



SEVENOAKS PRIMARY SCHOOL

SEN Information Report

Vision and values

Our school values are:

Kindness

Creativity

Team

Perseverance

Love of learning

Courage

“Building resilience and lifelong learning”

Sevenoaks Primary School values the individuality of all children. We firmly believe that every teacher is a teacher of every child, including those with SEN and 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 of all our children. The achievements, attitudes and wellbeing of all our children matter. This report helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Please see the SEN policy for basic structures.

Aims

Sevenoaks Primary School actively seeks to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with additional learning needs;
- more able children;
- children who are at risk of exclusion;
- children who have physical disabilities;
- children who are looked after (LAC).

Our school curriculum is designed to meet the needs of children within our school. All children are offered a range of resources and strategies to support them in their learning, wellbeing and inclusion. These include:

- Quality First teaching;
- Setting appropriate targets and challenges;
- Responding to the diverse needs of the children;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities to meet the needs of individuals or groups of children.
- Additional adults and resources to support children who need this.

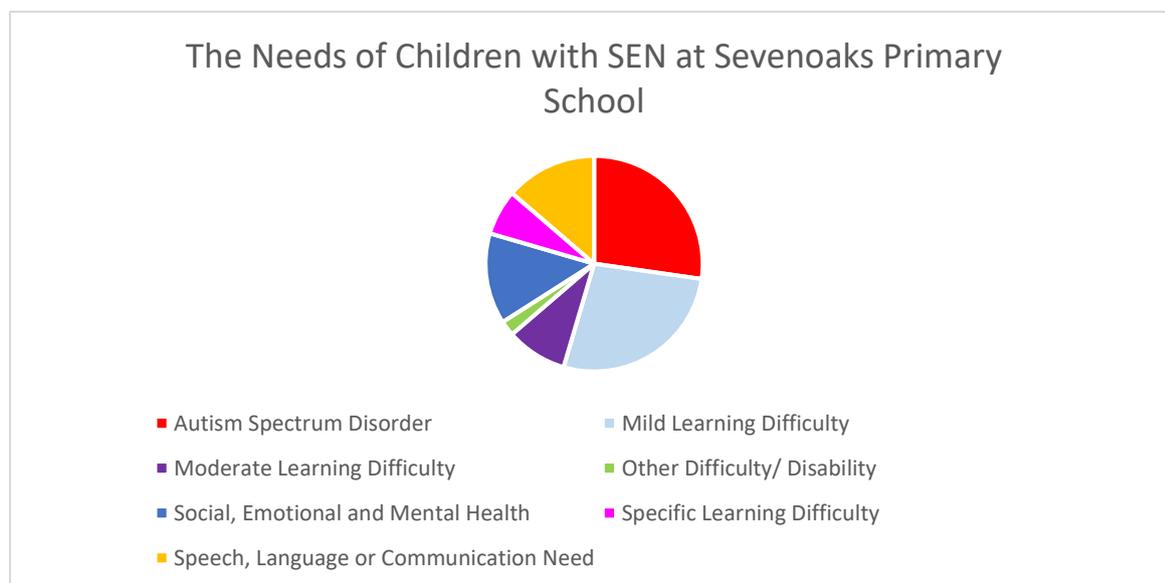
We achieve educational inclusion by continually reviewing what we do, asking:

- Do all our children achieve their best and make expected progress?
- Are there differences in the achievement of different groups of children and is the gap closing?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting mutual respect and tolerance of those with different faiths and beliefs and protected characteristics?
- Do we have high expectations for every child?

This takes place during: pupil progress meetings which happen three times per year; pupil premium review meetings; Senior Leadership meetings and Driving Standards discussions.

The needs of children with SEND at Sevenoaks Primary School

As a school, we meet the needs of children with wide ranging needs. At the time of writing, there are 44 children at Sevenoaks Primary School who are on the SEN Register (7.3% of all children on roll). Thirteen of these children have Education, Health and Care Plans (2%); the rest are SEN Support. The primary need types of all children on the SEN Register are shown below:



For children who have an EHCP, ten have a primary need of Autism Spectrum Disorder, two of Social, Emotional and Mental Health and one for Speech, Language and Communication Needs.

