



SEND Report 2015

Khalsa Primary School 2015 – 2016

The School SEN Policy

At Khalsa Primary School we aim to:

- Meet the needs of the whole child
- Remove barriers to learning
- Raise pupil self-esteem
- Build pupil confidence
- Develop pupil independence
- Provide access to a relevant tailored curriculum

The school SEN Policy is reviewed every year and revised in discussion with parents, SEN pupils, staff and Governors. You can get a copy of the school SEN Policy from the school office or from the school website: www.khalsaprimarieschool.com

The Local Authority SEN Offer

You can get a copy of the local authority SEN policy from their website: www.slough.gov.uk

For further information contact the:

SENCo: Ms Jane Scott

SEN Governor: Mr Lakhbir Branch

at: Khalsa Primary School

Phone: 01753 823501

Email: j.scott@kpsslough.com

All about special educational needs

Approximately one in five children will have special educational needs (SEN) at some point during their school career.

This means they may have difficulty with:

- Reading, writing, mathematics
- Understanding information and others, and expressing themselves
- Organising themselves
- Sensory perception or physical mobility
- Managing their behavior
- Making friends or relating to adults

These difficulties cause barriers to the child's learning. The school will assess your child to identify their strengths, needs and the extra help they require.

They may be at one of the two stages on the SEN Code of Practice SEN thresholds:

SEN Support: Where extra help is given, possibly from a teaching assistant, small group support. ICT access and advice or support from outside specialists e.g. specialist teacher, speech and language therapist, health professional.

Education, Health and Care plan (replacing Statements of Special Needs): Where a child's needs are more complex and/or severe.

What is offered to your child

The school can offer the following according to your child's special educational needs, in addition to high quality teaching

- A curriculum to match the need
- Enhanced access to ICT or specialist equipment and aids
- In-class support from teachers and teaching assistants
- Additional reading support
- Additional programmes in literacy and numeracy delivered in a small group or on a one to one basis
- Small group work to encourage participation in larger groups
- Test concessions
- Extra help from other services

- 'Nurturing' support within the school day
- Extra help from outside agencies

Outcomes for pupils

The extra help the school offers will enable your child to:

- Reach their full potential
- Achieve their personal best
- Make progress
- Feel valued and included
- Enjoy school

Other sources of information and help:

Parent' Partnership Service offers free impartial advice in confidence

Phone: 01753 577458 **Email:** info@destinysupport.org **Website:** www.destinysupport.org

Publications

Special Educational Needs and Disability Code of Practice (0-25) 2014.

You can view a copy online at: www.gov.uk

Partnership with parents

The school works in partnership with parents to meet the child's needs. This means:

- We listen to the views of parents
- Parents are equal partners in decisions about their child's education
- Parents are kept informed about their child's needs and progress

What parents want to know

- What the school thinks your child's special needs are
- What the school is doing to meet your child's needs
- Whether what the school is doing is working
- How your child feels about what the school is doing to help them
- How parents can be involved

This information will be discussed with parents each term

What to do if you have any concerns

- Speak to the class teacher in the first instance
- Speak with the class teacher and SENCo
- Speak with the SEN governor and headteacher
- Get advice from the local Parent Partnership Service
And if your concern is not resolved
- Follow the school's complaints procedure

Khalsa Primary School is a mainstream school and therefore able to provide for those kinds of SEN where the teaching or learning environment can be easily modified to meet the need. We have two Teaching Assistants attached to each year group so that a group of children with similar needs, or individuals, can be supported to achieve the same learning outcomes as the rest of the class. We believe that all children, regardless of race, gender, background or ability should be supported to reach their potential.

1. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

Our SEND Policy sets out how we identify and assess children with SEN.

'In identifying a pupil as needing SEN support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school. The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These should be recorded. This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Professionals from Health or Social Services may already be involved with the pupil and should be involved to help inform assessments. The SENCo, with parents' permission, should contact outside professionals if it is appropriate.'... Excerpt from schools current SEND Policy.

2. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

We measure the effectiveness of our provision by comparing the progress made by such pupils against the progress of other pupils. This assessment is made termly then our SENCo meets with each team leader to discuss the progress of such children

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

All pupils at Khalsa are assessed by teaching staff and formal testing and the results analysed each term. The progress of pupils with SEND is reviewed alongside the support we provide so this can be refined and adapted in order for our pupils with SEND to make the best possible progress. This review is completed by the SENCo and team leader and where necessary the class teacher each term.

