



Knowsley Lane Primary School

Special educational needs information report for parents

Glossary

ASC	Autistic Spectrum Condition
CAMHS	Child and adolescent mental health service
EHCP	Education and health care plan
EP	Educational Psychologist
IEP	Individual education plan
SENCO	Special educational needs coordinator

General Information

We hope parents will find the information in this document useful. If there is anything further that you would like to know, please do not hesitate to contact the school office (0151 556 9999) to request additional information.

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

If you have any concerns regarding any aspect of your child's development, please speak initially to your child's class teacher. Further discussions with the SENCO and/or a senior leader may then be arranged, depending on the nature of the concern. If you have a concern related to a medical or health issue you may also wish to speak to your doctor or health visitor. Depending on the nature of a concern, referrals to other agencies may be made to identify the best way forward to support your child.

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

Knowsley Lane Primary School aims to support all pupils in making good progress as soon as they start with us. We aim to have a fully inclusive curriculum, with pupils supported and challenged to achieve highly and to make good progress in all areas.

Pupil progress is tracked very carefully on entry to Nursery and Reception and high expectations for progress are set for all pupils. Early identification of any problems ensures that appropriate support and interventions are put in place, so that all learners are able to access their entitlement to education.

How will I know how my child is doing in school?

Parents are kept well-informed about their child's progress. Parents and children are invited to attend parents' meetings in the Autumn and Spring terms, where targets are shared and progress is discussed. Parents receive a detailed report on their child's progress and achievement in the summer term and they are able to discuss this further if they wish to do so. Parents may also request information at any time regarding the progress of their child. Parents will also be invited to attend Internationally Primary Curriculum (IPC) exit points so children can share their learning experiences.

In addition to this, individual Education Plans are written for children who have special educational needs and these are updated half termly.



Where there are several agencies working to support a child, a CAF (common assessment framework) meeting may be arranged half termly in order for parents and agencies to work together to implement appropriate support.

From September 2014 any successful applications for additional SEN funding will result in an Education, Health, Care Plan (EHCP) and not a Statement. Children with an EHCP will have an annual Person Centred Review meeting once a year where parents will be involved in planning suitable provision for their child to ensure that measurable outcomes are achieved.

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

Knowsley Lane Primary School monitors pupils' well-being carefully and plans to support pupils and their families in the best interests of each child. There are 8 personal learning goals that are taught throughout the school and embedded into aspects of daily life: enquiry skills, adaptability, resilience, morality, good communication skills, thoughtfulness, cooperation and respect. Class teachers have a responsibility to promote positive outcomes for pupils and they are obliged to act on any concerns that they may have regarding the well-being of a pupil. Any concerns will be raised with the school learning mentor who may plan further support for an individual or group of children. Time is planned for the learning mentor to work 1:1 or in small groups to support children with social and emotional needs.

The learning mentor is trained in Child protection Level 3, ELKLAN speech and language support for the classroom and has completed the learning mentor training.

The school also has trained first aiders available throughout school to deal with medical incidents.

Knowsley Lane Primary also arranges workshops for parents to help them to support their child in various ways and these have included E-Safety.

How does the school involve children and young people in their education and in the decision making process?

All children are involved in setting their own targets for development through one to one assertive mentoring meetings. Each child is fully involved, at their level of understanding, in setting their own targets for improvement in reading, writing, maths and attitudes to learning, helping them to identify how they can achieve these targets and evaluating progress towards their targets. Children are also encouraged to evaluate their own work in lessons through self and peer evaluation.

When IEPs (individual education plans) are reviewed, their ideas and aims are taken into consideration. By September 2016, all IEPs will be transferred to personal profiles which will be amended/updated termly with parental and pupil input. The EHCP process will involve children in planning the provision that best suits their needs. Children will be involved in setting and reviewing their own targets and will contribute to Person Centred Reviews, playing a much greater role in shaping the direction of provision where appropriate.

