

Supporting Your Child at Knavesmire Primary School

"The support my child has received has meant that she has become more confident, and her vocabulary and understanding has increased dramatically!"
Parent of Key Stage 2 SEN child

At Knavesmire Primary School, we aim to provide a supportive and caring environment for all our children. Each child is valued equally and given the opportunity to achieve the very best they can.

Sometimes children need additional support for all or part of their time in school.

The school is well-equipped, with disabled toilets; a medical room; and a lift to allow access to the ICT suite and year 6 classrooms floors

Our Special Needs and Disabilities Co coordinator (SENDCO) is Miss Sarah Haslam.

Our governors with responsibility for SEND is Mrs Ann Cox and Mrs Abigail Gaines.

Read on to find out the types of support available to your child at our school and what parents and children think of Knavesmire. It will help you to understand who can help if your child needs additional support, and how that support can be accessed.

How Do We Identify Special Educational Needs and Disabilities?

All our pupils receive quality first teaching. This means that a range of teaching styles and approaches are used within the classroom and learning objectives set for all the children to match their learning needs. Children have access to different types of support during lessons; they may work in small groups or 1 to 1 with a teacher or teaching assistant at times.

Assessing children's progress is a daily part of quality first teaching, so teachers observe children as they work, mark their work and carry out various other assessments. This informs teachers as to the progress children are making.

If they become concerned a child is not making the expected progress, they will consider alternative activities to introduce. This could be some additional teaching either in a small group or 1 to 1 with the teacher or teaching assistant and this could last over a few weeks or a term. If this happens teachers will share this information with you, and talk about how you can help at home. They will also share this information with the school SENDCo (Special Educational Needs and Disabilities Co-Ordinator), Miss Haslam. For many children, this level of additional support is all that is required to close gaps or break down barriers to learning.

However, for some children, more intervention may be required or involvement with outside agencies, such as speech and language therapist may be necessary. In this case, in full consultation with the parents, children may be placed at Band 1 of the Local Authority banding thresholds and will therefore be placed on the school SEND list.

How do we involve pupils and their parents/carers?

You know your child better than anyone else and the relationship between parents and school is crucial in making sure your child reaches their potential. You will be involved in regular meetings to review progress and setting new targets for your child. These meetings will also involve any other specialists involved with your child, so that we all work together. Your child will also add their thoughts and opinions to reviews and be part of their learning all the way through school.

What if you have concerns about your child?

If you have concerns about your child's learning, please raise these with their class teacher. They will then observe them; they may speak to the SENDCo and consider what may be causing them any difficulty. We will share what we find out and what we will do next.

What if they have identified needs before they start at our school?

When they have identified SEND before they start at our school, we will work with you and any specialists who already know about your child and use the information already available to identify how we can meet their needs. Usually we will meet before your child joins us, so that everything is in place for a smooth transition into school.

However, if your child continues to have difficulties with their learning, your child's teacher and the SENDCo would meet with you to talk about the next steps. These could include further additional activities or intervention or additional support in the classroom.

This may also mean seeking advice from other professionals.

We work with many specialists, including:-

- Educational Psychologist
- Speech therapist
- Specialist teacher for Autism Spectrum Condition

- Specialist teachers for deaf and hearing impairment and visual impairment
- Primary mental health care worker
- Early years support teacher
- Occupational therapists
- Specialist teacher for physical and medical needs
- Specialist teacher at dyslexia enhanced resource provision
- Specialist teachers at speech and language enhanced resource provision
- Limetrees
- IDAS (Independent Domestic Abuse Services)



Categories of Special Educational Needs

Children's difficulties may fall into one (or more) of four broad areas:

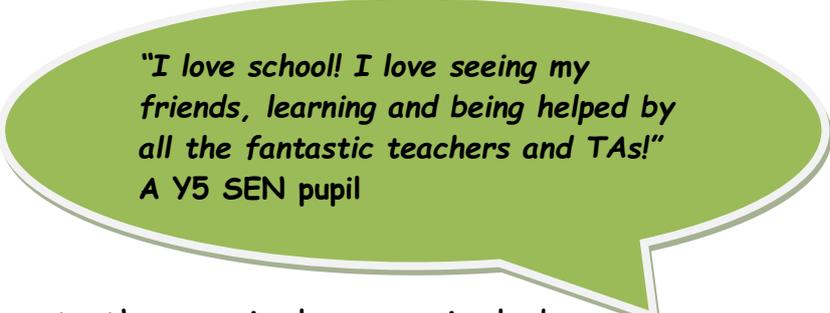
- Cognition and learning needs
 - In some or all of the work in school
 - Making progress in reading, writing or maths
 - Understanding information
 - Concentration and attention
 - Dyslexia or a specific learning difficulty
- Emotional and social development needs
 - Organising themselves
 - Managing their behaviour

- Making friends or relating to adults
- Communication and interaction needs
 - Expressing themselves
 - Understanding others
- Sensory, physical or medical needs

Sometimes, if a child's needs are more complex, a multi-agency approach will be used so that there is opportunity to consult with a wider range of support services and health professionals. This is called a 'My Support Plan' and is focused on what parents and children feel is important to them to support them. This might involve the support of one or more of the different professionals with whom we work closely.

How do we adapt the curriculum to meet the needs of our children with SEND?

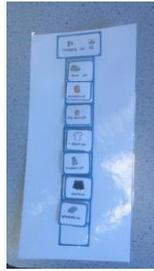
All our teachers are trained to use a variety of teaching and learning approaches, which means that we are able to adapt to a range of SEN needs including Dyslexia, Autism Spectrum Condition, Speech, Language and communication difficulties and behavioural, social and emotional difficulties as well as visual and hearing impairment, physical and medical needs. This includes access to all areas of the curriculum and educational visits.



