



Kings Norton's Special Educational Needs Offer

What can I expect at Kings Norton Primary School if my child has special needs?

Appropriate and Effective Teaching and Learning

A Partnership Approach

Open and Honest Communication



Hello and welcome to Kings Norton Primary School's Special Educational Needs zone. My name is Mrs Watts and I am the Special Educational Needs Coordinator (SENCo). I work with children, teachers, parents and agencies to ensure that our pupil's needs are met.

Mrs Watts is in school every day and you can contact her on 0121 464 2606.

Open and Honest Communication

- **How to speak to the Special Needs Coordinator (SENCo), if you have a concern.**
- **How we try to make the information about your child clear and easily understood.**
- **Which agencies might become involved with your child.**
- **How we ensure the necessary people know about your child's needs.**
- **What happens when your child moves school.**

Open and Honest Communication

Who is the Special Needs Coordinator and how will they help me?

If you have a concern about your child, Mrs Watts is available to speak to you. We always encourage you to speak to your child's teacher too.

Mrs Watts works every day in school. Sometimes she may be busy or she might not be in the building so you can do the following:

- Speak to our staff in the office to find out when she may be available.
- Make an appointment to see her or ask if she can telephone you.
- You can also email her on jane.watts@kngnrtn.bham.sch.uk

We operate an open door policy and you are welcome to come into school.

Sue Rushton is our Home-School Link worker. Sue can help you with your enquiries.

Our governing body has a governor who is responsible for Special Educational Needs. Her name is Jackie Zammit.

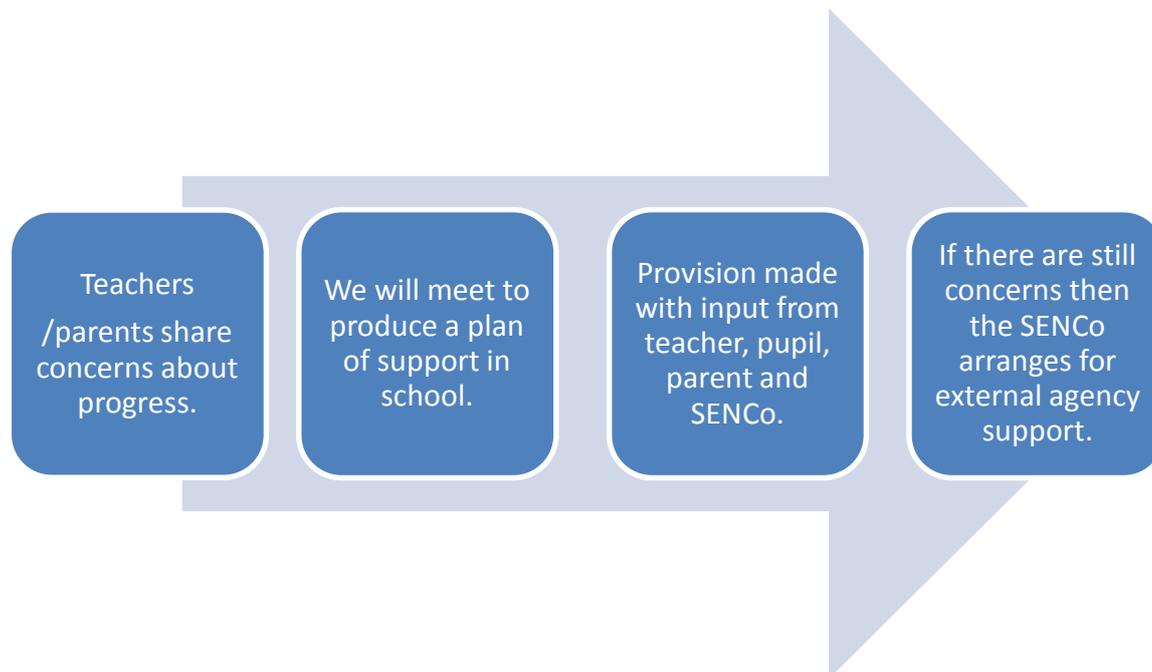
Open and Honest Communication

Will the information be clear and easy to understand?

We will make all the information we need to share with you clear and easy to understand.

If you have any questions or concerns, please talk to Mrs. Watts the Special Needs Coordinator (SENCo) for further information.

What happens if there is a concern about progress?



Open and Honest Communication

Will I be spoken to if my child needs extra support?

If school thinks your child needs extra support, we will always talk to you about this.

At any point during the year, if there are concerns about your child's progress, teachers will invite you into school for an initial discussion.

