



Knowsley Lane Primary School

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) INFORMATION REPORT

General Information/Frequently Asked Questions

What is the school ethos/approach to SEN and Disability?

Knowsley Lane Primary School is a fully inclusive school with a clear approach to meeting the needs of pupils with Special Educational Needs and Disability to ensure that all pupils, regardless of their individual needs achieves their best and becomes a confident individual living a fulfilling life.

What should I do if I think my child has a Special Educational Need or Disability?

If you have any concerns regarding any aspects of your child's education, contact your child's class teacher in the first instance. Further discussions with the school SENCo and/or senior leadership team may then be arranged, depending on the nature of your concern. If you have a concern related to a medical or health issue, then you may wish to speak to your doctor or health visitor.

How will I know how my child is doing in school? How will I be involved in discussions about, planning for, and involvement in, my child's education?

At Knowsley Lane Primary School, we believe that parents should be kept fully informed about their child's progress. Parents and children are invited to attend Parent Conference evenings in the autumn and spring terms. At these meetings the class teacher, parents and child are able to discuss the progress made and share individual targets to further improve learning. In the summer term, parents receive a detailed report which highlights progress made, attainment levels along with progress towards the child's personal learning goals. Parents are able to make an appointment to discuss the report further if they wish to do so. Parents may also request information at any time regarding the progress of their child. Throughout the year there are opportunities for parents to attend International Primary Curriculum (IPC) exit points so children are able to share their learning from across different areas of the curriculum.

In addition children with a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP) will have a Person Centred Review Meeting once a year. At these meetings the child, parents, school staff and specialist outside agencies can discuss the progress made over the year, agree new targets and set actions as well as long term aspirations.

What support will there be for my child's overall well-being?

At Knowsley Lane Primary School, the overall well-being of our children is a high priority and is monitored closely by all staff. We are very clear about the characteristics of the children we are helping to develop. There are 8 key attributes that are embedded in all aspects of daily life in order to prepare all of our children for future lives. The 8 personal learning goals that are taught throughout school are enquiry skills, adaptability, resilience, morality, good communication skills, thoughtfulness, co-operation and respect. All children have weekly lessons in PSHE. The school employs a learning mentor who is trained in bereavement counselling, SEALS, and child protection level 3. Time is planned in for the learning mentor to work 1 to 1 or in small groups to support children with additional social and emotional needs. The school has trained first aiders available throughout school to deal with medical incidents. If you are concerned about your child's social or emotional development please speak to your child's class teacher or SENCo.

How does Knowsley Lane Primary School involve children and young people in their education and in the decision making process?

As part of our approach to learning and teaching for all pupils, the teacher and child discuss their progress and attainment through one to one Learning Review meetings four times a year. Each child is fully involved, at their level of understanding, in setting their own targets for improvement in reading, writing, mathematics and attitude to learning, helping to identify how they can achieve these targets and evaluating their progress towards the previous targets.

During lessons all children are encouraged to evaluate their progress towards the learning objective, through oral feedback or evaluation faces. Children are encouraged to complete self and peer evaluations during lessons to further improve their learning. Our children value feedback from staff and time is given for children to respond to marking.

Who, outside of school, can I turn to for advice and support?

SENDIASS – Parents, carers and young people can seek independent advice from our **Special Educational Needs and Disability Information, Advice and Support Service**
0800 012 9066

PARENT SUPPORT – Knowsley Special Educational Needs and Disability Information, Advice and Support Service
Sherwood Room at Whiston Willis School
Milton Avenue
Whiston
Merseyside
L35 2XY
Tel: 0151 443 3283
E-Mail: parentpartnership@knowsley.gov.uk
Web: www.knowsleyparentpartnership.co.uk/

Knowsley SEN Service

0151 443 5137/5127/5141/5126
c/o Meadow Park School
Haswell Drive
Stockbridge Village
L28 1RX

EDUCATIONAL PSYCHOLOGY Dr Steve Clarke, Principal Educational Psychologist Tel: 0151 443 5109 Email:
steve.clarke@knowsley.gov.uk

Knowsley's Children with Disabilities Team: 0151 443 4001

Knowsley School Nursing Team
Woolfall Heath Avenue
Huyton
L 36 3TN
Tel: 0151 480 4066

Where can I find information about Local Authority provision for children and young people with SEND?

