

# **SEND Information Report**

## **LEYBOURNE Ss PETER & PAUL CE (VA) PRIMARY ACADEMY**



**May 2020**  
**Review date: May 2021**

## **Leybourne Ss Peter and Paul CE Primary Academy SEND Information Report**

Under the Special Educational Needs and Disability regulations 2014, contained within the Children and Families Act 2014, the Local Governing Board is responsible for publishing a Special Needs Information Report outlining the provision made for pupils with special educational needs and disabilities. The governors have consulted with staff and parents to provide the following information, which is reviewed and updated annually.

Other Leybourne Ss Peter and Paul C.E. Primary Academy policies which you may find useful to read in conjunction with this SEN Report can be found on the school website. They include the Supporting Pupils with Medical Needs Policy, the Safeguarding Policy Statement, the Accessibility Plan, the Admissions Policy, the Toileting Policy, the Attendance Policy and The Equality Statement.

### **1. Definition of SEND (Special Educational Needs and Disability)**

Children have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Definition of learning difficulty

Children have a *learning difficulty* if they:

- A) have a significantly greater difficulty in learning than the majority of children of the same age: or
- B) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools (*SEN Code of Practice Jan 2015, p. 15-16*)
- C) are under compulsory school age and fall within the definition set out in (A) or (B) above or would so do if special educational provision was not made for them.

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. (*SEN Code of Practice Jan 2015, p16*)

### **2. What kinds of SEND are provided for at Leybourne?**

We aim to identify and assess at the earliest opportunity all children who may have special educational needs in order to support their physical, sensory, social, emotional, communication or cognitive development.

### **3. How does Leybourne Ss Peter and Paul C.E. Primary Academy assess the progress of pupils and identify any pupils requiring additional support?**

Progress and attainment is monitored by:

- The class teacher and teaching assistants (TAs) through observation, marking, formal and informal assessments, including those of interventions
- The Senior Leadership Team (Head and Head of Upper / Lower School as appropriate) and the Inclusions Manager with class teachers, through provision map meetings three times a year
- The SLT and class teacher through pupil progress meetings three times a year
- Reports to the Local Governing Board regarding pupil progress and achievement (three times a year)
- Home and pre -school visits prior to a child starting in year R (Reception)

- Liaison with the current school in the case of casual in-year admissions
- Use of universal age appropriate assessments to identify particular areas of strength and need (e.g. Language Link in year R)
- Information provided by the parent and /or the child themselves.

#### **4. How will Leybourne Ss Peter and Paul C.E. Primary Academy support my child and address their needs?**

- Quality teaching first and foremost, which is monitored by the Senior Leadership Team
- Experienced and well qualified support staff, including TAs, and midday meals supervisors, to ensure a high level of targeted support and intervention.
- Class teachers differentiate teaching and scaffold learning
- Should further support be required in addition to in-class differentiation, then provision maps for each class are devised with tailored interventions and programmes to address specific needs. Parents are informed of this and given a copy of the provision map. The provision map is formally reviewed three times a year and parents informed.
- If there is still cause for concern after the school interventions, then, in consultation with parents and with their permission, the pupil will be referred to outside agencies for further help and advice. These agencies include:  
LIFT (Local Inclusion Forum Team) to request additional help and advice from the Specialist Teaching and Learning Service  
Educational Psychology Service  
Speech and Language Therapy Service  
Occupational Therapy and Physiotherapy Service  
School Health Service  
Community Paediatricians  
Early Help Prevention Service and Social Services
- Any programmes or strategies suggested by these agencies will be implemented as far as possible, following a meeting between the school and the parents, with a representative from the agency in attendance, if appropriate.
- Once a pupil has been recognised as requiring additional and different resources in order to make good progress appropriate to his or her potential and that of his or her peers, he or she may be identified as receiving SEN Support, placed on the SEN register and parents informed to this effect. Alternatively, they may be placed on our Tier 2 support list, outlining their needs.
- Once recognised as needing SEN support, the pupil will have an individual provision plan which will be formally reviewed and discussed with parents 3 times a year
- As part of SEN Support, if there is a financial implication with regards to the additional support being offered, an application may be made for HNF (high needs funding) to the Local Authority. Parents will be informed of this process.
- The pupil will continue to receive SEN support for as long as the support package is needed to maintain good progress. If the pupil makes little or no progress in spite of all the interventions put into place and it is considered that mainstream provision may not be appropriate for the rest of the pupil's educational life, then parents will be consulted and a referral made to LIFT to consider statutory assessment for an EHC plan (Education, Health and Care Plan).

