



# Kelsall Primary School

## SEND Information Report

### 2023 - 24

Kelsall Primary and Nursery School has a clear approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and is supported by other Cheshire Academies Trust schools as well as the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

#### 1) What kind of special educational needs do we have provision to support at Kelsall Primary and Nursery School?

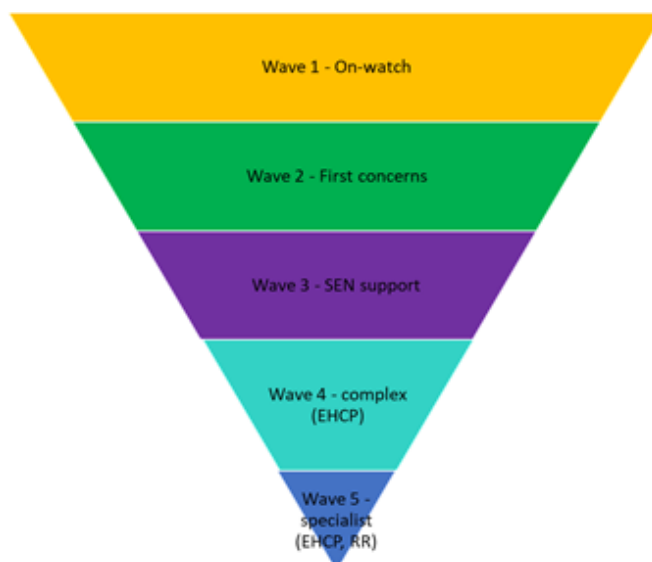
As an inclusive school, special education needs and provision can be considered under four broad areas:

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

#### 2) How does Kelsall identify and assess pupils with SEND?

##### Identification:

Classroom or subject teacher working with the SENCO should identify where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness.



A tiered system of support reflects the various levels of need within school. To identify the level of need, staff should draw on evidence from a clear analysis of pupil's need such as:

1. **Individual's development in comparison to their peers; information on pupil progress, attainment, and behaviour; Teacher's assessment and experience of the pupil-** every pupil's progress is reviewed at termly.
2. **The views and experience of parents-** Informal meetings and discussion as well as formal parents' evenings and SEND review meetings.
3. **The child's own views-** Child/Teacher interaction on a daily basis as well as SEND review meetings.
4. **Advice from external support services-** if involved and when needed.

### 3a) How do we evaluate the effectiveness of our provision for pupils with SEND?

We evaluate the effectiveness of our provision by using the following criteria:

- The school works to ensure that any child's SEND is identified early.
- We take account of the views of the parents and the child.
- Progress is monitored and reviewed at least termly by assessing the targets that have been set.
- There is co-operation between agencies and feedback is positive.
- We monitor the strategies, techniques, resources that are used to support interventions that are in place.

### 3b) How do we assess and review the progress of our pupils with special educational needs?

Your child's progress is continually monitored by their teacher, subject leaders, SENCo and the Senior Leadership Team. Their progress is reviewed formally every term, sometimes using standardised test which gives a score which can be interpreted at age expectation.

The class teacher will also check that your child is making good progress within any individual work and in any group that they take part in.

The progress of children with an Education Health Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved in your child's education involved.

### 3c) How do we teach pupils with special educational needs?

Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Where additional adults are deployed, they will support your child's learning in and outside of the classroom. Specific resources, strategies and planning will be used to support your child individually and in groups according to their learning needs.

### 3d) How do we adapt the curriculum and learning environment for pupils with special educational needs?

#### Adaption to the curriculum

The ways in which we adapt the curriculum will depend on the individual strengths and needs of the pupil and could be any number of the following examples:

- Visual Timetables
- Instructions broken down/simplified
- Frameworks to support recording
- Using a variety of resources of a kinaesthetic nature
- Providing relevant physical, and/or visual support and resources

#### Learning Environment

- Specific places to work
- Visual prompts
- Resources to cater for a variety of physical needs.