Your child's teacher will talk to you about the progress that has been made during termly parent's evenings.

A one page profile may be written in order to share information with teachers and teaching assistants. This information is also useful for supply teachers who can be made aware of the needs of particular children in the class.

We may appoint a key member of staff to be available at the beginning or end of the school day to share any issues. A home-school book may be helpful to support the dialogue.

We also operate an open door policy and you can make an appointment to speak to your child's teacher or the Special Educational Needs Coordinator (SENCo) at any point during the year.

If your child has individual targets, these will be recorded on an 'Individual Education Plan' (IEP) and will be discussed and reviewed at least 3 times a year with you and your child. Mrs. Watts is trained in the 'person centred review process' where the views of all people involved, including the child, are shared.

Open and Honest Communication

How will I find out about my child's progress? How will my child and I give our views?

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child's views will also be listened to.

We use a set of criteria to assess some of the children who are working below or significantly below the same level as national benchmarks. All the teachers and teaching assistants do this together in the autumn term so that they can talk to each other and gather evidence. This helps us identify any targets your child may need to make faster progress in English or Maths. We use the criteria to make an Individual Education Plan (IEP). This plan is shared with you and your child and sets out what needs to be in place for your child to make as much progress as possible. We then review it each term and talk about what has gone well and what might still need to be worked on.

Sometimes children don't need an Individual Education Plan any more because they have caught up with national benchmarks.

Sometimes we involve outside agencies, such as Pupil and Support Service to support us in making our assessments and these agencies offer advice.

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child's views will also be listened to.

Transition between settings:

If your child is at nursery school and is about to start in Reception here, we liaise with the SENCOs at the nursery schools to find out as much information as possible about your child's needs. This will include any targets and paperwork or agencies which might have been involved in supporting your child. We also arrange for a home visit and complete a one-page profile; this is information from you about your child's interests, likes and dislikes.

When your child moves from Year 6 to secondary school, Mrs. Watts will ensure that all information regarding your pupil's special educational needs are passed on to the new SENCO. Extra visits to the secondary school may be arranged and sometimes the new SENCO will come to review meetings held at Kings Norton Primary School. We also create 'pupil passports' in collaboration with the child.

If your child has an Individual Education Plan and you move your child to another school, the SENCOs at both schools make sure that information is shared.

Open and Honest Communication

Who will the Special Educational Needs Coordinator talk to about my child's needs?

The SENCo, Mrs Watts, will make sure that all necessary school staff are aware of your child's needs and worries.

If your child has been identified with extra educational needs, an Individual Education Plan will be written with the teacher and shared with you and your child.

If your child has emotional or behavioural needs only, an Individual Behaviour Plan will be written with the teacher and shared with you and your child.

If your child has medical needs, a plan will be written and shared with you in consultation with Health Services.

All staff have access to a copy of these plans in the classroom. The plans identify how your child should be helped to succeed and make progress.

Occasionally, your child's teacher may not be in class and this extra information is useful for the covering teacher.

All of these plans will be reviewed on a regular basis.

Kings Norton Primary School works with a lot of external agencies to help identify specific needs. We will always contact you for permission before engaging with them. These include:



Appropriate and Effective Teaching and Learning

- **How we train staff to support the needs of your child.**
- **How we ensure good teaching for your child and how we give extra support if your child needs it.**
- **How we ensure that parents and children with additional needs are fully included in all school activities.**
- **How we ensure that your child has work pitched at the right level to make good progress.**
- **What resources does the school offer if my child has significant social and/or communication needs?**
- **What sorts of learning resources are available for my child?**
- **What support is available if my child needs support with managing behaviour or dealing with social situations?**

Appropriate and Effective Teaching and Learning

Are staff trained to support the needs of my child?

All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs.

We hold a weekly staff meeting. These are used to ensure staff have up-to-date knowledge to teach children of all abilities. Sometimes training is run by specialists, such as a member of the Pupil and School Support team.

Mrs. Watts and the teaching team regularly share advice and information about teaching approaches and resources for children with additional needs.

Our Teaching Assistants also have specialist training and are experienced in running a variety of intervention programmes.

This year we have:

- Teachers taking part in Elklan Language Builders training, to support children's development of communication skills
- SENCo Person centred review training update
- SENCo network meetings
- Autism in Education Training

We offer support through some key interventions. We identify the children by looking closely at their progress and what we can do to support them.

Interventions include:

Teachers and TAs work closely together so children can apply what they have learnt in lessons.

Fine & gross motor skills including yoga.

Adapted tasks and resources.

Precision Teaching to target key skills in English and Maths.