#### **5. How will Leybourne Ss Peter and Paul C.E. Primary Academy consult with me and my child and keep us informed of progress?**

- Parent consultation evenings twice a year will inform you about your child's progress and any extra support for your child. Pupils in years 5 and 6 attend these consultations with you.
- At parent consultation evenings you will have a chance to discuss the Provision Map detailing the extra provision for your child. You will receive the Provision Map either during or prior to the consultation meeting.
- The Inclusions Manager can be present at the consultation or a separate appointment can be made to see her.
- Pupils will be asked for their views and to self-assess at the beginning, and again at the end, of any intervention.
- On occasion, a separate Home-School communication book may be used where regular communication regarding pupil progress is necessary. In some cases, where a child works with a specialist member of staff, the Reading Journal may be used for this purpose.
- You can generally see your child's teacher at the end of the day for an informal conversation. More formal or in depth conversations need prior arrangement with the class teacher.
- Clear focused marking for improvement, including verbal feedback during the lesson, ensures pupils know how well they have done and identifies next steps in their learning.
- You will receive an annual report from the class teacher for your child. In the case of pupils in Reception, written records of progress are provided three times a year.
- Parents will be invited to attend outside agency meetings, SEN Support personal provision plan reviews, EHC plan reviews, PSP reviews and target setting meetings and given copies of any report or plan, where appropriate.

**6. How does Leybourne Ss Peter and Paul C.E. Primary Academy ensure that the range of special educational needs and disabilities of children are provided for?**

- At Leybourne we are committed to providing the best possible support for all our children.
- The Governor responsible for SEND is Mrs. Philippa Gibbs.
- Mrs. Caroline Mills is our Inclusions Manager. She is a qualified teacher with previous experience as a SENCo and has a postgraduate Diploma in Dyslexia and Literacy.
- Pupils at Leybourne Ss Peter and Paul C.E. Primary Academy continue to benefit from a team of dedicated teachers and TAs. In addition, we have a very experienced and outstanding SEN TA, Mrs. Caroline Reeves, and a highly qualified and experienced SEN Assistant, Mrs. Vicky Newington, who not only work with the children but also advise and share their expertise and good practice with their colleagues.
- Where training or an update in a specific area of SEND is identified to support certain pupils, we strive to access suitable courses and, where possible, encourage staff to attend and then to share their knowledge.
- We have staff trained in using a wide range of interventions, for example, Sensory Circuits, and the BEAM programme (gross motor skills).
- Staff have benefitted from training on key areas of SEND, including PDA, Dyscalculia, Memory, Resilience, De-escalation techniques, Sensory Processing, Social, Emotional and Mental health, ASC, ADHD, Speech & Language, including 'Cued Articulation' & 'Colourful Semantics'. Staff knowledge and understanding is updated as necessary through TA and teaching staff meetings, where key topics may be discussed and further training disseminated.
- Whole staff training will be provided, and regularly updated, on key topics that affect all staff – for example, ASC, Language in the classroom, Bereavement and Anxiety.

In the academic year 2019-20 there was whole staff training on 'Zones of Regulation', introduced in a form to suit our pupils at Leybourne.

- We can also access a variety of outside agencies for further advice and support (see above: **4. How will Leybourne Ss Peter and Paul C.E. Primary Academy support my child and address their needs?**)
- Specialist resources, such as Move and Sit cushions, pencil grips and ICT resources, are purchased to support individual and group needs, as appropriate. These are purchased from the school budget and their use is reviewed by the Senior Leadership Team to ensure best value for money
- Other specialist resources may be provided by external agencies following the approved application procedures or, where applicable, the use of pupil premium funding.
- As part of SEN Support, if there is a financial implication with regards to the additional support being offered, an application may be made to the Local Authority for High Needs Funding (HNF). Parents will be informed if this is the case.

