

**Palace Wood Primary School - SEN Information Report – 2018-19**

<p><b>What types of SEN do we provide for?</b></p>	<p>At Palace Wood Primary School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs/Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, ASD, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.</p>
<p><b>How do we identify and assess pupils with SEN?</b></p>	<p>At Palace Wood Primary School we monitor the progress of all pupils at least 3 times a year to review their academic progress. The majority of pupils will make progress but where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up.</p> <p>Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, we will use a range assessment tools to identify the possible cause of the learning difficulty.</p> <p>The school also has access to external advisors such as Speech and Language Therapists and Educational Psychologists who are trained to use more specific assessment tools, or specialist teachers who may observe a child and offer advice and support to the school.</p>
<p><b>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</b></p>	<p>Amy Root is the SENCO at Palace Wood Primary School, working Monday-Wednesday <a href="mailto:amy.root@palacewood.kent.sch.uk">amy.root@palacewood.kent.sch.uk</a> 01622 750084</p>

<p><b>What is our approach to teaching pupils with SEN?</b></p>	<p>High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered <i>SEN Code of Practice (2015)</i>.</p> <p>We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. We also use information provided by Specialist Teaching and Learning Service (STLS) to inform best practice.</p>
<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>At Palace Wood Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.</p> <p>We have a lift installed in our infants building and further building work is due to be completed in our junior building to make the school site fully accessible by wheelchair users.</p>
<p><b>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</b></p>	<p>All clubs, trips and activities offered to pupils at Palace Wood Primary School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan.</p> <p>Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. Where necessary, Higher Need Funding is used to facilitate this. High Needs Funding (HNF) is money that schools can apply for to help them to support children with significant SEN when the cost of this support is in excess of £6,000.</p>

<p><b>How do we consult parents of pupils with SEN and involve them in their child's education?</b></p>	<p>Parents receive written information about their child being on or removed from the school SEN Register. Parents of pupils who have an EHCP are involved in their child's Annual Reviews and meetings throughout the year. Parents of SEN Support children in receipt of HNF are also involved in the application process and receive their child's Personalised Provision Plan as changes occur.</p>
<p><b>How do we consult pupils with SEN and involve them in their education?</b></p>	<p>When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centered planning. All pupils taking part in interventions are asked what their opinion is of their intervention to gather pupil voice.</p>
<p><b>How do we assess and review pupils' progress towards their outcomes?</b></p>	<p>Every pupil in the school has their progress tracked at least 3 times per year. In addition to this, pupils with special educational needs may have more frequent assessments such as Speech/Language Link or cognitive assessments.  If these assessments do not show that adequate progress is being made the SEN support plan will be reviewed and adjusted. Parents and pupils are involved in discussions about changes to provision.</p>
<p><b>How do we support pupils moving between different phases of education?</b></p>	<p>The EYFS Leader, Family Liaison Officer and SENCO will visit preschool settings, meet with parents and attend transition meetings for key pupils entering EYFS. This is to ensure a smooth transition to school. The SENCO, Year 6 teachers and TAs will meet with colleagues from feeder secondary schools and provide them with the necessary information. Transition meetings are held where relevant, especially for vulnerable pupils or pupils with SEN.</p>

<p><b>How do we support pupils with SEN to improve their emotional and social development?</b></p>	<p>At Palace Wood Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills.</p> <p>For some pupils with the most need for help in this area we also can provide the following list e.g. access to counselling, access to therapeutic play and play therapy, emotional support with Mrs Ball our Family Liaison Officer, external referral to outside agencies where necessary.</p>
<p><b>What expertise and training do our staff have to support pupils with SEN?</b></p>	<p>Most of our teachers and teaching assistants have had awareness training to ensure that they are able to support pupils with high-incidence SEN such as dyslexia and ASD.</p> <p>Where a training need is identified we will find a provider who is able to deliver it. Examples of training providers we can approach are Bower Grove, Five Acre Wood, Midas Centre, Educational Psychologist, Speech and Language therapy team, Specialist Teaching Service.</p>
<p><b>How will we secure specialist expertise?</b></p>	<p>Advice can be sought through the LIFT meetings held once termly, such as from STLS. We have a Service Level Agreement with the Educational Psychology team. We are able to refer pupils to multiple specialist agencies such as Speech and Language and Occupational Therapy.</p>
<p><b>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</b></p>	<p>At Palace Wood Primary School, we work closely with many agencies and organisations to ensure the best outcomes for our pupils and their families. We can make direct referrals or advise parents how to arrange support for themselves or their child. These include; Educational Psychologist (including EP consultation surgeries), specialist teaching service, speech and language therapist, community paediatrician, Early Help, private counselling services, play therapy, CAMHS/CHYPS, local specialist provision schools, Kent Young Carers, colleagues from other settings including EY and secondary.</p>

<p><b>How do we evaluate the effectiveness of our SEN provision?</b></p>	<p>Questionnaires to parents, pupil voice questionnaires about their interventions, evaluation of interventions 3x a year, monitoring individual Provision Plans, Pupil Progress Reviews 3x a year, monitoring Provision Maps termly, SEN book looks, intervention observations, learning walks, SEN Governor monitoring.</p>
<p><b>How do we handle complaints from parents of children with SEN about provision made at the school?</b></p>	<p>If a complaint cannot be resolved through discussion with the teacher, SENCO or Headteacher, then procedures outlined in the school's Complaints Policy will be followed.</p>
<p><b>What support services are available to parents?</b></p>	<p>The SENCO and FLO are available to support parents and carers and can refer on to Early Help where necessary.  Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.  <b>HELPLINE:</b> 03000 41 3000  <b>Office:</b> 03000 412412  <b>E-mail:</b> <a href="mailto:iask@kent.gov.uk">iask@kent.gov.uk</a>   <a href="http://www.kent.gov.uk/iask">www.kent.gov.uk/iask</a></p>
<p><b>Where can the LA's local offer be found?</b></p>	<p><a href="http://www.kent.gov.uk/education-and-children/special-educational-needs#">http://www.kent.gov.uk/education-and-children/special-educational-needs#</a></p>