

SEND Information Report



SENDCO: Mrs Deborah Taylor

SEND Governor: Mrs Susan Fagelman

Contact Details: d.taylor@kdprimary.co.uk

Introduction

Here at King David Primary School, we pride ourselves in knowing each individual child and we celebrate their learning journey. We have high expectations of our children and of each other and offer a warm, friendly and engaging environment where children are safe, nurtured and happy. We have a dedicated team of staff who deliver high quality learning experiences, can personalise learning for individuals and aim to develop the whole child. At King David Primary School we have a graduated approach to Special Educational Needs and Disability (SEND), ensuring early identification of needs and a continuum of support for children so that they can make progress.

Please also refer to our SEND and Accessibility Policies which support this document. Together they outline the purpose, nature and management of special educational needs within our school.

Definition of Special Educational Needs and Disability

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty, impairment or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty, impairment or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has an impairment or disability, which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

What is the Local Authority Local Offer?

The *Children and Families Bill*, enacted in 2014, legislates that Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

For families living in Manchester

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

For families living in Bury

<https://theburydirectory.co.uk/categories/send-local-offer>

For families living in Salford

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

What is the SEND Information Report?

This SEND Information Report is an explanation of the offer that King David Primary School provides.

What kinds of special educational needs might the children at King David Primary School have?

Special educational needs and provision are described using four broad areas:

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

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to. It may also be that they find it difficult to understand what is being said to them, or they do not understand or use social rules of communication. Every child with SLCN have incredibly different and personal profiles and their needs will change over time, as they mature and develop. They may have a difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Condition (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can affect how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Children with SLD are likely to need support in all areas of the curriculum and often have associated difficulties with mobility and communication. Children with PMLD are likely to have severe and complex learning needs as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional, and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have conditions such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Sensory needs, which can be hearing loss and/or visual impairment or **sensory** processing difficulties and **physical** difficulties, can occur for a variety of reasons, e.g. congenital conditions (some progressive), injury or disease. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties and will need integrated support from many agencies.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Who are the best people to talk to in this school about my child's difficulties with learning/special educational need or disability (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCO) know as necessary.
- Planning personalised teaching and learning for your child as necessary and recording this in the form of an individual provision map.
- Ensuring that a child's provision is regularly reviewed (at least 3x a year) and the support or provision is adapted to meet the changing needs of your child.
- Ensuring that you are involved in supporting your child's learning.
- Overseeing support that teaching assistants (TAs) provide for your child.
- Working with other professionals who provide support for your child.
- Completing SEND paperwork that includes referral information for outside agencies and Annual Review Reports for pupils with Education, Health and Care Plans. (EHCPlans)
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

The Special Educational Needs and Disabilities Coordinator (SENDCO) Mrs Deborah Taylor

d.taylor@skdprimary.co.uk

Responsible for

- Reviewing the school's SEND policy and Information Report.
- Co-ordinating the support and provision for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring equipment and resources are purchased and appropriately supporting the pupils in school.
- Tracking progress of pupils with SEND and monitoring the effectiveness of interventions.
- Ensuring that you are:

- involved in supporting your child's learning.
- kept informed about the support your child is getting.
- involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND List (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

The Head Teacher: Mrs Stacey Rosenberg

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Mrs Susan Fagelman

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the SEND policy.

School contact telephone number: 0161 7415090

School email address: admin@kdprimary.co.uk

How are children with Special Educational Needs identified and assessed?

At King David Primary School children are identified as having SEND in a variety of ways including the following:

- Liaison and information transferred from a previous educational setting and or the Area SENDCO.
- Tracking information and data related to a child's progress. E.g. Is a child performing below age expected levels?
- School based assessments carried out initially by the class teacher.
- School based assessments carried out by the SENDCO.
- Concerns raised by parents.
- Concern raised by school staff.
- Concern raised by pupil.
- Liaison with external agencies.
- Health diagnosis.