The publication of a Local offer outlining what provision is available for children and young people in the Knowsley area who have SEN can be found at <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-special-educational-needs-and-disability>

How should complaints regarding SEND provision be made and how will they be dealt with?

Knowsley Lane Primary School has a complaints procedure to ensure we respond to complaints as quickly and effectively as possible. We value all comments about our school and we will endeavour to address your concerns at the earliest stage possible. A full copy of the School's Complaints procedure can be obtained from the school.

The vast majority of concerns can be resolved informally. There are many occasions when the class teacher, office staff, learning mentor, SENCo or senior teachers can resolve your concerns straight away. If you remain dissatisfied with the outcome the complaint should then be referred to the Principal or the Chair of the Local Advisory Board, as outlined in the Complaints Procedure.

What is Knowsley Lane Primary School's policy for the identification of needs?

Knowsley Lane Primary School has a clear approach to identifying the needs of children with SEND with the emphasis being on early identification. School assesses each's pupils' current skills and levels on entry to the school, building on information from parents, previous settings and outside agencies, where applicable. Class teachers, supported by the senior leadership team, make regular assessments of progress of all pupils. If a child is making less than expected progress the first response is high quality teaching targeted at their areas of need. Where progress continues to be less than expected the class teacher, working with the SENCo, assesses whether the child has SEND. At this stage additional information and/or assessments may be requested from specialist outside agencies or medical professionals.

How does the school ensure the inclusion of pupils with SEND in activities outside of the classroom?

All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being and development alongside their academic development.

The school has many extra-curricular clubs after school. These are offered to all children and any responsible adjustments are made to ensure that all children can access the clubs of their choice.

To enrich the curriculum, children attend various trips throughout the year. Every effort is made to ensure that all children can fully participate in their trips. Children with additional medical, physical or behavioural needs are included on the trip risk assessment. If required, additional staffing support is provided.

How are equipment and facilities to support pupils secured?

The school budget includes a notional budget for supporting children with SEND. Additional funding is provided for children with additional needs to ensure they are achieving their full potential. Resources, equipment and training is allocated through careful consideration of the SEND Action plan and whole school priorities for improvement.

How does Knowsley Lane Primary school support pupils with SEND during transition?

As this can be a difficult time for any child, we try to ensure that all transitions are as smooth as possible. To aid transition in the Foundation Stage, teaching staff will visit parents and children in their own home. Children also get the opportunity to visit their classroom with their parents before a phased transition in September. To aid transition from year to year, children have the opportunity to meet their new teacher on 'Move up day' and parents have the opportunity to meet their child's new teacher at 'Meet the Teacher Evening'. For children who will find transition particularly challenging, additional transition visits and transition booklets can be set up. Close liaison is made with schools if a child moves school within the academic year to ensure that all relevant information is fully shared. In Year 6, the class teachers and SENCo liaise closely with secondary schools. Additional transition is set up for vulnerable children or children with high levels of need.

How does Knowsley Lane Primary School support young people with SEND in preparing for adulthood, independent living and the next phase of their education, training or employment?

At Knowsley Lane Primary school there is a clear vision on the types of children we are hoping to develop now and for their future beyond education. Learning focusses on the eight personal learning goals alongside academic attainment. The school has an enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being. Targeted social skills interventions are put into place where required.

How do I get a copy of the school SEND policy?

The school's SEND policy can be found on the Parents section of the School Website <http://knowsleylane.knowsley.sch.uk/>
Alternatively a copy can be obtained by contacting the school SENCo or school office.

