



Special Educational Needs & Disabilities (SEN) Information Report

How are children with SEN supported in their learning?

At Preston Primary School we embrace the fact that every child is different and, therefore, the needs of every child are different.

Outstanding teaching meets the needs of all groups of pupils. Those with special educational needs and those whose circumstances might cause them to be vulnerable make the same progress as all other pupils. – OFSTED May 2013

This leaflet is written to help you understand:

- how we identify children with SEN,
- how we aim to meet their needs,
- what extra support we can provide and access,
- how to get extra help for your child
- how the school checks that children are making good progress,
- how parents are involved in the school.

How does the school know if a child needs extra help?

There are several ways of identifying a child who needs extra help. Before a child starts in the school in reception, we conduct nursery visits and hold meetings where parents can let us know about their child- their strengths and needs.

What is a SENCo?

A SENCo is a Special Educational Needs Co-ordinator. The SENCo is a specially trained teacher. Their main jobs are to identify children's special needs and help organise support for them. They also work with parents, teachers and other professionals who may be involved.

Mr Clay is the SENCo at Preston. This is part of his role as Inclusion Leader. You can contact him through the school office.

Once in school, someone may say that they are concerned about a child and their progress. This may be a teacher, a parent, or sometimes the child themselves.

At this stage the SENCo usually becomes involved. The SENCo will work with the teacher, parents and child to assess the child and put together a plan for meeting The child's special needs.

How does the school make sure that the plan is working?

We review the plan regularly, so that we can see what's working well and consider the next steps. We will involve parents and children in this.

If the plan is not working as well as we hoped, then we will think carefully about what we need to do next. It may be that the child needs different or more regular support. We will work hard to make sure that children with SEN make as much progress as possible.

How does the school know what progress my child is making?

Teachers carefully monitor children's progress. They do this by looking at their work each day, talking to them about what they are learning and giving them targets to work towards.

Each teacher meets with the headteacher, head of school and Mr Clay, every term to review the progress of the children in their class. These meetings last for an hour and go into great detail about each child, making sure that we are doing everything we can to enable children to flourish as well as possible.

If children are not doing as well as they should, we try to understand the reasons for this and think of new ideas to help them make better progress. Sometimes, as a result of these meetings, we will refer the child to the SENCo for further assessment and help if needed.

How does the school let parents know how well their child is doing?

The school operates an 'open door' policy. We welcome parents and are always happy to talk through anything about your child with you at any time – not only on our Parent / Teacher meetings twice a year. Children also have home – school reading diaries where parents are encouraged to write to us. The SENCo also meets with parents of children with SEN three times a year.

How will staff support my child?

Teachers are responsible for children's learning and progress, but they work with school leaders, teaching assistants (TAs) and other support staff towards providing the best possible education for your child.

Every child with SEN will have a plan, identifying what is important to the child, how they can be supported and the targets they are currently working towards.

We will make sure that children are safe, listened to and treated kindly, fairly and with respect.

How will the curriculum be matched to my child's needs?

Teachers plan lessons to meet the needs of all the children in their class. In doing this, they plan a range of activities so that all children can learn as well as possible. Sometimes children with SEN receive extra support in class from another adult, such as a TA (teaching assistant). They may also receive extra equipment or other resources that will enable them to learn more quickly.

On other occasions children may be taken out of class to receive extra support, in the form of a special programme

or activity. Normally these programmes are for a short time and for a specific purpose. At the end of the programme, we assess how well it has helped the child and decide the next steps. There is also a range of extra-curriculum activities open to all children, as well as school visits, organised as part of the curriculum. We will make every effort to make sure that all children have the opportunity to take part in all the activities we offer.

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

The safety and well-being of your child is at the heart of everything we do here. We recognise and treat each child as a whole person and aim to meet their individual needs as fully as we can.

We work hard to enable children to develop self-confidence and positive attitude to themselves and others. We expect children to behave respectfully and offer support in the few cases where children find this difficult. We have CHATTS (Talking Therapy) counsellors who assist the SENCo and teachers in supporting children who have social – emotional difficulties.

What training have staff had?

We make sure that our staff are well trained to enable them to support children with SEN. Our SENCo is currently completing the National Award for SEND Co-ordination.

When we introduce a new programme or intervention, we first make sure that those who will deliver it to children are thoroughly trained. This allows us to be flexible and adapt to the needs of the children with SEND that we may not have dealt with before.

What other services can you access?

We are able to access support from Kent County Council and a range of other professionals including educational psychologists, speech and language therapists, occupational therapists, mental health specialists, school nurse and those with expertise in other areas, including behaviour. We also seek help from Special Schools as the need arises. If we are unable to obtain the help in school, we will make sure that parents know where they can go to find it.

How are parents involved in the school? How can I get involved?

Preston prides itself on being a school where we try to develop strong relationships with parents. We see our work in school as being best done in close partnership with parents, who we want to be actively interested and involved in their child's learning.

In particular, we encourage parents to come to the parent / teacher meetings held in the Autumn and Spring terms, where they can discuss how their child is doing in school. Parents of children with SEN are also invited three times a year to parent consultations. There are also class assemblies and other presentations where children celebrate their learning achievements.

We have an active parent teacher group (PTFA) who organise a range of events and activities for children. You can contact the PTFA through the school office.

How are children with SEND involved in planning their learning?

We listen carefully to children's views about what is important to them and their learning and use this as a starting point to our extra provision.

How will you help my child when they move to a new school?

We make sure that when children move on from Preston, we let the school they are moving to know about their SEN as well as other important information. If possible we will arrange for them to spend time at the school and meet teachers and members of support staff there before they move.

What do I do if I'm not happy about something to do with my child?

We would encourage you to come and talk to us about any concerns or problems that you have. In almost all cases, we will be able to resolve any issues quickly. If you are still unhappy and feel the matter is unresolved, then the school's complaints policy can be found on the website. (www.prestonprimary.org.uk)

How can I contact the school?

Phone: 01227 720277

If nobody is available, you can leave a message at any time of day or night. Someone will call you back.

Email: office@preston.kent.sch.uk

Address: Preston Primary School, Mill Lane, Preston, CT3 1HB

Our school is fully accessible for any adults or children with physical disabilities. Please call ahead if you require any assistance.

How can I find the local authority's offer for children with SEN?

Kent Education Authority's Local Offer is available on the below website:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Where can I find the school's SEND policy?

Our most recent SEND Policy can be downloaded from our website

Our school website is full of information about the school. The web address is

www.prestonprimary.org.uk