#### **7. How will Leybourne Ss Peter and Paul C.E. Primary Academy evaluate the effectiveness of its provision for pupils with SEND?**

- The Senior Leadership Team closely and regularly monitor class teaching for all pupils.
- Extra support, in addition to in-class differentiation, is delivered through the class provision map. The provision map is formally reviewed three times a year and progress monitored through entry and exit data (where relevant), for each intervention, as well as pupils' views.
- Parents' views are sought at the review meetings for those pupils on SEN support and those who have EHCPs. Pupils' views are sought as appropriate.
- An annual questionnaire for parents of pupils with identified SEND, who are on the School SEND register, was introduced in 2019.
- Progress is also monitored via the school's data tracking system; this happens formally three times a year.
- Behaviour and exclusion records are monitored by the Local Governing Body.
- Advice and guidance is sought when needed from outside agencies and, where possible, provision adapted or changed accordingly.

#### **8. How will Leybourne Ss Peter and Paul C.E. Primary Academy include my child in activities outside the classroom, including school trips?**

- We ensure that activities outside the classroom and school trips are available to all, as far as reasonably possible and with due regard to the health and safety of all members of the group (including staff).
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents may be invited to accompany their child on a school day trip if this is appropriate to the individual trip and ensures full access for the pupil. This will not be the case for every trip, and will follow discussion between the Headteacher, Inclusions Manager and Class Teacher.
- When planning residential trips, full consideration is given to the needs of all pupils and adaptations to the itinerary are made wherever possible so all can be included. The safety of pupils and staff is paramount.
- If 1:1 support, or other reasonable adjustments, are not considered enough to ensure the safety of a pupil, and others, during a residential trip, discussions between the

Headteacher, Class Teacher, Inclusions Manager and parents will follow and a decision made as to the suitability of the trip for the individual child.

- Where necessary, Personal Care Plans are completed with parents prior to a residential trip, covering all aspects of any intimate, personal or medical care that maybe needed.
- We try to ensure that after school clubs are available to all pupils, although places are limited. We try to ensure that pupils with a learning difficulty or disability, or who are experiencing social, emotional or communication difficulties, are given priority. Risk assessments will be carried out as necessary, and reasonable adjustments made, to allow pupils with SEND to participate as appropriate.

**9. What arrangements are in place for the admission of pupils with SEND to Leybourne Ss Peter and Paul C.E. Primary Academy? How will Leybourne Ss Peter and Paul C.E. Primary Academy prepare my child to join the school, transfer to a new school or move to a new class within the school?**

- Pupils are admitted to Leybourne Ss Peter and Paul C.E. Primary Academy in line with our published Admissions Policy.
- There is an induction evening in term 6 for the parents of all pupils who will be joining the Reception class in September, with the opportunity to meet the Headteacher, Inclusions Manager, Class Teacher and Teaching Assistant.
- Reception taster sessions are held before children enter school.
- Prior to entering Reception, children are visited at home and pre-school by members of the Reception team.
- In the case of pupils with SEND, additional meetings are arranged between the parents and key members of the school team, such as the Inclusions Manager, SEN TA, class teacher and Headteacher. Outside agencies may be invited if appropriate, in order to facilitate the child's entry to school.
- Members of the school SEN team may also meet with the child's pre-school, or previous school if the child is older.
- If a prospective pupil has an EHCP in place prior to starting school the Headteacher, Class Teacher and Inclusions Manager will meet to discuss the provisions identified in the EHCP and to prepare any necessary support and resources.
- Children who join Leybourne Ss Peter and Paul C.E. Primary Academy at a later date are given a tour of the school and parents are given a prospectus containing key information.
- Previous schools are contacted to discuss any concerns and information shared.
- Transition to a new class within Leybourne Ss Peter and Paul C.E. Primary Academy is facilitated by a 'class swap' session to meet the new class teacher.
- Parents will be invited to meet their child's new class teacher in the July preceding a move to a new class.
- Pupils with additional needs, who would benefit from extra support to prepare them for transfer to secondary school and if needed, for transfer to new classes within the school, may receive additional transfer sessions and, if appropriate, a TA may attend the new school with the pupil for these sessions.
- Secondary school SEND Co-ordinators and Year 7 teachers visit Leybourne to meet teachers to discuss any concerns regarding transition, for all pupils. If a pupil has any additional needs, regardless of whether they are on the SEN register or not, the new school will be fully informed.
- Where possible staff from the secondary school will be invited to attend any year 6 Annual Reviews of EHCPs and to formulate transition targets.