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

(Reg 11: Contact details of support services/groups for parents of pupils with SEN, for example parent partnership)

The following service may be able to offer support and advice for parents:

Parent Partnership is a community based, confidential and independent information and advisory service for parents/carers of children with special educational needs. **0151 443 3283**



<http://liverpool.gov.uk/schools-and-learning/special-educational-needs/parent-partnership-service/>

School Nursing Team will promote and maintain the good health of all school age pupils, offering advice and working in partnership with parents, children, school staff and other professionals.
9151 480 4066

Family First will offer family based support in the community particularly around behavioural needs. A range of parenting courses and advice/support can be offered. **0151 443 5316**

Social care Enquiries- Adult services 0151 233 3800
Children's Services 0151 233 3700

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?record=df68VkcXYlg>

Other agencies are also available when referrals are made or further advice is sought.

Knowsley Lane Primary school may need to make referrals to outside agencies who can further support the development of your child. Usually the agencies will work within school however an initial meeting outside of school may be required first. In all cases, the referral will be discussed with the parent and consent sought. Contact details will be provided when a referral is made.

Where additional agency support is required, this is discussed at a planning and review meeting (termly) so that relevant support can be allocated. These agencies may include: educational psychologist, speech and language support, continence team, sensory impairment service (eyesight and hearing), Physiotherapy/occupational therapy, teachers with specialism in autism, child adolescent mental health service (CAMHS), a specialist teacher in SEN and teachers to support pupils with English as an additional language.

What support do you have for me as a parent to support my child?

Regular Family Learning sessions take place with parents and children working together with staff from our Nursery and Reception classes. Weekly curriculum updates are sent home by each class teacher, with advice on relevant homework activities. Our school website has a Learning Zone, where children can access personalised learning opportunities via individual a password protected login.

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

The Local Offer, outlining provision available for children and young people in the Knowsley area who have SEN, is available on Council's Website:

<http://www.knowsley.gov.uk/residents/education-and-schools/send-reforms.aspx#LocalOffer>

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

Knowsley Lane has a complaints procedure to ensure that we respond to complaints as quickly and effectively as possible. We value all comments about school and will endeavour to address your concerns at the earliest stage possible. A full copy of the complaints procedure can be obtained from the school. The vast majority of concerns can be resolved informally by class teacher, office staff, SENCO or senior teachers and may be able to be resolved straight away. If



you are dissatisfied with the outcome, the complaint should then be referred to the head teacher or chair of governors as outlined in the Complaints Procedure.

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

Knowsley Lane's SEN policy is available in the Policies section of the website. A copy is also available from the school office on request.

Who do I contact for further information?

Mrs Emma Gibson is the inclusion coordinator. If you would like to discuss any area of concern with Mrs Gibson, please contact the school office to arrange an appointment. (0151 556 9999)



