

King David Primary School's SEN and Learning Support

New Code of Practice

From September 2014 a new and revised code of practice is in place for all schools.
For further information please click on the links below:

Letter to all parents from Edward Timpson, Minister for Schools and Families

School Contacts

Mrs Epstein SEN Co-ordinator, can be reached via the School Office.

King David's Governor with SEN responsibility is Sue Fagleman who can also be reached via the School Office.

Special Educational Needs and Disability information for Parents/Carers

King David Primary School is committed to inclusion. The school aims to provide an appropriate and high quality education for all children living in our local communities. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum. This will be readily accessible to them and they will be fully included in all aspects of school life.

We believe that inclusion is essential in ensuring the equality of opportunity for all learners whatever their age, gender, ethnicity, disability, attainment and background. This demonstrates our commitment to valuing the diversity of the school community.

At King David Primary School, a few children with complex needs may have an Education, Health and Care Plan (this replaces statement of special educational needs).

Other children may experience learning, communication, social, emotional, mental health or sensory and/or physical difficulties at any time in their school life. We aim to identify children's difficulties at an early stage and work with you and your child. We do this through 'School Support'.

Below are some commonly asked questions with answers describing how we support children at King David Primary School:

1. How does school know if children need extra help and what should I do if I think my child may have special educational needs?

- At King David Primary school we identify children as having special educational needs or needing additional help in several ways:
- Contacting previous schools or nurseries prior to the child starting at King David Primary school
- Pupil progress meetings every term where we identify children who are not making expected progress
- Monitoring interventions and support given to check progress is accelerated

- If the class teacher or learning support assistant raises concerns
- If parents raise concerns
- If an outside agency identifies special educational need
- If a doctor/school nurse identifies special educational need

If you think your child may have special educational needs firstly contact your child's class teacher. They may carry out some assessment or observations, or may arrange for your child to have some extra support in a small group. If there are still concerns after this, you and the class teacher may wish to discuss your child's difficulty with the school SENCO. We always aim to build positive, open relationships with parents.

2. How will school support my child?

The SENCO (Mrs Francine Epstein) oversees additional support for special educational needs children.

The class teacher is responsible for the progress and development of the children in their class, including where pupils access support from teaching assistants and specialist staff.

There may be a learning support assistant working with your child either with a group of children or individually. How often these sessions happen will be explained by the class teacher when the support starts.

Class teachers will meet with all parents with children with special educational needs at least three times a year, which may be part of parent's evenings. At the meetings we will set clear outcomes and review progress towards them and discuss the support that will help your child achieve the outcomes. As part of these meetings your child will be asked for their views. Parents will have a chance to share their concerns and aspirations for their child. A record of this meeting will be provided for the parent.

The SENCO can be contacted for further information.

There is a governor who is responsible for SEN who meets regularly with the SENCO. The governor, head teacher and SENCO report back to the full governing body. The SENCO produces an annual report for governors. The governors agree priorities for spending, with the overall aim that all children get the support they need in order to make progress.

3. How will the curriculum be matched to my child's needs?

When class teachers are planning their lessons, they think about the needs of all the children in the class. Learning is differentiated so that all children are able to make progress. This may be by grouping children or at other times may be individually taught. Class teachers give regular, detailed feedback to children so they know what their next steps for learning are.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

Parents are welcome anytime to make an appointment with class teacher or SENCO to discuss how their child is doing. We can give advice about how to support your child at home with their learning.

If your child is receiving 'school support' and has outside agency advice they will have an Individual Education Plan (IEP) with individual targets or for Interventions we will send home Target sheets . IEPs are reviewed and comments are made linked to each target to show progress that has been made. Target sheets are a record of interventions shared with the class teacher at the end of each session. If a target has not been met then this will be discussed with parents and a different approach may be tried or the target may be broken down into smaller more achievable steps.

If your child is receiving 'school support' and has no outside agency support, we will meet with you three times a year to discuss progress, support, your views and your child's views.

If your child has a statement or Education Health and Care Plan there is also a yearly annual review. This is a formal meeting to discuss your child's progress as well as parents' and the child's views.

As a school we track progress of all children's learning formally three times a year. We have pupil progress meetings to discuss children who are not on track to reach their end of year targets. Discussions then take place detailing how we can support children to reach their targets.

The class teacher continually assesses each child's progress and provides feedback to the individual child for their next steps. This feedback and assessment provides evidence of where children are improving and making progress and where children need more support.

There are regular training sessions for all staff covering different aspects of SEN . To find out more please speak to the relevant subject leader, class teacher or SENCO.

5. What support will there be for my child's overall wellbeing?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that self-esteem is crucial to a child's well-being. We have a caring, understanding staff team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore this is always a parent's first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside other members of our SEN Team such as Health and Social Services, The FED social worker Jane Mechlovitch ,Chai Cancer Care , Behaviour Support Worker Paul Burke ,Art Therapist Almaz Chrysler ,Specialist Teacher, Adrian Hughes Speech and Language Therapist Ilanna Fulda and Mrs Britstone who teaches Literacy and Numeracy Interventions on a one to one basis .

The school also has wealth of experienced Teacher Assistants and Learning Support Assistants:-

Mayaan Weitzman supports children with SEN in the Nursery and Reception

Francine Davies Philippa Walker Debbie Davies Diane Savage and Abigail Rubins deliver Reading ,Writing Phonics, Maths ,Social and OT ASD and Working Memory Interventions .