Direct Phonics to develop knowledge of letter patterns and key words.

Reading Recovery to boost progress in reading and writing skills

English intervention groups for reading, writing and spelling.

Language groups for developing vocabulary, speaking and listening skills and sentence construction.

Maths intervention groups for developing key skills.

One to one or group support.

Social skills groups to develop social and emotional understanding.

Learning mentors.

Our interventions incorporate recommendations from agencies such as Speech and Language, Pupil and School Support Service, the Communication and Autism Team and Educational Psychologists.

Appropriate and Effective Teaching and Learning

How will staff assess my child's level of working and differentiate the curriculum?

Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum.

We use a range of criteria and evidence to help us identify the level children are working at. This might include:

- Checking the words children can read and spell independently
- Judging work with subject leaders
- Making observations
- Use of tests, where appropriate
- Looking at pupil progress data
- Information from the child
- Information from previous schools or settings
- Discussions with adults who work with the child
- Specialised assessments carried out by members of the school's support services

This helps teachers to plan work for all children to make progress. The work and support will be different for different groups of children.

Appropriate and Effective Teaching and Learning

What types of learning resources are available for my child?

A range of resources will be available in all learning areas to support learning for children operating at different levels. These are identified on children's Individual Education Plans.

- Classrooms are equipped with practical and visual apparatus to support learning and progress.
- Our early reading books, in class and to take home, are book banded so that they are at the right level for your child to make progress.
- We have a range of ICT equipment including laptops, ipads, cameras and recording equipment to support children recording their work in different ways across the school.
- Positions of tables and chairs are always considered for children with physical, hearing or sight impairment.
- Children are encouraged to talk with partners or in small groups to develop their ideas, reason and articulate before recording them.
- Classrooms have resources recommended by Occupational Therapy to promote development of strength and comfortable sitting positions.
- Staff are organised in order to provide small group and 1:1 interventions which are devised to meet the particular needs of children, such as language groups, social skills groups, phonics intervention groups. Progress of individuals is regularly reviewed.

Appropriate and Effective Teaching and Learning

What resources does the school offer if my child has significant social and/or communication needs?

- ❖ Where necessary, resources will be available to support the learning of children who have significant social and/or communication needs.
- ❖ Our Individual Education Plans and Pupil Profiles identify the types of need a child may have. For example, autism, behaviour, cognition and learning.
- ❖ All staff have received Level 1 autism training
- ❖ We use visual timetables in all classrooms, so that children understand the bigger picture. This supports children who have difficulty with changes in routine.
- ❖ We have Reception staff who are trained to deliver speech and language intervention programmes.
- ❖ Reception staff use visual prompt cards to support understanding of verbal instructions.
- ❖ We have small group and 1:1 interventions to meet the needs of children, such as language groups, social skills and yoga.
- ❖ Our timetable has the flexibility to include provision for specific needs, such as movement breaks.

- **We work in conjunction with parents to ensure we have a good understanding of individual behaviours and needs.**
- **We work with an Educational Psychologist who talks to parents, teachers and children in order to create positive behaviour plans and support strategies.**
- **We work with the Communication and Autism Team. Members of the team visit to observe, assess and offer advice on ways to support children with autism.**

Appropriate and Effective Teaching and Learning

How will my child be helped with managing their own behaviour or dealing with social situations?

The school will provide support for children if they need support in managing their own behaviour and/or to build up skills and confidence in dealing with social situations.

- We use visual timetables and support children with organisational skills where necessary.
- We run social skills groups across the school to support children who can find social situations difficult.
- Weekly class 'R Time' sessions and which support and enhance attainment, relationships, respect and citizenship.
- Weekly circle time.
- We work in conjunction with Peacemakers in order to develop conflict resolution strategies.
- Behaviour management systems are in place, as set out in our Behaviour Policy, to encourage children to make the right choices. This is consistent across the school.
- Staff are trained in conflict resolution strategies.
- We have Vicky, an experienced counsellor, who is available for your child to talk to if they wish. We will ask for your consent before engaging Vicki in conversation with your child.
- We liaise with parents and discuss effective strategies to support individual children.
- We have transition systems in place to support movement into new classes.

Appropriate and Effective Teaching and Learning

Will Kings Norton Primary ensure that parents and children with additional support are fully included in school activities?

Children with additional needs participate in after school clubs.

The school curriculum includes trips out to enrich the experiences children have.

Our risk assessments are inclusive of children with additional needs; one to one adult support is provided, should this be required.

Parents are consulted regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.

All children participate in their class assemblies and other performances.