Details of Provision on Offer at Knowsley Lane to Support Pupils

Area	Cognition and Learning	Communication and Interaction	Emotional, Behavioural and Social	Sensory and/or Physical
How Knowsley Lane assess whether a child has SEN	<ul style="list-style-type: none"> • Formative teacher assessment within class • Use of summative assessments • Monitoring of progress made across a range of subjects • Support from external agencies, such as specialist SEN teacher and Educational Psychology Service (EP) • Diagnostic tests linked to specific areas of concern (in-house) • Assessment by external professionals • Assessment by specialist SEN teacher 	<ul style="list-style-type: none"> • Information from parents • Information from class teacher and intervention group leaders • Information from SEN specialist teacher • Information from Speech & Language therapists following referrals in or out of school • Formative assessment of communication development • EP Assessment • Assessments by Speech & Language Therapists referred by school 	<ul style="list-style-type: none"> • Information from parents • Feedback from class teacher • Information from any pastoral interventions and support • Monitoring of progress in related areas in EYFS • Observation in class, playtimes, lunchtimes • Behaviour logs, changes in attitude • Possible specialist involvement – EP, CAMHS 	<ul style="list-style-type: none"> • Information from parents/health visitors/school nurse • Age-related checks e.g. vision/hearing • Observations in P.E. and at playtimes • If appropriate assessments from specialist agencies, i.e., Occupational therapy, Physiotherapy, teachers for visually or auditory impaired children
How Knowsley Lane evaluate the effectiveness of provision made.	<ul style="list-style-type: none"> • Pupil Progress meetings • Progress tracked half termly through Target tracker. • Additional interventions are evaluated for impact. • Observation of interventions by SEN TA/TA • Individual provision maps for children with high need funding. • Provision mapping updated termly. 	<ul style="list-style-type: none"> • Additional interventions evaluated for impact. • Regular visits from Speech and Language Therapists to monitor progress of children who receive programmes of work in school. • Observations of interventions by SENCO/SEN TA/TA • Individual provision maps for children with high need funding. • Speech and language assessments by speech therapist/specialist teacher. 	<ul style="list-style-type: none"> • Progress monitored and evaluated through assertive mentoring meetings. • Additional interventions evaluated for impact. • Observations of TA/SEN TA • Individual provision maps for children with high need funding. • IEP reviews half termly. 	<ul style="list-style-type: none"> • Regular support and advice from outside agencies (e.g. occupational therapy) to monitor progress.

Area	Cognition and Learning	Communication and Interaction	Emotional, Behavioural and Social	Sensory and/or Physical
Type of SEN provision made throughout the school	<ul style="list-style-type: none"> • Pupils with an Education, Health & Care Plan or still have a statement with one to one support and/or additional resources. • Pupils who receive SEN provision in class but do not have an EHCP or statement • Specialist teacher support (assessment and recommended provision) • Intervention groups 	<ul style="list-style-type: none"> • Speech and Language Therapy • Kagan strategies and collaborative learning • BLAST intervention • Colourful semantics intervention. 	<ul style="list-style-type: none"> • CAMHS • Behaviour chart and individual rewards • Now and next cards, visual timetables • 1:1 sessions • Pastoral support from learning mentor • Learning mentor 	<ul style="list-style-type: none"> • Dough Gym/disco • Occupational Therapy referrals and support • Physiotherapy referrals and support • Advice, assessments and support from the sensory impairment team (hearing and vision)
How Knowsley Lane adapts the provision/environment for pupils	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcomes • In-class targeted teacher/ teaching assistant support • Cooperative learning structures (Kagan) • Structured school and classroom practices. • Increased visual aids/modelling etc • Use of visual timetables • Use of writing frames • Access to ICT • Access to intervention groups led by class teaching assistants and SEN TA/SENCO (maths, writing, read/write INC) • Coloured overlays and reading strips. • Parent workshops & Family Learning • IEPs where necessary. These will move towards personal profiles. 	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, key words • Increased visual aids, modelling etc • TA targeted support in class. • Visual timetables and now/next boards • Use of symbols and signs alongside spoken language • Interventions (BLAST, colourful semantics) • Repeating words/phrases or rewording as appropriate • Modelled language and grammatically correct structures of language from all staff • Structured school and class routines • Support for language development at home through activity packs from Speech therapy. • 1:1 speech and language programmes designed by speech and language therapist and implemented daily with TA. 	<ul style="list-style-type: none"> • Differentiated planning, delivery and outcomes. • Assertive mentoring- whole school system (good to be green) • Whole school behaviour policy and safeguarding policy • Whole school rewards and sanctions systems • Individual rewards/sanctions system and target card. • Personal learning goals emphasised throughout school. • Teacher/TA support in class • Learning mentor support out of class. • Social stories • School council • Extra-curricular clubs • Circle Time/Class Assembly time • Advice from educational psychologist/ specialist teacher • Pastoral support plan in place where required. 	<ul style="list-style-type: none"> • Differentiated planning, delivery and outcomes. • Teaching assistant/teacher support in class. • Cooperative learning structures (KAGAN) • Assertive mentoring system • Structured school and classroom practices • Staff aware of sensory and/or physical impairment. • Support/advice from outside agencies (sensory impairment service, occupational/ physiotherapy) • Additional fine/gross motor skill activities delivered by teacher/TA. • Additional resources such as writing aids and pencil grips • Support from community nurses and external

