



Kelsall Primary School Local Offer 2023 - 24

School	SENCo	Contact Phone Number	Governor
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Whole School Approach:

High quality first teaching and additional interventions are defined through our ongoing dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (See **Special Educational Needs Policy reviewed October 2019**)

Assess:

At our schools, children's progress and attainment are assessed regularly. This might happen informally during lessons or more formally through reading assessments, teachers' marking, assessed pieces of work and class tests. Data for all children is analysed on a halftermly basis and action plans drawn up to support individuals on the basis of this. In addition, there is regular communication with parents which allows for concerns to be raised and addressed early on.

In identifying a child as needing SEND support, the class or subject teacher, working with the SENCo, will carry out a clear analysis of a child's needs. This will draw on the teacher's assessment and experience of the child, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It

will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the child's own views and, if relevant, advice from external support services. The schools will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the child is developing.

This assessment will be reviewed regularly, on average at least each term. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with schools to help inform the assessments. Where professionals are not already working with school staff the SENCo will contact them if parents are in agreement.

Plan:

Where it is decided to provide a child with SEND support, parents are formally notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo will agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the child's First Concerns Form/IEP/SEND Profile document and the Provision Map.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

Parents will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Do:

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the teacher will still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Wherever possible, any intervention work done outside the classroom will be minimised to ensure they miss as little of the core subjects as possible. Again, where possible, teaching assistants will rotate their interventions so individual children are not regularly missing the same lessons.

Progress towards targets will be recorded on the child's First Concerns Form/IEP/SEND Profile document. The SENCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review:

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated with termly meetings and Annual Reviews, along with the views of the child and their parents. This will feed back into the analysis of the child's needs. The class teacher, working with the SENCo, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. The schools will co-operate with the local authority in the review process and, if required by the local authority, we will convene and hold annual review meetings on its behalf.

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. 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, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have 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 Autism Spectrum Conditions (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. 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), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have

severe and complex learning difficulties 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.

3. Social, emotional and mental health

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, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

As a cluster of schools, we believe that every child has a right to an education and to be heard. Therefore, if another pupil disrupts or adversely affects another's education we would look to address this as a matter of urgency.

The schools use a range of behaviour management strategies and therefore in the first instance teachers would make the child aware that their actions have affected another child's feelings.

All Staff will follow the School's Behaviour and Discipline Policy and The Department for Education's guidance on managing children's mental health and behaviour difficulties in schools.

4. Sensory and /or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with sensory and/or physical needs will require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers, and the school would address this on an individualised basis.

The schools follow 'Social Care for Deafblind Children and Adults' guidance published by the Department of Health.

Identifying need

We have internal processes for monitoring quality of provision and assessment of need. Monitoring the quality of provision is done by the Senior Leadership Team through moderation of planning, scrutiny of children's books, classroom learning environment and pupil voice.

Within the cluster of schools, a distinction is made between children underachieving and those under attaining. If the SENCo and teacher believes a child has Special Educational

Needs, they would be placed on the Provision Map. Children who are underachieving but do not have any SEND are placed on a Class Context Sheet.

A detailed assessment of need is made to ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to a child is always based on a full understanding of their particular strengths and needs and seeks to address these using well-evidenced interventions targeted at their areas of difficulty and where necessary, specialist equipment or software.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved?	Frequency
The schools offer an open-door policy at the start and end of the day to deal with minor enquiries or to make appointments if a longer conversation is needed. All staff emails are shared with parents to make communication easy and efficient.	School staff Parents	Daily
Children's progress is monitored closely, with the input of parents and children.	School staff Children Parents	Ongoing
There is the opportunity to meet formally with your child's teacher at Parents' Evenings in the Autumn and Spring terms. A written report is shared with families in the Summer term.	School staff Parents	Termly
If your child has a EHCP or Top-Up funding for SEND, there will be an annual review of this.	School staff Children Parents	Annually
Parents are kept informed through platforms such as Twitter, School Spider and the school websites. As well as regular newsletters.	School staff Children Parents	Ongoing
Age-appropriate homework is set.	School staff Children Parents	Weekly