What are the different types of support available for children with SEND in our school?

a) Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do, and can understand.
- That all work is carefully selected to meet the needs of your child.
- The teacher adapts your child's experiences enabling them to fully access a mastery approach.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical equipment at times.
- That specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn.
- That equipment is used to support your child where appropriate. This includes basic equipment, such as pencil grips, slanted writing surfaces, fidget toys, visual cue cards, wobble cushions, task boards, individual reward charts, social stories, weighted blankets, and visual magnifiers.
- Your child's teacher will have carefully checked your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- We aim to make our classrooms 'friendly' to a wide range of specific learning difficulties and adjust our teaching practices to make it more accessible for all. This includes the use of dyslexia friendly fonts, coloured paper, and off-white backgrounds on digital teaching resources.
- There is a school wide approach to emotional regulation and all staff have received training and promote 'Zones of Regulation.'

b) Specific group work

Intervention programmes, which may be:

- Run in the classroom or a group room/ area.
- Run by a teacher or teaching assistant (TA)
- Run by the SENDCO
- Run by the school's SALT (Speech and Learning Therapist)

These could include:

- Daily catch-up strategies for phonics, Early Reading, reading and maths.
- Support for Gross and Fine motor skills and basic finger strength via appropriate activities such as 'Write from the start' and other OT recommended activities.
- Spelling interventions, 'Beat Dyslexia' and more specific 'Word Wasp' activities for some dyslexic learners.
- A range of English support such as 'Rapid Phonics', 'Rapid Reading and Rapid Writing.'
- Maths interventions such as 'The Power of Maths' and 'Rapid Maths.'
- Activities to support working memory.
- Speech and Learning Therapy (SALT)
- Art therapy, 'Drawing and Talking' and social groups in both KS1&2.
- 'Talk About' intervention for developing self-esteem and social communication skills.
- Lego therapy.

c) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENDCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services, such as teachers or specialist TAs from the Specialist Teaching Team.
- Health services such as occupational therapists, speech and language therapists or physiotherapists.
- Sensory support services such hearing or visual impairment specialist teachers.
- Outside agencies such as the Education Psychology Service.

What could happen:

- School will make a professional judgement regarding the nature and severity of your child's needs and will recommend outside agency support. In some cases, due to availability of agency support, your child's name may be placed on an internal waiting list until support is available.
- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is supported.

d) Specified Support

This type of support is available for children whose learning needs are severe, complex, and lifelong.

This is usually provided via an **Education, Health, and Care Plan (EHCP)**. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

Your child may need specialist support in school from a professional outside the school, which may include agencies such as:

Speech and language
Occupational Therapy
Physiotherapy
Educational Psychologist
Healthy Young Minds (Formally CAMHS)
#Thrive
The community Paediatric Services
The school nurse.
The Area SENDCO

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out an Education, Health, and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including a lot from school and 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 professionals involved with your child to provide further information that explains and describes your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex, and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have long and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding. This is a collaborative decision involving education or health care professionals and yourself.
- There is a yearly review of your child's EHCP. Professionals associated with your child and parents are invited to share the progress and continued needs of your child.

How can I let the school know that I am concerned about my child's progress in school?

- If you have concerns about your child's progress, you should initially speak to your child's class teacher.
- If you continue to be concerned that your child is not making progress, you should speak to the SENDCO.
- The school SEND Governor can also be contacted for support.

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making sufficient progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals that may be necessary to support your child.

How is extra support allocated to children, and how does the school monitor this?

The school budget includes money for supporting children with SEND.

The Head Teacher and the SENDCO decide upon the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the other people providing services to children with SEND in our school?

School provision

- Teaching Assistants (TAs) working with small groups of children with similar needs. This may be across a year group or a Key Stage.
- Teaching Assistants (TAs) working with small groups of children following a programme of social communication.
- Teaching assistants working with social and pastoral groups.
- TAs providing 1:1 support for pastoral issues, Specific Learning Difficulties and reading.
- Volunteers and parent helpers working with small groups and individuals to support reading.

Local Authority Provision delivered in school

- SALT

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse.
- Occupational Therapy.
- Physiotherapy.
- CAMHS/Healthy Young Minds
- #Thrive
- Paediatricians (Community Child Health)

How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

The SENDCO's role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Condition (ASC) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- TAs receive a range of training as part of their ongoing CPD. Many members of staff have received training in Autistic Spectrums Conditions and Specific Learning Difficulties.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons and differentiate and personalise their planning according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, further support the needs of your child where necessary.
- Specific resources and strategies are used to support your child individually and in groups.
- Planning and teaching will be adapted, daily if needed, to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with members of the senior leadership team every term in phonics, reading, writing and maths, through pupil progress meetings.
- If your child is in Year 1 or above and not accessing the National Curriculum, a more sensitive assessment tool (The Engagement Model) is used.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do.
- Where necessary, children who have an additional support, will have a support plan called an Assess, Plan, Do and Review (APDR) and a personal passport. Their provision will be carefully mapped and recorded.
- Pupils with additional support will receive termly Person-Centred Meetings. This is an opportunity for your child to share their own views and places them directly in the centre of their own plan.
- The progress of children with an EHC Plan will also be formally reviewed at an Annual Review.
- The SENDCO will monitor the progress of children on the SEND list every term.
- Regular book scrutiny and learning walks will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school.

- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, where possible with the outside professional or where this is not possible, in a report.
- Additional support will be reviewed on your child's APDR and shared with you every term.
- Parents can find further support from their local authorities 'Local Offer' Website.

How is King David Primary School accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- It is Barrier Free and has a lift.
- The school has disable car parking spaces.
- All internal staircases have DDA compliant handrails.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are accessible toilets on both floors.
- Corridor widths are DDA compliant.
- All classrooms are fitted with grey blinds that reduce the glare of the sun within.
- Radio transmitters are worn by adults working with children who have hearing impairments to ensure that they are fully included in the curriculum.
- Quiet areas and calming zones are provided, within some classrooms, for children who need a space to support their emotional needs.
- SEND interventions can be timetabled in a variety of intervention spaces and the SEND Office has a calming space for regulation and mindfulness.

- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Visitors with disabilities are catered for appropriately and sensitively and we adjust for their inclusion where necessary.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.
- The school has internal emergency signage and escape routes are clearly marked.
- Evac Chairs are available for evacuation via the stairs.

How will we support your child when they are joining the school? Leaving the school? Or moving to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The Foundation Stage Leader and class teacher when appropriate will attend annual reviews for pre-school children.
- If your child would be helped by a passport to support them in understand moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school and stay for a session or series of sessions.
- Parents will be invited to attend an information event.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

If your child is moving to another school:

- We will contact the school's SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book/passport to support them in understand moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. APDRs and Passports will be shared with the new teacher and parents are welcome to attend.
- All pupils on the SEND list have a 'passport' which is transitioned onto the next teacher.
- All children visit their new classroom and meet their new teaching team on 'Moving Up Day.'
- Your child may participate in an extra transition group or be able to visit the new class more frequently where appropriate.

In Year 6:

- The SENDCO and class teacher will discuss the specific needs of your child with the SENDCO of the high school. Where appropriate, a transition review meeting will be arranged where you will be able to meet with the SENDCO from the high school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit the high school on several occasions, and in some cases staff from the high school will visit your child in this school.
- If your child would be helped by a passport to support them in understand moving on, then one will be made for them.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.

All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum to support this development. All classes also study the 'Torah, Wellbeing and Me' This is a framework of primary school interventions that embed wellbeing in the curriculum and makeup of the school. It is a teaching tool and springboard for teaching positive values and life skills. Teachers are provided with a training video, resources, and links to tie into the Wellbeing, PSHE and RSE frameworks which can be used to trigger positive wellbeing discussion in the classroom and beyond.

The school is also committee do the 'Zones of Regulation' which is promoted throughout school. The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

However, for those children who find aspects of their emotional health difficult we offer:

- Social skills groups which develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with peers. This includes the use of SEAL (Social and Emotional Aspects of Learning) and specific programs such as 'Lego Therapy' and 'Talk About' are implemented. Trained teaching assistants deliver all programs.
- Art therapy and 'Drawing and Talking' interventions.
- A range of extra-curricular activities including Yoga.
- Lunchtime and playtime support.
- Lunchtime and playtime support for children to develop skills in play and social interaction.
- Our Mental Health and Pastoral Lead (Mrs Ailion) will also be involved with pupils as their needs are identified.
- Referrals to either CAMHS and or #THRIVE.
- The Mental Health and Pastoral Lead or DSL will access further support through the Early Help Assessment (EHA) process.

Where can I find more support and advice?

Chai Cancer Care <https://chaicancercare.org/>

An expert support service that is available to any member of the Jewish community should they be affected by cancer, including patients, their families, and friends.

Jewish Action for Mental Health (JAMH)

<https://www.jvn.org.uk/jewish-action-for-mental-health-jamh-13088.php>

Complaints Procedure

Pupils, staff and parents are expected to listen carefully and be respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on request from the school.

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