When we have outside theatre companies in to perform, the additional needs of pupils are considered. Whenever possible, all children join in unless participation, especially around noise level, may cause the child distress and anxiety. We will provide these children with alternative provision.

Appropriate and Effective Teaching and Learning

Will Kings Norton Primary provide good teaching for my child and extra support when needed?

The school will provide good teaching for your child and extra support when needed.

We use a range of strategies to monitor the progress of children and to ensure that good teaching is in place for all pupils. We do this through:

- Tracking your child's progress and attainment by holding termly pupil progress meetings.
- Termly book scrutiny by subject leaders and SENCo for all classes and constructive feedback to teachers.
- Classroom observations and learning walks.
- Providing additional small group support with teachers/teaching assistants.
- Holding Inspire workshops for all parents.
- Liaising with outside agencies for additional advice, strategies and information.
- [Click on this link to find out more about levels of intervention.](#)

Appropriate and Effective Teaching and Learning:

Levels of intervention and support

Class teacher input via excellent targeted classroom teaching also known as **Quality First Teaching**.

- Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and can undertake.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENCo) to support your child to learn.

Specific group work with in a smaller group of children.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- He/ She will plan group sessions for your child with targets to help your child to make more progress.
- A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme.

These are often called 'Intervention' groups by schools.

Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups AND/OR Individual support

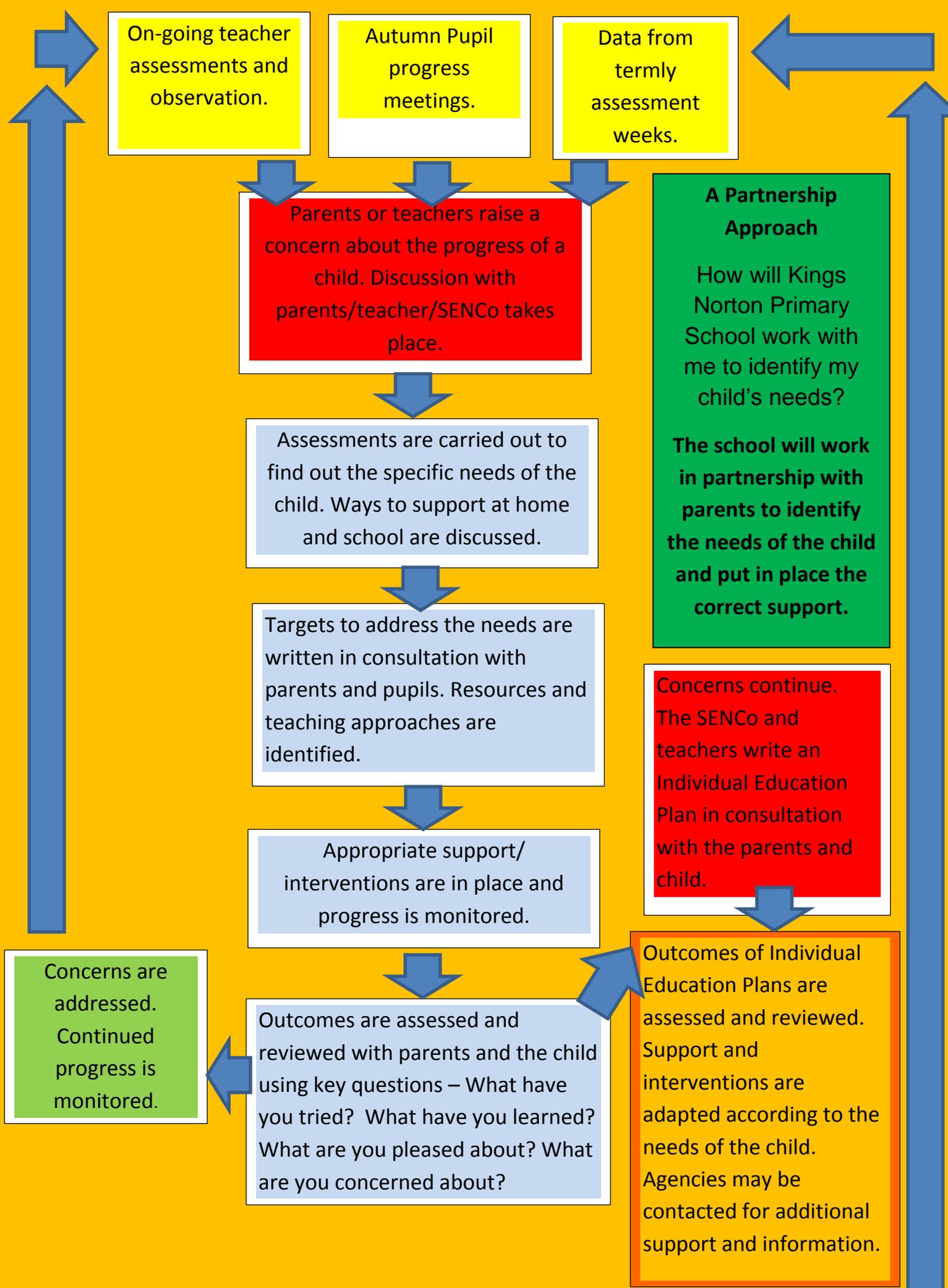
- If your child has been identified as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations.