Staff development

We are committed to developing the ongoing expertise of our staff. Recent training and expertise to support children with SEND currently in our school includes:

All staff:

- Safeguarding
- Conscious Discipline
- Inclusive pedagogies

Specialist skills and training for individuals:

- ELSA (Emotional Literacy Support Assistant)
- Dyslexia Awareness training
- Next Step cards training through CAMHs
- Mental Health First Aid training
- Drawing and Talking Therapy
- Training from the Speech and Language Therapy Service

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure that children: achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

All class teachers have a responsibility to create high quality learning environments. Lessons are planned and differentiated appropriately to the needs of learners. Children who have been identified as needing extra support are identified by teachers.

If needed, children will receive either in-class or out-of-class support to enable children to access the curriculum.

Children with SEND have academic and personal targets which are reviewed termly with children and parents. Some children receive extra support within class or are withdrawn for specialist provision according to need. Senior Leadership closely monitor pupil progress and teacher effectiveness, and Governors have a responsibility to develop effective policies and review these regularly.

In data analysis, pupil groups are analysed, including children with SEND and the results of this analysis informs practice. If concerns remain, the school will consult or involve external agencies.

Some of these agencies include:

- Educational Psychology (EP)
- Speech and Language Therapy (SALT)
- CAMHS (Child and Adolescent Mental Health Service)
- School Health
- Community Paediatrics
- Autism Service

We believe this involvement has benefitted our children/young people and their families in the following ways:

- all children have equal opportunity to access the curriculum in order to realise their full potential
- helping children to overcome and manage their difficulties

- all children, including those with special educational needs and/or disabilities (SEND), can develop physically, intellectually and emotionally at a pace which is suited to their individual needs
- Parents and carers, as children's first educators, benefit from a shared understanding of their needs and have greater capacity to achieve the targets set with them

Interventions

As a school offer a range of interventions (some of which are listed below) and regularly evaluate their impact and effectiveness.

Intervention	What it does	Impact
IDL literacy	Supports children who struggle with reading and spelling or with dyslexic tendencies	Children show accelerated development of these skills and rapidly improve their reading and spelling age.
IDL Maths	Provides targeted support to children who struggle with maths.	Children show accelerated development of these skills and rapidly improve their mathematical understanding in specific areas.
Learning Mentor and ELSA intervention.	Supports children with a range of social and emotional difficulties to give them someone to talk to and a way to discuss and understand their emotions	Children create a trusting bond with the adult providing the sessions and investigate ways to support and understand their own emotions making it easier to integrate in class with their peers.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

Our approach involves:

- Closely monitoring children's data.
- All children take part in the transition programme of their receiving school.
- Children involved visiting and hosting visits to and from the other school during which the children took part in activities to boost their ability to deal with new situations and to build new relationships.

If children leave our schools in other year groups, the schools will:

- Liaise with the receiving school and if there are any identified special educational needs, a transition programme will be set up. All records will be shared with the receiving school.

Complaints

The Complaints Procedure provides the framework within which any person may raise a complaint and have confidence that it will be considered seriously and dealt with appropriately. Cheshire Academies Trust has a strong commitment towards working in positive partnership with the whole school community. The CAT Complaints Procedure Statement outlines the system and route for complainants to make the school aware of their concerns. The schools ensure that we comply with requirements about handling complaints.

Further development

Our strategic plans are bespoke to our individual schools and are for developing and enhancing SEND provision in our school next year include:

- Review SEND Profile documentation
- Review information sharing information with parents
- Continued collaboration between SENCOs across the Academies Trust.
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Relevant school policies underpinning this SEN Information Report include:

CAT SEND policy

Live Well Cheshire West

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: