

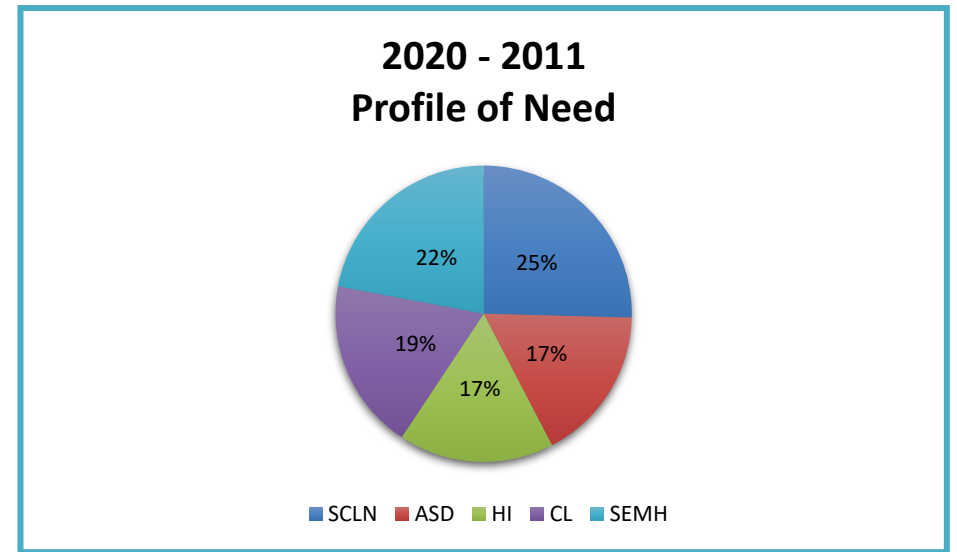
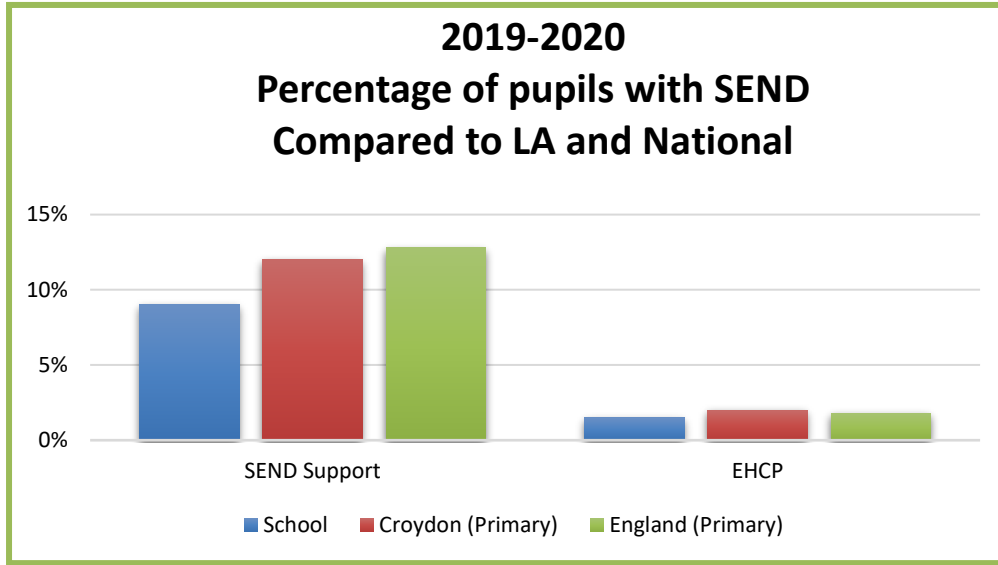


KESTON PRIMARY SCHOOL

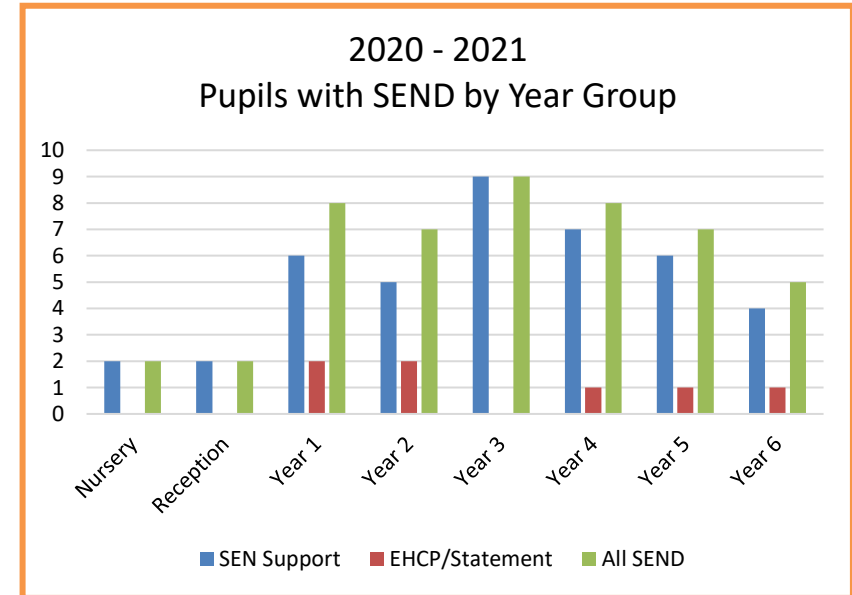
SEND OFFER



SEND Data Dashboard



Data Comparison School / Local / National 2019										
Phase		SEND Support			Statement / EHC Plan			ALL		
		Croydon	England	School	Croydon	England	School	Croydon	England	School
EYFS	GLD	32%	29%	0%	1%	5%	0%	75%	72%	84%
Year 1	Phonics	55%	48%	73%	27%	20%	N/A	84%	82%	93%
Year 2	Phonics		69%	N/A		29%	N/A	92%	91%	75%
KS1 Expected	Reading	38%	33%	67%	17%	13%	N/A	77%	75%	82%
	Writing	31%	25%	33%	12%	9%	N/A	72%	69%	77%
	Maths	44%	36%	33%	17%	14%	N/A	78%	76%	82%
KS2 Expected	RWM	30%	25%	50%	13%	9%	N/A	67%	65%	78%
	Reading	44%	41%	50%	18%	16%	N/A	75%	73%	85%
	Writing	42%	39%	75%	15%	14%	N/A	79%	78%	92%
	Maths	49%	46%	75%	20%	17%	N/A	79%	79%	86%
KS2 Progress	Reading	11.0	-1.00	-2.34	-2.89	-3.60	N/A	0.00	0.00	2.61
	Writing	-0.82	-1.70	3.34	-4.04	-4.30	N/A	0.00	0.00	2.92
	Maths	-0.02	-1.00	3.59	-2.83	-4.00	N/A	0.00	0.00	1.83





Keston Primary School

SEND Information Report - Reviewed March 2021

School Vision Statement for Children with Special Educational Needs and Disabilities

At Keston Primary School, we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within the school community.

Special Educational Needs and Disability (SEND)

We refer to the Term "Special Educational Needs" if a child:

- a. Has significantly greater difficulty in learning than the majority of the children his or her age in one or more areas of learning.
- b. Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the Local Authority for children of a similar age.

The difficulty or disability may relate to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs



Accessibility

Keston Primary is an accessible school. There is ramp access to every main Key Stage, a disabled toilet that is accessible from both ends of the school. Some pupils may require specific arrangements within their classroom; they may need a particular type of chair or table, wider aisles for mobility, a writing slope, cushion, footstool or pencil grip. We work closely with the Occupational Therapist Service, Physiotherapists and with parents to ensure that we meet the needs of every child.

Roles and Responsibilities in the School for children with SEND

Role	Responsibility
Class Teacher	<p>To provide good quality first teaching by:</p> <ul style="list-style-type: none"> • Taking into account the views of parents/carers and pupils • Identifying and assessing individual need and tracking progress • Planning and delivering a challenging and differentiated curriculum which ensures the progress of all children • Using prior knowledge as a starting point for learning • Adapting teaching strategies and techniques to sensitively meet the needs of all learners • Creating a classroom environment where all pupils understand expectations and know where to find support • Creating a classroom atmosphere which encourages and values the contributions of all children • Supporting the identification, planning and provision for children needing extra support • Devising personalised Additional SEN Support Plans (ASPs), with support from the AHT for Inclusion. • Implementing the advice from outside agencies to support the learning and progress for identified children
Teaching Assistants/Specialist Support Staff	<p>To support the work of the class teacher by:</p> <ul style="list-style-type: none"> • Working directly with children who have Special Educational Needs and Disability (SEND) by supporting them within the classroom and targeting areas of focus from their SEN Support Plans (ASPs) • Teaching independent learning techniques to children who are in receipt of support



	<ul style="list-style-type: none"> Working in partnership with the class teacher by contributing to planning and feeding back on progress towards individual targets and learning outcomes Supporting identified children through mentoring sessions, draw and talk, social skills groups, speech and language therapy under the direction of the AHT for Inclusion.
Assistant Headteacher for Inclusion Mrs Jenni Stevens	<p>To lead, alongside the SLT, the development of SEND Provision across the school by:</p> <p>Monitoring the progress of all children across the school in collaboration with the Senior Leadership Team</p> <ul style="list-style-type: none"> Regularly reviewing the impact of provision against pupil outcomes Facilitating training for support staff where appropriate Providing advice for all staff Working in partnership with pupils and parents/carers to improve outcomes Liaising with a range of agencies and ensuring the implementation of support programmes
	<p>To develop, alongside the Headteacher and Governors, the strategic development of SEND provision, within the school, by:</p> <ul style="list-style-type: none"> Creating an overview of the needs across the school Meeting with the Governor for Inclusion and providing a report for the Governor Meeting at the end of each term Monitoring the progress of all children across the school in collaboration with the Senior Leadership Team Regularly reviewing the impact of provision against pupil outcomes Facilitating training for support staff where appropriate Providing advice for all staff Working in partnership with pupils and parents/carers to improve outcomes <p>Liaising with a range of agencies and ensuring the implementation of support programmes</p>
Head of School Mrs Helen Green	<p>The day to day management of all aspects of the school including the provision made for children with Special Educational Needs and Disabilities (SEND) Ensuring the school complies with all statutory requirements</p>
Governor for Inclusion Mrs Julie Montgomery	<p>Supporting the school to develop the quality and evaluate the impact of provision for children with SEND</p>

Who should I contact if I think my child needs more support?

If you are concerned about your child and would like to talk to someone please contact your child's class teacher who will be happy to meet with you. Your child's class teacher knows your child well and will be able to talk to you about what support your child already receives and suggest ways of enhancing your child's learning and development.

If, having done this you feel that you would like to discuss your concerns further then please contact the Assistant Head Teacher for Inclusion via email or through the school office and arrange a meeting.

What support do children get in the classroom?

All children receive high quality teaching, differentiated to their individual needs. For children with additional needs this could mean that they are given a slightly different task or given different strategies/equipment to complete the task. Some children may require support or guidance from the class teacher or a teaching assistant as part of a small group, paired work or on an individual basis.

Our teachers are skilled and supported to adapt teaching to meet the needs of each class. Their planning takes into account the individual needs and requirements of all children through:

- Learning differentiated to the needs of the child, ensuring that all children can experience success and challenge
- Grouping arrangements that maximise learning opportunities for all
- Support staff used flexibly to help groups and individuals with a long term goal of encouraging and developing independent learning skills
- Where required, more specific and personalised interventions to develop key areas of their learning
- Integrating resources and strategies as recommended by specialist agencies



What additional support is currently available?

Reading

We have a range of reading support available for children across all year groups. This may take the form of one-to-one reading, additional phonics, support with decoding or reading high frequency words, additional/supported guided reading groups, reading intervention programmes and comprehension support.

Writing

Depending on the age and ability of the children we run fine motor skills groups to develop handwriting, guided writing groups based on the teaching in the classroom, writing intervention programmes focusing on Grammar, punctuation and Spelling, spelling support programmes.

Maths

Maths support can be given in a variety of ways including one-to-one support, targeted maths resources, differentiated maths meetings, group intervention programmes, pre and post teaching groups and booster groups.

Speech and Language Therapy

We have visits from the Local Authority Speech and Language Therapist who develops care plans for the appropriate children and models interventions to trained Teaching Assistants who carry out the support according to need.

SEN 1:1 Teaching Assistant support.

Some children might need some 1:1 support from an adult to help them achieve academically or to help them manage their physical, medical or emotional needs. We have a team of trained Teaching Assistants who are deployed across the school to offer this support.

Wellbeing, social and emotional support

We know that children cannot learn until they are emotionally ready to do so.

Some children who struggle with social skills may be involved in small group social skills activities with a teaching assistant.

How are Children with Special Educational Needs Identified?

When children have a Special Educational Need or Disability (SEND) before they start our school, we work with the people who already know them and use the information already available to identify what their needs will be in our school setting.

If you are concerned about your child, please discuss your concerns with your child's class teacher, by asking for a meeting with them. The class teacher may then speak with the AHT for Inclusion to seek further advice

If a class teacher is concerned about your child, they will discuss the issues with you and implement ways of working together to support your child. Where a child continues to struggle to make progress, despite support matched to the child's need, the AHT for Inclusion will discuss with you Special Educational Needs support which can then be put in place.

Difficulties with social and emotional wellbeing may also trigger a need for additional support.

How will I know if my child is making progress?

Keston Primary School has an open door policy and parents and carers are welcome to make an appointment to discuss their child's progress at any time. In the first instance this discussion would be with your child's class teacher but you can also see any of the senior leadership team to discuss progress.

In the Autumn and Spring terms you will be invited to attend parent/teacher consultation to meet with your child's class teacher. In the Summer term you will receive your child's end of year report and you can then request a parent/teacher consultation.



We use a graduated approach to identify needs and assess the impact of support. Four types of action should be taken to ensure effective support. A continuous cycle will be used to provide your child with additional support and includes the following:



Children who are receiving SEN Support will have an ASP (Additional Support Plan) and this will include targets and strategies to help your child overcome difficulties. This will take into account your child's strengths as well as areas of difficulties. It will identify ways in which you can help your child at home. Identified additional provision will then be carried out until the next review. These ASPs will be reviewed each term and you will be invited to discuss this at parent/teacher consultations or at a separate meeting if necessary. You and your child will be invited to contribute to reviewing your child's progress against the ASP. In some cases, it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

Children who have an Education, Health and Care Plan (EHCP) will have an additional annual review of their progress which involves parents/carers and all adults involved in the child's education. The first review, of the EHCP, must be held within 12 months of the date when the EHC plan was issued, and then within 12 months of any previous review.

Class teachers meet with the Senior Leaders each term to monitor the progress of every child in the school and identify children who may need additional support in one or more areas. The Assistant Headteacher for Inclusion coordinates the provision and will let you know in writing if your child would benefit from some additional support – please note that this may include children who do not have any SEN but would make better progress with a short term intervention. The Assistant Headteacher for Inclusion monitors the progress of each intervention provision every term and adapts the support as necessary. The impact and effectiveness of provision is discussed with the Governor for Inclusion and reported to the Governing Body.

How are staff kept up to date with the Special Educational Needs in the school?

The Assistant Headteacher for Inclusion actively engages in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support children with SEND. The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff develop provision for children who have the most complex needs. Specialised training for teachers and support staff is an important part of ensuring that they have the appropriate skills and knowledge to support the needs of children with SEND.



What specialist support can the school access to support my child?

The school works with a number of specialist agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- CAMHS (Child and Adolescent Mental Health Service)
- Children's Centres
- Community Paediatrician
- Croydon Children's Services (Social Care)
- Education Welfare Service
- Educational Psychologist
- Family Resilience Service
- Hearing Impairment Service
- Occupational Therapy
- Parent Partnership
- School Nurse
- Special School Outreach Support
- Speech and Language Therapy
- Virtual School for Children who are Looked After
- Visual Impairment Service



How can the school help my child with transition?

Some children with SEND can become particularly anxious about transition. As a school we try to make this as stress free as possible for both you and your child.



Transition into Keston

Children coming to Keston Nursery and/or Reception are offered home- school visits. Teachers may also visit the children in their current setting and close liaison between providers and school takes place.

If a child transfers in to Keston mid -year, the previous school is contacted and information gathered to make the move successful for the child.

Transition to a new class

When moving between classes a transition meeting will take place between the current teacher and the new teacher. If appropriate there will be opportunities for your child to visit the new class and meet key staff. A transition photo book can be used to assist with this change. Parents and carers have an opportunity to meet the new class teacher in the Summer term.

Transition to a new school

The Assistant Headteacher for Inclusion will contact the new school's SENCo and share information about special arrangements and support that has been made to help your child progress. We will ensure that all records are passed on as soon as possible.

Transition to high school

When moving to high school the Assistant Headteacher for Inclusion will liaise with all of the receiving schools, regarding any child with additional needs. This is usually done at a meeting organised by the Local Authority in the Summer term which is attended by all high schools in the borough and some high schools from neighbouring boroughs. If the high school that your child is attending cannot be at that meeting the Assistant Headteacher for Inclusion will make contact separately. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the setting and to reduce any anxieties. If your child has an EHCP the high school staff will be invited to the annual reviews in year 6.



What should I do if I am not happy with the provision that my child is receiving?

If you do not feel that your child is progressing as you would expect then please come and talk to us. Make an appointment with the class teacher or with the Assistant Headteacher for Inclusion, or Head of School. If after that discussion you are not satisfied you can contact the Governor for Inclusion. You can contact them in writing via the school office or via email at:

office@keston.croydon.sch.uk

Remote Education 2019-2021

During the National lockdown and partial school opening from March 2020 a number of strategies were put in place to support SEND children who were learning at home, these included:

- Maths resource packs sent home to give children access to concrete manipulatives number lines, hundred squares, etc.
- English resource packs including word mats, high frequency words
- Printed learning packs for those without access to devices
- Personalised learning packs differentiated to the appropriate level
- Weekly phone calls to support learning and wellbeing

There are many Special Education Needs terms that are abbreviated which can lead to confusion (even for us!)

Please let the Assistant Headteacher for Inclusion know if you would like any abbreviations added to the glossary.

ADD	Attention Deficit Disorder	ISR	In School Review
ADHD	Attention Deficit and Hyperactivity Disorder	KS1/2	Key Stage 1/2
ASD	Autistic Spectrum Disorder	LA	Local Authority
ASP	Additional Support Plan	MLD	Moderate Learning Difficulty
BESD	Behavioural Emotional and Social Difficulties	NC	National Curriculum
CAF	Common Assessment Framework	OT	Occupational Therapist
CAMHS	Child and Adolescent Mental Health Service	PEP	Personal Education Plan
CLA	Child who is Looked After	PSP	Pastoral Support Programme
CoP	Code of Practice	SaLT	Speech and Language Therapy
CP	Child Protection	SEN	Special Educational Needs
DCD	Developmental Co-ordination Disorder	SEND	Special Educational Needs and/or Disabilities
DDA	Disability Discrimination Act	SENCO	Special Educational Needs Coordinator
DfE	Department for Education	SpLD	Specific Learning Difficulty
EAL	English as an Additional Language	SLCN	Speech, Language and Communication Needs
EHCP	Education, Health and Care Plan	TA	Teaching Assistant
ELP	Enhanced Learning Provision	VI	Visual Impairment
EP	Educational Psychologist		
EWO	Education Welfare Officer		
FSM/UIFSM	Free School Meals/ Universal Infant Free School Meals		
HI	Hearing Impairment		
IEP	Individual Education Plan		



A full range of the support available can be found in the Croydon Local Offer for pupils with SEND
<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>