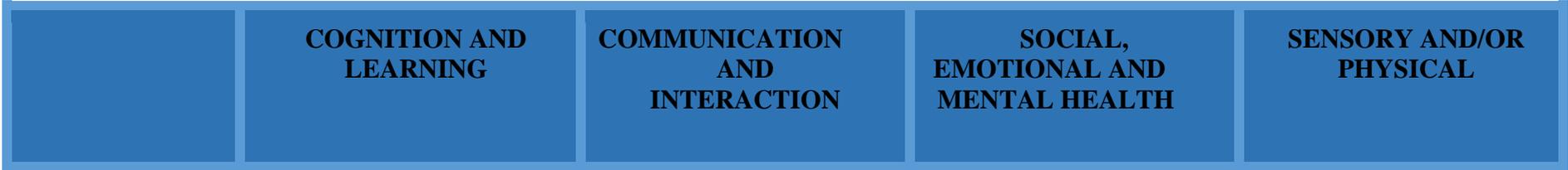
Who do I contact for further information?

Contact the school SENCo
Mrs Emma Gibson
Tel: 0151 556 9999
Email: klpoffice@vantageacademies.co.uk

Details of Provision on offer at Knowsley Lane Primary School to support children with Special Educational Needs or Disabilities

Area of SEND	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
<p>How Knowsley Lane Primary school assess whether a child/young person has a SEND</p>	<ul style="list-style-type: none"> • Ongoing formative teacher assessments - Summative teacher assessments (at least 4 times a year) • Monitoring of progress made across a range of subjects • Learning review progress towards targets • Assessments by Educational Psychology Service • Discussions with parents • Discussions with child • SENCO observations - SENCO/ Class teacher discussions 	<ul style="list-style-type: none"> • Ongoing formative teacher assessments • Summative teacher assessments (at least 4 times a year) • Referral to Speech and Language Therapy Service (SALT) for assessments • Information from parents • Assessments by Educational Psychology Service • Discussions with parents • Discussions with child • SENCO observations • SENCO/ Class teacher discussions 	<ul style="list-style-type: none"> • Information from parents • Observations in class, playtimes, lunchtimes • Behaviour logs • Individual reward and consequences charts • Feedback from learning mentor interventions • Assessments by Educational Psychology Service • Discussions with parents • Discussions with child • SENCO observations • SENCO/ Class teacher discussions 	<ul style="list-style-type: none"> • Sensory Support assessments/ reports • Medical assessments/ reports • Discussions with parents • Discussions with child • SENCO/ Class teacher discussions • Age related checks for hearing and vision • SENCO observations in class, playground, PE lessons

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
<p>How Knowsley Lane Primary School evaluate the effectiveness of the provision made</p>	<ul style="list-style-type: none"> • Progress tracked each half term in core subjects • Class intervention maps evaluated and reviewed by class teachers • Additional interventions evaluated for impact by SENCO • Observation of interventions by SENCO/ lead teaching assistants • Regular visits from external agencies to monitor progress • Individual provision maps for children with high needs funding to be reviewed and updated regularly • Early Help Assessment meetings 	<ul style="list-style-type: none"> • Class intervention maps evaluated and reviewed by class teachers • Additional interventions evaluated for impact by SENCO • Regular visits from Speech and Language Therapy Service to monitor progress of children who receive programmes in school • Observation of interventions by SENCO/ lead teaching assistants • Individual provision maps for children with high needs funding to be reviewed and updated regularly • Early Help Assessment meetings 	<ul style="list-style-type: none"> • Class intervention maps evaluated and reviewed by class teachers • Additional interventions evaluated for impact by SENCO • Review of targets • Observation of interventions by SENCO/ lead teaching assistant • Individual provision maps for children with high needs funding to be reviewed and updated regularly • Monitoring of additional behavioural systems set up for individual children • Early Help Assessment meetings 	<ul style="list-style-type: none"> • Regular visits from external agencies to monitor progress • Observation of interventions by SENCO/ lead teaching assistants • Individual provision maps for children with high needs funding to be reviewed and updated regularly • Early Help Assessment meetings