		<ul style="list-style-type: none"> • EAL support and advice from EAL specialist as required. • Use of PECs board as required. 		<p>agencies such as occupational therapy/physiotherapy, educational psychologist, specialist teacher.</p> <ul style="list-style-type: none"> • Allergy training/plans • Use of appropriate resources as suggested by outside agencies (tablets, hearing aids, visual supports etc) <p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Accessibility of building: ramps, stair lifts, disabled toilets, handrails.
<p>How the school ensure the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs) (Reg 3f)</p>	<ul style="list-style-type: none"> • All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural wellbeing and development. • Pre teaching 	<ul style="list-style-type: none"> • Additional resources and visuals used as required • Advice from speech therapist used to support additional activities • Pre teaching new vocabulary • 1-1 and small group speech programmes • Additional TA/teacher support within class. 	<ul style="list-style-type: none"> • Transition planned and coordinated between Knowsley Lane and new school • Any additional needs or considerations included in risk assessments • Additional staffing ratios where needed • Individual behaviour strategies/plans as appropriate 	<ul style="list-style-type: none"> • Any additional needs or considerations included in risk assessments • Additional staffing ratios where needed • Pre visits are made in order to plan for specialist provision/support that may be required • Advice sought from visual and hearing services and ASC specialists as necessary.

Area	Cognition and Learning	Communication and Interaction	Emotional, Behavioural and Social	Sensory and/or Physical
<p>What specialist skills/expertise do school staff have?(Reg 5)</p>	<ul style="list-style-type: none"> • Specialist SEN teacher in school ½ day each week • SENCO trained in autism and strategies of support. (Additional advice sought from ASC specialist teacher) • Whole school basic ASC training. (Jan 14) • Whole school read/write INC training • Whole school Kagan (collaborative learning) training) • Educational psychologist advice and support for teaching staff. 	<ul style="list-style-type: none"> • A number of early years staff trained in BLAST intervention • Speech therapist advice implemented also. • Learning mentor trained in ELKLAN • TAs trained by speech and language therapists to deliver schemes of work/ specific programmes. 	<ul style="list-style-type: none"> • Whole school child protection training. • Whole school basic autism training. • Further TA support (autism and supporting children with autism) 2014/15. • Staff across school trained in ‘team teach’ training (holding strategies) Sept 13 • Advice from educational psychologist implemented. • Advice from specialist autism teachers. • Whole school behaviour management inset 	<ul style="list-style-type: none"> • Sensory support advice and recommendations for children with visual/hearing difficulties. • Whole school basic autism training
<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) (Reg 10)</p>	<ul style="list-style-type: none"> • Educational Psychologist assessments • Specialist teacher from Knowsley Central Primary School • Parent partnership • Social Care • ASC specialist teacher 	<ul style="list-style-type: none"> • Speech and Language therapists • Educational psychologist • Specialist teacher from Knowsley Central Primary school • EAL specialist support 	<ul style="list-style-type: none"> • CAMHS • School Nurse • Family First • Health Visitor • Social Care 	<ul style="list-style-type: none"> • Occupational Therapists • Physiotherapists • Visual Impaired Services • Hearing Impaired Services • School Nurse • ASC specialist teacher
<p>How young people with SEN are supported in preparing for adulthood, independent living and the next phase of their education, training or employment? (Reg 12)</p>	<p>Meetings with High School teachers</p> <p>All children have access to an enriched curriculum with lots of opportunities to develop their social, emotional and cultural wellbeing</p> <p>Assertive mentoring (Good to be Green) system encourages positive behaviour, independence and encourages accountability for own learning.</p>			