Specified Individual support - Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
 - The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
 - The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

A Partnership Approach

- **How we will work with you to identify your child's needs.**
- **How we will ask for your permission to involve other professionals to work with your child.**
- **How we will involve you in all decisions and listen to your views.**
- **How we will involve your child in decisions about their learning.**
- **How we can support you in contacting organisations who can give advice and support.**



On-going teacher assessments and observation.

Autumn Pupil progress meetings.

Data from termly assessment weeks.

Parents or teachers raise a concern about the progress of a child. Discussion with parents/teacher/SENCo takes place.

Assessments are carried out to find out the specific needs of the child. Ways to support at home and school are discussed.

Targets to address the needs are written in consultation with parents and pupils. Resources and teaching approaches are identified.

Appropriate support/interventions are in place and progress is monitored.

Outcomes are assessed and reviewed with parents and the child using key questions – What have you tried? What have you learned? What are you pleased about? What are you concerned about?

Concerns are addressed. Continued progress is monitored.

Outcomes of Individual Education Plans are assessed and reviewed. Support and interventions are adapted according to the needs of the child. Agencies may be contacted for additional support and information.

Concerns continue. The SENCo and teachers write an Individual Education Plan in consultation with the parents and child.

A Partnership Approach
How will Kings Norton Primary School work with me to identify my child's needs?
The school will work in partnership with parents to identify the needs of the child and put in place the correct support.

A Partnership Approach

How will Kings Norton Primary School work with me to identify my child's needs?

We will work in partnership with you to identify the needs of your child and put in place the correct support including family support if you need this.

The governing body has a duty to ensure that the school adheres to the new Code of Practice under the Children and Families Act 2014. This means that the school governors hold the Headteacher, Mr Tromans and SENCo, Mrs Watts to account. The governing body appoints a governor who is specifically responsible for special educational needs to ensure that the school and the SENCo carry out their duties. Jackie Zammit is our SEN governor.

One of the key responsibilities of the governing body is to make sure that the school's policy for children with disability and special educational needs (SEND) is published on the school website. The information on the school website must be reviewed annually by the governing body. The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have special needs.

Sometimes we may need to ask for your permission to involve other qualified professionals to support your child. The governing body, through the SENCo, ensures that other appropriate agencies are involved in meeting the needs of pupils with special educational needs.

Jackie Zammit, the SEN governor, meets regularly with the SENCo. The SENCo, reports regularly to the Governing Body regarding the number of pupils and their additional needs. The Governing Body regularly reviews both policy and the information published on the website to ensure it is up-to-date, parent and pupil friendly and in line with government policy and the Code of Practice.

When another qualified professional works with your child, permission is granted and the member of the outside agency is introduced. The content of the meeting is confidential and is only shared with parents and the SENCo. Please speak to Mrs. Watts if you require any further information.

A Partnership Approach

We will be happy to give you contact details for organisations who can give advice and support for you and your child. Please speak to Mrs Watts if you need any other contact details.

Local Authority Support Services:

Pupil and Support
Service
Tel: 0121 303 8288

Educational
Psychology Team
Tel:

Sensory Support
Services Tel:

City Of Birmingham
Services
(behaviour) Tel:

Communication
and Autism Team
Tel: 0121 675 5057

Team for children
with physical
difficulties PDSS
Tel:

SENAR Tel:

Health Services:

School Nurse Service
Tel:
4664650

Social Services and Voluntary Organisations:

Social Services Tel:
303 1888

Child and Mental
Health Services
Tel: 303 1888

Parent Partnership
Tel:

SWEET
Tel:

For further information about children's and family services :

<http://www.mycareinbirmingham.org.uk>

A Partnership Approach

The school will try to involve your child in decisions about their learning. Here are some of the ways that Kings Norton Primary ensures your child is listened to and involved in decision making:

