils
- For some pupils additional visits are arranged to their junior school
- The Inclusion Manager, Year 2 teachers and FLO meet with the Year 3 teachers and counterparts in Junior schools to pass on SEN information to their relevant school

### **14: How are the school's resources allocated and matched to children's special educational needs?**

The SEN budget is allocated each financial year. The money is used to provide additional support and/or resources dependent on an individual's or cohort's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

For pupils with a high level of need Priory Infant School will apply for additional funding to help individual needs further.

### **15: How is the decision made about how much support my child will receive?**

All pupils are discussed at Pupil Progress Reviews six times a year and support, resources and intervention programmes are allocated and evaluated at these meetings to ensure best use of the budget and pupil's needs are met.

Parents are informed if their child is receiving additional support each seasonal term.

**16: How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During parent-teacher consultation evenings
- During discussions with the Inclusion Manager and other professionals.

**17: Who can I contact for further information?**

Your child's class teacher, in the first instance.

If you are a new parent you should contact Mrs Pugh, the Inclusion Manager on 01843 593105.