### 3e) What additional support for learning is available?

Tier of support	Characteristics	Next steps
Wave 1	Child is working below age related expectations.	Class teacher via targeted classroom teaching also known as Quality First Teaching: <ul style="list-style-type: none"><li>- Ensuring that the teacher has the highest possible expectations for your child and pupils in their class.</li><li>- Ensuring that all teaching is based on building what your child already knows, can do and can understand.</li><li>- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning etc.</li><li>- Putting in place specific strategies (which</li></ul>

		maybe suggested by the SENCo or outside staff) to support your child to learn.
Wave 2	<p>Child is beginning to show signs of developing difficulty within one or more of the 4 broad areas of need. They will have low general attainment and progress and/or gap beginning to widen, this may be in one or more subject areas.</p> <p>OR</p> <p>Child may have a programme of support (SALT/ Audiology/IDL)</p>	<p>Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</p> <p>Parents and the SENCo will be consulted to decide the nature of the intervention that may be required and to set targets. A First Concerns form will be completed.</p> <p>Teaching staff and SENCO to support work of outside agencies (e.g. implement recommended strategies in the classroom, provide updates on progress).</p>
Wave 3	<p>The gap between the child and that of their peers may be significantly wider than would be expected. Child requires Element 2 funding to support their progress, this intervention is more likely to be on a 1:1 basis, or it may be part of targeted group with other children in the classroom. They may be a candidate for an EHCP application for funding if the 12 hours is not sufficient.</p>	<p>An IEP profile will be completed to set targets which are specific to the child and which will support their progress. This will plan for the child according to their needs and regularly reflect on the progress they are making and whether what is in place is working.</p> <p>Termly review meetings with parents to discuss the targets and to set new ones.</p> <p>Reasonable adjustments within the classroom and to teaching will be made to support progress (e.g. pre teach vocab, create a scaffold for writing, intervention, in-class support)</p> <p>Consider if a request for an EHCP assessment is needed after two cycles of Assess-Plan-Do-Review.**</p>
Wave 4	<p>Child will have Top up funding or an EHCP. They will have low attainment reflected in assessment and the gap continuing to widen between their chronological age and age related expectations. They will have difficulties in the acquisition of reading, writing, oral or number skills, which require high levels of tailored support. They will require more than 12 hours of intervention to support their progress. They will have an EHCP implementation plan in place and an Annual</p>	<p>The Cheshire West and Chester SEND Profile will be completed to set targets which are specific to the child and which will support their progress.</p> <p>Targets will be linked to EHCP targets.</p> <p>Termly meetings with parents to discuss and review targets and to discuss how support will be used most effectively.</p> <p>You may be asked your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist, Educational Psychologist, or medical professional etc. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in class e.g. some individual support or</p>

	Review.	<p>changing some aspects of teaching to support them better.</p> <p>Support to set better targets which include their specific expertise.</p> <p>A group run by school staff under the guidance of the outside professional e.g. social skills group etc.</p> <p>A group or individual work with outside professional.</p> <p>The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</p>
--	---------	--

\*\*The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs to see if they need an Education Health Care Plan (EHCP). This is a legal process and you can find more detail about this in the Local Offer.

After school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already in place.

### 3f) What activities are available for pupils with special educational needs in addition to those in accordance with the curriculum?

Kelsall Primary and Nursery School follows the statutory National Curriculum and we also have additional curriculum opportunities to supplement what we believe may impact on their life and academic skills. All children are planned into the activities and adaptations are made on an individual basis.

### 3g) What support is available for improving the emotional and social development of pupil with special educational needs?

- Learning Mentor (ELSA Trained)
- School wide Conscious Discipline approach to behaviour.
- Safe places in every year group.
- Calm Club at lunchtime
- Playtime provision
- Working with other agencies such as CAMHS, Educational Psychologist, specialist education settings.

### 4) Who are the best people to talk to at Kelsall about my child's difficulties (SEN)?

Staff	Summary of responsibilities
Class teacher	<p><b>Focus on outcomes for the child:</b> Be clear about the outcome wanted from any SEND support.</p> <p><b>Be responsible for meeting special educational needs:</b> Liaise with the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.</p> <p><b>Have high aspirations for every pupil:</b> Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.</p> <p><b>Involve parents and pupils in planning and reviewing progress:</b> Seek their views and provide regular updates on progress.</p>

