

**TWYDALL PRIMARY SCHOOL
AND
Nursery**



SPECIAL EDUCATIONAL NEEDS

Information Report

School Ethos and values

At Twydall Primary School we are dedicated to providing the very best care and education for all of our children.

Twydall Primary School is a mainstream school with designated provision for children with physical disabilities and medical needs. The school also has a provision for children with a hearing impairment.

We strive to promote a positive and supportive, fully inclusive environment that meets the individual needs of its pupils.

We have high expectations for all our children and work in partnership with parents and professional agencies. Together we ensure all children make progress and that they are a member of our school community.

Special Educational Needs

Children are defined as having Special Educational Needs if they have a learning Difficulty which calls for special educational provision to be made for them. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age and may require work that is 'different from or in addition to' work provided for their peer.

A child has a disability if they have a physical or mental impairment that is substantial and long term (lasting for more than 12 months) and which has an adverse effect on their ability to carry out normal day-to-day activities. The disability prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age.

Some children have **needs or disabilities that affect their ability to learn** in the following areas:

- Cognition and Learning
- Social, Emotional, Mental Health
- Physical and Sensory
- Communication

Identification and Assessment of Special Educational Needs

Children's needs are identified from;

- Information arising from the child's pre-school experience.
- Baseline assessments showing what they know, understand and can do on entry to the school.
- Progress against Early Learning Goals and Age Related Expectations (ARE).
- Regular monitoring and tracking of progress.
- Assessment.
- Information from parents/carers.
- Information and assessments from other professionals.

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- Standardised assessments and specific assessments related to the learning need.
- Observations of the child in different settings and their response to change.
- Teacher and/or parent/carer concerns reported to the SENCO/Inclusion Manager.
- At In School Reviews (ISR) which are held 3 times a year to discuss particular children's needs.

(An In School Review is a multiagency meeting held in school. Parents do not attend the meeting, but they are informed if their child is to be discussed and reported back to after the meeting)

Consulting and involving pupils and parents (Assess)

Initially the class teacher will register their concerns about a child and meet with the parent to discuss these concerns or the parent may discuss concerns with the teacher. The concern will then be reported to the SENCO/Inclusion Manager.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

Once a child has been identified as having a special educational need they will be placed on the school's SEND register and we will formally notify parents when it is decided that a pupil will receive SEN support. Parents are invited to meet with the SENCO to discuss how the SEND process will continue.

Following the publication of the 2015 SEND Code of Practice (DFE/DoH Jan 2015) and in conjunction with the Medway Guidance document children are identified as a SEND concern with support.

SEND support (For Census purposes, recorded as K)

Children are identified with needs that can be met by the class teacher through differentiation of lesson planning and task outcomes. The class teacher will use the Graduated Approach of Assess, Plan, Do and Review.

Some children may present with more significant needs that will necessitate the Class teacher and SENCO to develop interventions to support learning in English and Mathematics which may be delivered by the class teacher or a member of the support staff. Advice from other professionals will be included as part of the graduated approach to provision for the child, either in a small group or an individualised intervention. All interventions and support are tracked for impact and discussed with the Senior Leadership team (SLT).

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Should the child not make any progress after following the cycle of Assess, Plan, Do and Review for a specified time then it may be necessary for the SENCO and Class teacher to work with the parents and carers on a School based Plan. This will also involve outside agencies to be involved with working with the child or providing support for the adults working with the child.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Discussion with pupil (Pupil Voice)
- Monitoring by SENCO/Assistant SENCO
- Year group progress meetings, following data drops

The School based plan can be used as precursor to an application for an Education Health and Care Plan (EHCP), but not all children who have a School Based Plan will require an EHCP. The school-based plan is a more structured support document with regular target review meetings between parents, teacher and SENCO. If appropriate, the child will participate.

An Education, Health and Care Plan will be applied for, with parental permission, if a child's progress or medical needs indicate that the child needs require further support and personalised access to specialist agencies. The school will need to evidence that they have used the Graduated Approach and completed a school based plan for the child to support their concerns. A child who presents with medical needs that cause a significant disability may not have a School Based plan, but this will be discussed with the parents/carers.

Provision for children identified as having a special educational need

We identify children who require additional support and provision as SEND support. To meet the needs of these children the following provision and support is in place:

The school ensures Quality First teaching by monitoring:

- The effective deployment of Teaching Assistants to support children's learning
- Teacher's planning for differentiation and challenge to ensure progress and success for all children that demonstrates support that is 'different from' or 'in addition to' work provided for their peers.
- That planning reflects a variety of teaching styles

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- That children are given the opportunity to learn through a variety of learning styles
- That individual targets are specific, measurable, achievable and realistic, time limited and are part of the Assess, Plan, Do and Review process

The school also provides additional resources to support learning that are recommended by other professionals.

Regular monitoring of teaching and learning is carried out by the Senior Leadership Team. Planning for all children with SEND is the responsibility of the class teacher in line with the guidance in the 2015 Code of Practice for SEND.

“Teachers should set high expectations for every pupil, whatever their prior attainment.”

“Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full National Curriculum.”

(DFE/DoH, 2015:94)

Other provision includes the school accessing support from outside professional agencies including:

- Behaviour Support (Bradfields Outreach)
- Speech and Language Therapists (SALT)
- Educational Psychologist (EP)
- Physiotherapists
- Occupational Therapists
- Hearing impairment Adviser
- Physical Disability Adviser
- Visual Impairment Adviser
- Counsellor
- Early Years' Support

Twydall Primary School also has a Home School Support Worker on the staff and she is available to liaise with families and other agencies.

Provision for children who have an EHCP or a physical disability or complex medical condition

Twydall Primary School provides inclusive placements for children aged 3 to 11 who have an EHCP for a physical disability or complex medical condition, which has been issued by the Local Authority.

- The school is accessible to wheelchair users and adaptations have been made to enable children with a physical disability to access all areas of the school.
- There are special toilet facilities, ramps, handrails and automatic doors.
- There are specific rooms set aside for 'soft play' and rooms for the therapists to use for their interventions.

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- The school employs specialist support assistants to facilitate access in all areas of the curriculum and to support the care and learning needs of specific children including intimate care.
- There are additional specialist resources and equipment to enable access to different curriculum areas. These are monitored for effectiveness and to ensure that they are maintained and in a good condition.
- The school receives advice from external agencies and therapists.
- Teachers differentiate the curriculum and set SMART targets.
- BSL is used in the school to promote pupils with a hearing impairment. In Early Years there is a combination of Makaton/Signalong following guidance from the Sensory Advice Team at Medway.
- There are opportunities for small group teaching and learning as part of the school's provision and intervention strategies.

Provision for children who have an EHCP for a hearing Impairment

The school provides inclusive places for children aged 3 to 11 who have a hearing impairment and an EHCP.

- The school has 3 designated sound proofed areas, one in each key stage
- The classrooms have been adapted to accommodate a sound field system
- Teachers use microphones so their voice is transmitted through an amplifier system when appropriate
- The school halls have been adapted with acoustic reflectors
- The school has regular contact with the Hearing Impairment advisory service
- The school employs a Teacher of the Deaf to support the learning for children who have an identified hearing impairment

Wellbeing Centre

Within Twydall Primary School, we have facilities to work with children who present with considerable mental health issues, which have been identified as a barrier to their learning. We have a HSSW who is a qualified Play Therapist and a Behaviour mentor who has undertaken Lego Therapy and Drawing and Talking Therapy. Children who present with these needs and anxieties can also access lunchtime social/nurture clubs.

Children who we believe are presenting with SEMH needs are closely monitored and may have a behaviour contract, which is devised by the SENCO and/or Behaviour Mentor and shared with parents. The document is developed to encourage the child to help them celebrate achievements, no matter how small and has a reward system built into it for parents to participate in.

Access

- Twydall Primary School is fully accessible for children and adults with a physical disability and/or hearing impairment

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- Resources are modified to meet the needs of children with a specific disability to ensure access to the curriculum.

Admissions

- Twydall Primary School is currently following the Medway Council co-ordinated scheme for Primary Admissions
- Admissions for children to our inclusive specialist provisions are co-ordinated with Medway Local Authority and the School Admission Officer. An EHCP identifies that these children require support for their physical disability and/or medical condition that cannot reasonably be provided within the resources normally available to mainstream schools.
- Some children with EHCPs for a physical disability are designated as mainstream. For these children the SENCO will utilise the Medway Top Up funding procedure for additional funding to meet their needs.

Staff Experience and Expertise

Teachers and support staff have a wide range of experience and have undertaken training in a variety of areas including:

- Safeguarding
- Basic first aid/Some staff have additional Paediatric first aid
- Team Teach/ Positive handling
- Basic skills for English and mathematics
- Supporting children's learning
- Emotional and behavioural difficulties
- ASD and ADHD
- Play Therapy-Drawing and Talking Therapy and Lego Therapy
- EDUCARE SEND Code of Practice
- Down Syndrome awareness and the Primary school
- Moving and handling Training
- Specific medical training to meet the complex medical needs of children at Twydall Primary School
- Support from Medway Sensory Advisors for VI and HI
- Bronze Level Hopscotch Training (due to changes to Snapdragons referral criteria)

Additional information regarding provision for children and Young People with special educational needs and/or disabilities can be accessed via the Medway Council website and is referred to as their Local Offer

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Contact

If your child has a disability or is experiencing difficulties with their learning and you would like to know more about what we offer at Twydall Primary School please do not hesitate to contact the SENCO/ Inclusion Manager to discuss your concerns.

The SENCO/Inclusion Manager can be contacted via the school office on 01634 231761 or office@twydallprimary.org.uk

The SENCO/Inclusion Manager is Mrs C. Johnstone (NASCo award 2016)

The SEND Governor is Ms. G. Simpson