<p>How Knowsley Lane Primary school adapt the curriculum and school environment for pupils</p>	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Differentiated planning, learning activities, delivery and outcomes • Teaching assistant/ teacher targeted support in class • Co-operative learning structures • Learning Review System • Structured school and classroom practices • English and maths intervention groups e.g. Better Reading, additional phonics etc • Practical equipment/ activities/ games Laptops/ tablets • ICT • Writing frames 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Differentiated planning, learning activities, delivery and outcomes • Teaching assistant/ teacher targeted support in class • Co-operative learning structures • Learning Review System • Structured school and classroom practices • Instructions/ requests repeated, rephrased and reduced • Speaking and Listening Intervention Groups • 1:1 Speech and language programmes from SALT • Speech and Language Therapist in Early Years 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Differentiated planning, learning activities, delivery and outcomes • Teaching assistant/ teacher targeted support in class • Co-operative learning structures • Learning Review System • Structured school and classroom practices • Whole School Behaviour Policy • Personal Learning Goals • Whole school rewards and consequences system • ‘Class Dojo’ • Social Stories – Single Page Profiles • PSHE - Jigsaw • Circle Time • After School Clubs 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Differentiated planning, learning activities, delivery and outcomes • Teaching assistant/ teacher targeted support in class • Co-operative learning structures • Learning Review System • Structured school and classroom practices • Flexible teaching arrangements • Staff aware of implications of sensory or physical impairment • Support/ advice from outside agencies • Range of specialist equipment e.g. PE equipment, triangular pencils, roller ball mouse, large
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	<ul style="list-style-type: none"> • Coloured overlays/ reading strips • Learning Mentor support • Individualised timetables • Parent workshops and family learning <p><u>Environment</u></p> <ul style="list-style-type: none"> • Visual aids/ use of symbols • Visual timetables • Learning focussed displays 	<ul style="list-style-type: none"> • Visual aids/ use of symbols • Practical equipment/ activities • Laptops/ Tablets • ICT • Writing with symbols/ pictures <p><u>Environment</u></p> <ul style="list-style-type: none"> • Communication Friendly Classrooms • Visual aids/ use of symbols • Visual timetables 	<ul style="list-style-type: none"> • School Council • Learning Mentor providing 1:1 and small group interventions • Learning Mentor • Parenting support, parenting courses <p><u>Environment</u></p> <ul style="list-style-type: none"> • Additional working areas 	<p>easy grip scissors etc.</p> <ul style="list-style-type: none"> • Individual laptops • Additional fine and gross motor skills activities • Additional teaching assistant support during practical lessons e.g. PE, trips <p><u>Environment</u></p> <ul style="list-style-type: none"> • Accessibility of building e.g. ramps, stair lift, disabled toilets, handrails • Outdoor Play areas
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<p>What training are the staff teaching and supporting pupils with SEN having/recently had?</p>	<ul style="list-style-type: none"> • Whole school training in ASD • Educational Psychologist advice and support for teaching staff • Ladywood Outreach Service advice and support for teaching staff • Probe Learning 	<ul style="list-style-type: none"> • Talking Partners trained teaching assistants • Speech and Language Therapy Service advice and support for teaching staff • Whole school Communication Overview training 	<ul style="list-style-type: none"> • Whole School Child Protection training • Whole school PREVENT training 	<ul style="list-style-type: none"> • Sensory support advice and recommendations for teaching staff for children with specific difficulties • Individual training from physiotherapy and occupational therapy service

**COGNITION AND
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AND
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**SENSORY AND/OR
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<p>What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services)</p>	<ul style="list-style-type: none"> • Educational Psychology Service 	<ul style="list-style-type: none"> • Educational Psychology Service • Speech and Language Therapy Service 	<ul style="list-style-type: none"> • School Nursing Service • CAMHS • Educational Psychology Service KOOH 	<ul style="list-style-type: none"> • Physiotherapy Service • Occupational Therapy Service • Sensory Support Service • School Nursing Service • Health Visiting Service
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