Each child with a statement has their Annual Review where the objectives of their statement are reviewed. Each term their targets are reviewed with parents, class teacher, SENCo and where possible, the child.

(c) the school's approach to teaching pupils with special educational needs;

All our pupils are taught within a differentiated lesson. Our three pupils with a statement of special educational needs are withdrawn for individual 1:1 support on individualized programmes for some of the time. Each class has a teaching assistant which means the teacher can target specific support for particular children in each lesson.

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

The curriculum is differentiated to meet the needs of all our children. Our learning environment can be modified to meet the needs of individuals. For instance, we have set up a work station for our two children with ASD outside of the classroom so they can work with less distractions.

(e) additional support for learning that is available to pupils with special educational needs;

We have a teaching assistant in every classroom and all have been trained by the Speech and Language Service, they have also had training in Talking Partners and PALS. Some have also had PECS training.

(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and

There are no children excluded from any activity within Khalsa school, we believe our caring ethos enables all children to support each other as well as our favourable staff pupil ratio

(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

Our children are very aware that they can ask any adult for support and are encouraged to speak with their class teacher in the first instance. Our senior staff, particularly the SENCo engages with several of our children who need the extra emotional support.

We also have a lunchtime 'Nuture Group' where children can self refer or be referred by parents or staff to a more sheltered environment to discuss their feelings/difficulties/concerns.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN coordinator.

Our SEN Co-ordinator is also an Assistant Head, Ms Jane Scott.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

SEN Co-ordinator - She has been a SENCo for 10 years in both Primary and Secondary settings. She has been an Assistant Head for 6 years. Jane has worked in a Special School for boys with emotional and social difficulties, worked extensively with pupils with Autism in the mainstream setting and has completed training in other areas of SEN such as Dyslexia, Speech, Language and Communication difficulties. More recently completed the National training on the changes to the SEN Code of Practice. Her knowledge of SEN spans six authorities – Birmingham, Brent, Barnet, Hillingdon, Hertfordshire and Surrey.

Teaching Assistants - All our Teaching Assistants are trained to NVQ level 2 and level 3 and have completed a basic Speech and Language course. Relevant staff have level 1 training in Autism. Training continues as the need arises. When we identify one of our pupils has a need and we are unable to make reasonable adjustments within the classroom to support their learning then we

have the specialist team of teachers from Slough Borough Council to advice and support us in meeting their needs. We also work closely with Health and Children's Services if the need arises. It is important to note that currently 8% of our pupils are identified as having a SEN, so we are able to respond to need as it arises.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

We at Khalsa support our children as the need arises so if equipment is needed beyond what is already provided then our SENCo would research and consider the most appropriate equipment and facilities necessary and make recommendations to the Headteacher.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Every parent has the opportunity to discuss their child's progress with the class teacher and our SENCo formally each term.

Our SENCo is readily available to meet with parents whenever they feel the need.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Our young people are always asked to make a contribution to any meeting/decision about their education, this might happen prior to the meeting or as part of the meeting

9. Any arrangements made by the **governing body or the proprietor relating to the treatment of **complaints** from parents of pupils with special educational needs concerning the provision made at the school.**

Any complaints that the school receives are dealt in accordance with the school's complaints policy.

10. How the **governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The Governing Body has delegated the duty of managing SEND to the schools SENCo. The SENCo. The school's SENDCo involves other bodies and services as appropriate. The Governing body does not get involved in the operational aspect of SEND at the school. However, should the need arise the Governing Body will contact and liaise with other agencies and services.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with [section 32](#).

SEND department at Slough Borough Council, St Martins Place, 51 Bath Road, Slough, Berkshire, SL1 3UF. [Tel:- 01753 477 676](tel:01753477676)

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Our SENCo contacts all secondary schools that our SEND children transfer to and discuss the most appropriate transfer, this also happens from our Nursery to Reception.

13. Information on where the local authority's local offer is published.

Slough Borough Councils Local offer can be found at the following location:-

<http://www.slough.gov.uk/schools-and-learning/children-with-special-educational-needs-or-disabilities.aspx>