## **10. How will Leybourne Ss Peter and Paul C.E. Primary Academy support my child's medical or sensory needs and overall well being?**

- We have access to the School Health Service and the Integrated Children's Services, which includes The Early Help and Preventative Service and Social Services, where help can be sought to support the wellbeing of a pupil and his/her family.
- We have staff trained in emotional wellbeing support.
- Father Matthew, our local Vicar, who is also on the Local Governing Board, is available for pastoral support.
- For children with physical disabilities we can access advice from the Specialist Teaching and Learning Service.
- Individual Health Care Plans are drawn up with advice from the school health service, or other medical professionals, for children with medical needs.
- Prescribed medicines, such as asthma pumps, can be administered in school with written parental permission and using an asthma card. (see Supporting Pupils with Medical Needs Policy).
- There are 13 trained first aiders in school (see Supporting Pupils with Medical Needs Policy).
- Leybourne Ss Peter and Paul C.E. Primary Academy is fully wheelchair accessible.
- There are two disabled toilets on the school site, one in the main building and one in Key Stage 2.

## **11. Where can I get further information about SEN provision and who can I contact for further information?**

- Kent provides a 'local offer' which is found on the following website: [www.kent.gov.uk](http://www.kent.gov.uk) through the following link: [www.kent.gov.uk/education-and-children/special-educational-needs](http://www.kent.gov.uk/education-and-children/special-educational-needs)
- On the same website above you can access IASK (Information, Advice and Support Kent) which is the new name for the Kent Parent Partnership Service. They also have an email: [iask@kent.gov.uk](mailto:iask@kent.gov.uk) (via Contact SEND Teams and Support Services).
- Other Leybourne Ss Peter and Paul C.E. Primary Academy policies which you may find useful to read in conjunction with this SEN Report can be found on the school website. They include the Supporting Pupils with Medical Needs Policy, the Safeguarding Policy Statement, The Equality Statement and accessibility plan and the Attendance Policy.
- The school website [www.leybourne.kent.sch.uk](http://www.leybourne.kent.sch.uk) contains information, advice and strategies for supporting your child, regarding some SEND issues and offers suggestions of sources of additional support and guidance.
- For further information about Leybourne Ss Peter and Paul C.E. Primary Academy you can contact: Mrs Tina Holditch, the Headteacher, by emailing [headteacher@leybourne.kent.sch.uk](mailto:headteacher@leybourne.kent.sch.uk), or the following people by emailing [admin3@leybourne.kent.sch.uk](mailto:admin3@leybourne.kent.sch.uk) :  
Mrs. Julie Hardy, School Business Manager and Mrs. Caroline Mills, Inclusions Manager

## **12. The Local Governing Board has the following procedures in place for dealing with complaints concerning SEN provision**

- At Leybourne Ss Peter and Paul C.E. Primary Academy parents are encouraged to speak to the class teacher in the first instance, with any issues or concerns about their child. If the class teacher is unable to resolve the problem or a concern remains

then an appointment can be made with the Inclusions Manager, the appropriate Head of School (Upper or Lower) or the Headteacher.

- If in the unlikely event that the problem remains unresolved then the school's official Complaints Policy should be followed. This is available on the school website, or from the school office.