"I love school! I love seeing my friends, learning and being helped by all the fantastic teachers and TAs!"
A Y5 SEN pupil

Therefore adaptations to the curriculum may include:

- Extra help from a teaching assistant in class
- The length or type of instructions we give e.g. verbal, visual (see below) or written



- Small group or individual support out of class (intervention)
- Alternative resources in class such as additional apparatus (e.g. writing board, ear defenders, privacy board, pencil grips), work station (see below), ICT access, visual prompts, recording devices



- Support to regulate emotions
- Targets specifically for each child, set through an Individual Outcome Plan (IEP) which records in detail what will be learned, how and who will help
- Emotional or pastoral support



Our children are listened to and supported at every stage of this process and their views (pupil voice) will be taken into account along with those of teachers, parents and professionals.

"I love being taken out of the classroom to work in a small group as it means I get to understand better what I find tricky in class."

A Y5 SEN pupil.

What if my child has more complex or severe needs?

For children with more severe or complex needs we may need to ask the Local Authority for additional support in the form of funding, staff time, special equipment and this will involve carrying out a Statutory Assessment. This will mean the LA will look closely at the child's 'My Support Plan', they will then ask for further assessments and information by all professionals and those who know the child well, including parents and school. This may lead to an Education Health Care Plan (EHCP), (formerly known as a Statement of SEN); if your child needs additional support beyond that which school can offer. If, however, the Local Authority feels their needs can be met through School Support, this will continue to be coordinated through a My Support Plan.

The additional support provided through an EHCP will be reviewed annually and would include parents, teachers, SENDCO and the pupil.

Occasionally, a child's needs are such that they may need to attend one of the Local Authority's schools with enhanced provision for Dyslexia, Speech and Language difficulties or Behaviour. This would also involve full consultation and an application to the LA.

"Support has meant that he feels safe and secure in his 'home' school (Knavesmire) even though he only attends one day a week. Practical tasks and physical activities have been particularly successful under this timetable."

Who is responsible for providing for meeting my child's needs?

Our staff at Knavesmire Primary School are experienced and trained to meet the need of all the children in our care. Our SENDCO oversee provision for any children with SEND and liaise with class teachers, teaching assistants and outside professionals to make sure that our children's' needs are being met. Their progress is carefully assessed and monitored. We are constantly reviewing and updating our practice based on the needs of our pupils and advice and training available from specialists.

We all work closely together to ensure all children's needs are met.

"My son continues to make steady and impressive improvements in all subject areas. His confidence has grown and he is happy and looks forward to going to school and learning. Without the support, this would just not have happened at all."

Parent of a Y3 SEN child

Levels of Support

As part of the Special Educational Needs and Disability (SEND) Reforms in 2014, SEN funding band thresholds have been implemented. There are 7 bands (0-6), 4 of which apply to

children in mainstream schools (0-3). These bands describe the level of need a child has and the support they will be offered. The bands are used by staff, in consultation with parents, to decide on the appropriate level of support a child will need. There are different bandings for the different categories of need. The bandings are as follows:-

Band 0 - needs are well met through appropriate differentiation of the task, teaching styles and time limited interventions in a mainstream class.

Band 1 - identifies additional needs which are highlighted to all staff with advice on support strategies provided and monitored by the SENDCOs. Children at this band and upwards are placed on the SEN register in consultation with parents.

Band 2 - identifies needs that require additional specific provision. At band 2 the advice and support will be sought from other agencies from education, health and social care. A 'my Support Plan' be prepared at this stage, which clearly identifies agreed outcomes for the child and actions needs. This will be reviewed on a regular basis.

Band 2b - children at this band have dual placement at their local mainstream school (home school) and one of the Local Authority Enhanced Provisions (eg for dyslexia or speech and language)

Band 3 and 4 - significant needs which impact on progress requiring long term involvement of education and non-educational professionals as part of statutory assessment and implementation of an Education, Health and Care Plan (formerly statement)

What happens when my child changes school?

Whenever a child with SEND moves schools, either due to relocating or moving up to secondary school, we endeavour to work closely with the new school to ensure a smooth transition.

We have close links with local secondary schools and work well with their SENDCOs to draw up transition plans, including visits by staff to the settings and visits for the child tailored to their needs.

In the case of children with an ECHP, this process would begin at their Year 5 annual review.

If a child with an ECHP moves to a different local authority, their ECHP goes with them and their move is monitored by the LA to ensure the right provision is in place.

What if I am concerned about provision for my child?

If you are concerned, please speak to your child's teacher, one of our SENDCO or our Head teacher, Mrs Gibson.

Our School SEN Governors, Ann Cox and Mrs Abigail Gaines, are responsible for liaising with our SENDCO.

Further advice and support can be sort from SENDIASS (formerly parent partnership service) at City of York Council

https://www.york.gov.uk/info/20166/special_educational_needs_and_disabilities/1451/sendias formerly_york_parent_partnership_service

You can also find out about York Local Authority local offer at <http://www.yor-ok.org.uk/families/local%20Offer/local-offer-original.htm>

A group of SEN pupils were asked what they would change for SEN pupils at Knavesmire. They answered...

"Nothing!!! Well, apart from a bigger football pitch!"

This was very nice to hear (we'll have to see about the pitch!) but we are aware that we can always

Jan 2019

To be reviewed Jan 2020