Zoe Rubins ,Amanda Balkin ,Joanne Chronnell ,Max Libbert and Sara Ebos support children with Statements of Special Educational Needs

How does the school manage the administration of medicines?

The school has a policy regarding the administration and managing of medicines on the school site. This can be obtained from the school office. If your child has medical needs, they may have a health care plan. This plan may include administration of medication or medical techniques if these are an on-going need.

How does the school support behaviour and attendance?

As a school we have a very positive approach to all types of behaviour, with a clear policy and reward systems.

All Behaviour incidents are recorded in a Behaviour Log Book in order for school to build up a profile but also to look for triggers e.g. certain lessons ,playtime or lunchtime

If a child has behavioural difficulties a Behaviour Plan may be put in place with relevant support and targets set for improvement. If difficulties continue we will then refer to Paul Burke who will deliver one to one Behaviour Support.

Teaching staff and support staff are trained in 'Team Teach' in order to support children with challenging physical behaviour and to ensure their safety and the safety of others.

Attendance of every child is monitored by the Head teacher .Lateness and absence are recorded, monitored and followed up. Good attendance is encouraged and rewarded throughout the school.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is partly carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.

Children who have IEPs (Individual Education Plans) discuss and set their targets with their class teacher and SENCO .

All IEPs , Target sheets and Care Plans are sent home and shared with parents

6. What specialist services are available to the school?

Services in school include:

- Experienced SENCO
- Specialist Special Educational Need learning support assistants who work with children in class and out of class, 1 to 1 or in small groups
- Teacher who takes small intervention groups for numeracy, reading and writing
- A learning support assistant with responsibility for children and families with English as an Additional Language
- Behaviour Support
- Art Therapist
- SALT

External agencies include:

- Educational Psychology
- Occupational Therapy
- Physiotherapists
- Speech and language Therapy(NHS & Private)
- Child & Adolescent Mental Health (CAMHS)
- Supportive Parents
- School Nurse
- GPs
- Community Paediatrician
- Social Services
- The FED
- Chai Cancer Care
- Specialist ASD Support

7. What training have staff had / are staff having?

- Dyslexia
- Autism training
- Speech and Language programmes
- Occupational Therapy programmes
- Working Memory
- Attachment
- ADHD
- Team Teach (behaviour management / positive handling)
- Self Harming
- Social Skills
- Maths Interventions
- Changes in SEND Support

8. How will my child be included in activities outside of the classroom, including school trips?

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. On the rare occasion that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

9. How accessible is the school environment?

The school site is barrier free and wheelchair accessible throughout. The school is a modern building with disabled toilets, a lift.

We have an LSA with responsibility for children and families with English as an Additional Language. Where necessary we can provide an interpreter for families with English as an Additional Language.

10. How will the school prepare and support my child when joining and transferring from the school?

We encourage all new children to visit the school prior to starting, when they will meet their buddy and spend some time with their new class and teacher. The Head teacher meets with new parents prior to their child starting at King David Primary School.

We liaise closely with pre-school settings, visiting these (wherever possible) before children start school. There is an evening meeting for all parents of new nursery and reception children in June. When pre-school children are identified with special educational needs or disability, the reception class teacher and/or SENCO will make links with your child's pre-school setting. We will meet with you to discuss your child's needs in order to help your child settle into school.

When your child is due to move to our High School, we meet and liaise closely so we can share information. Some children may benefit from enhanced transition where we can arrange additional visits to the High School accompanied by Teacher Assistants, a transition book, photographs and social stories. 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 children move from one class to another at the end of a school year they will have opportunities to visit their new class and teacher and parents have an opportunity to meet with teachers in the summer term. Some children will require enhanced transition which may include photo books, extra visits to the classroom or teacher, opportunities for parents/child to meet their new teachers

11. How are the school's resources allocated and matched to children's special educational needs?

We ensure that all children who have special educational needs are met to the best of the school's ability with the funds available. We have a team of Learning Support Assistants who are funded from the SEN budget and deliver programmes designed to meet groups of children's or individual children's needs. The school follows a graduated approach to supporting pupils based on their needs.

12. How is the decision made about what type and how much support my child will receive?

The class teacher and SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support. There will be on-going discussions with the parents and child.

We know if the support has had an impact by:

- Reviewing the IEP targets and ensuring they are met
- Looking at the child's progress academically and identifying if the gap (where they are compared with where they are expected to be for their age) is closing
- Verbal feedback from the teacher, parent and child

13. How are parents involved in the education setting? How can I be involved?

We actively encourage parents to be involved in our school community. We value your opinions and support.

We have an active PTA who always welcomes new members. They arrange many events throughout the year to raise money for the school.

Class teachers welcome parent help for a variety of reasons through the school year, for example, hearing children read regularly, story time, reading workshop, help with trips and art week.

14. Who can I contact for further information?

The first point of contact is your child's class teacher.

You could also arrange to meet Francine Epstein, our SENCO, or Nicola Nelson our Head Teacher.

Look at the SEN policy (Being Updated) and our Local Offer on our website.

Please contact the school office to arrange to meet Nicola Nelson (Head teacher) or/and Francine Epstein (SENCO). We will be happy to discuss with you how we can meet your child's needs.

15. Additional Links

- King David's SEN Policy (In the process of being updated in line with the SEND Reforms)
- Manchester's Local Offer
www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities
- Bury's Local Offer www.theburymdirectory.co.uk
- Salford's Local Offer www.salford.gov.uk/localoffer.htm