<p><b>SENCo</b> <b>Mrs S White</b></p>	<p>Overseeing day-to-day operation of school's SEND policy Coordinating provision for children with SEND, Liaising with designated teacher (Mrs S White/Mr D. Wearing) where a Looked after Child has SEN; Advising on graduated approach to SEN Support; Advising on use of other resources; Liaising with parents of children with SEND; Links with other education settings and outside agencies; Liaising with potential next providers of education; Working with head and governors on Equality Act; and ensuring that SEN records are up to date.</p>
<p><b>Teaching Assistants</b></p>	<p>TAs are part of the whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance. It is for schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND. This support will be shared with parents in the context of high-quality teaching overall. TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.</p>
<p><b>Principal</b> <b>Mr D. Wearing</b></p>	<p>Should take overall responsibility for implementing the SEND reforms. Ensure that the SENCO is able to influence strategic decisions about SEND. Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants). Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year). Ensure a process is in place for involving parents and young people in reviewing provision.</p>

<p><b>SEN Governor</b> <b>Jane Briggs</b></p>	<p>Must have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher Must publish information on the school's websites about the implementation of the governing body's policy for pupils with SEND. Must ensure that there is a qualified teacher designated as SENCO. Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan. Must ensure that arrangements are in place in schools to support pupils at school with medical conditions. Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.</p>
---	--

**5) How are the teachers in school supported to work with children with SEND and what training do they have?**

The SENCO's job is to support the teachers in co-ordinating provision for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, Dyslexia etc.  
Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

**6) How are equipment and facilities allocated to support children with special educational needs?**

The school budget, received from Cheshire West and Chester, includes money for supporting children with SEND.

The Principal decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.

The Principal and the SENCO discuss all the information they have about SEND in the school, including,

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected.

Decide what resources/training and support is needed.

All resources/training and support are reviewed regularly, and changes made as needed and identified on the provision map.

**7) How will the school let me know if they have any concerns about my child's learning in school?**

\*When a teacher or a parent has raised a concern about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO.

\* At Kelsall, there are termly assessments and subsequent meetings between classteachers and members of the Senior Leadership Team to ensure all children are making good progress.

\*If your child is then identified as not making the expected progress and working significantly below age related expectations the school will set up a meeting to discuss this with you in more detail, for example:

- to listen to any concerns you may have too
- to plan any additional support your child may receive

to discuss with you any referrals to outside professionals to support your child's learning.

\*Other members of staff you may contact in addition to your child's class teacher are:

Mrs S. White (SENCo)

Mr D. Wearing (Principal)

**8) How will you consult with my child and involve them in their education?**

As part of our approach to teaching and learning for all pupils, we discuss your child's progress and specific needs by:

- Verbal feedback and written comments in books.
- Self-assessment of their learning
- SEND review meeting where a pupil's view are sought and discussed
- Termly pupil teacher conferences

**9) How can I let the school know if I am concerned about my child's progress in school?**

If you have concerns about your child's progress you should speak to your child's teacher initially.

**10) How does the governing body involve other people in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?**

Directly funded by the school

Teaching Assistants  
Educational Psychology input to provide a higher level of service to the school.  
A variety SEND resources and training

Paid for centrally by Local Authority but delivered in school.

Autism Team  
Support from specialist schools and nurseries

Provided and paid for by the Health Service	School Nurse Community Paediatric Nurses Occupational Therapy Physiotherapy Paediatricians Health Visitors Speech and Language therapists
<b>11) Contact details of other support services</b>	
<b>SEN Team</b>	0151 3376505 <a href="mailto:senteam@cheshirewestandchester.gov.uk">senteam@cheshirewestandchester.gov.uk</a>
<b>Information, Advice and Support Service (IASS)</b>	0300 123 7001 <a href="mailto:iasservice@cheshirewestandchester.gov.uk">iasservice@cheshirewestandchester.gov.uk</a>
<b>12) How will we support your child when they are leaving this school or moving to another year?</b>	
<p>We recognise that "moving on" can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving to another school we will:</p> <ul style="list-style-type: none"> <li>- Meet with the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>- Make sure that all records about your child are passed on as soon as possible.</li> </ul> <p>Transition to the next class:</p> <ul style="list-style-type: none"> <li>- Information about your child will be shared with their new teachers</li> <li>- If your child would be helped by a personalised plan for moving to another year, we will put this in place.</li> </ul>	
<b>Local authority's offer.</b>	
<a href="https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948">https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948</a>	