How we meet the needs of children with SEND

We make reasonable adjustments to meet the needs of all of the children within our school. We tailor all strategies to support the needs of the individual child. Most children will benefit from differentiation and targeted support provided through Quality First teaching, including practical resources and word mats. For some children additional intervention support may be required; details of the interventions we offer can be found within the **School Offer** document on our website. Additional resources including wobble cushions, ear defenders and adapted equipment are provided where necessary.

For a small number of our most vulnerable pupils, a highly personalised curriculum may be required. This takes place in conjunction with parents and carers to enable the child to make progress towards their targets.

We have recently established the Nurture Hub to meet the needs of some of our children in Phase 3. This is a small group set up to provide highly personalised support to enable children to make progress towards their targets within the National Curriculum and any additional needs within the four areas of need (Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health, Sensory and Physical).

Staff training

We have an experienced team of teaching assistants who receive regular training to support the children in our school. We regularly evaluate the impact of TA support and use this to decide on future training needs. We provide regular CPD to all staff to enable them to meet the needs of all of the children they are working with. In the past year, staff training opportunities have included whole staff training on Team Teach and ASD training, as well as:

Mental Health First Aid
AEN Update Briefing
Social Stories
Basic Phonics
Sensory Circuits
Diabetes insulin administration
Drawing and Talking
Let's Go Yoga
Designated Safeguarding Lead Refresher
Team Teach (Positive Handling)
Risk Assessment and IHCP
Behaviour Conference - Unlocking the Potential
Promoting Resilience in Children and Young People
Talking to Children and Young People
Resilience Screening
Colourful Semantics
Communication Support for Pupils with ASD
Speech and Language Support
Early Years to Primary Transition

Training opportunities are reviewed regularly to ensure that we are providing the best possible support for children, their families and members of staff.

We engage the services of a range of external professionals, including the Specialist Teaching and Learning Service, Educational Psychologists, Speech and Language therapists, the Paediatrics team, CAMHS and many more. Referrals to some services are made via the Local Inclusion Forum Team (LIFT) panels, whereas others are made through the NHS. This happens as part of our use of the Local Offer, which can be found at the following address:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Our aim in using such services is that school staff will be equipped and empowered to oversee provision for the children in their classes.

Our premises and accessibility

Sevenoaks Primary School has modern, well-equipped classrooms for each year group. All areas are accessible for all children; there is a lift enabling access to the upper floor within the new building.

Environment

Disabled Toilet (including hoist and shower facilities)
External ramp access
Visible and audible emergency alarms
Lift in the main building

Reasonable Adjustments

Adjustments will be made as needed, in discussion with the pupil and parents/ carers as well as outside agencies. These may include:

The use of interpreters
Sound field system or other assistive technologies
Enlarged print for classroom resources
Adapted PE equipment
The use of adaptations within the classroom for a range of needs, e.g. higher class chair, writing slopes, wobble cushions and ear defenders.
Class routines can be adapted where required
The allocation of support staff is considered according to need.

Additional support we provide :

- See **school offer** for list of interventions in place
- Transition support- both for transition times through the day, as well as changing year groups and moving schools- as needed.
- The Nurture Hub- see the Ethos document below
- TAs support in all classes during the week as needed. Their focus is to support the engagement and learning of the children and to support them to become independent, confident learners.

Approach to teaching children with SEN

Our aim is always to teach children together within their whole class setting. Quality First teaching is acknowledged as best practice and this is our goal. Within the class, each child has their own set of maths manipulative resources as well as other visuals such as word banks, now/next boards etc. Strategies such as mixed ability grouping, talk partners, pre teach, mind maps, ICT and TA support are used to enable children to reach their potential. Where needed, additional interventions are used- see the school offer.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc

For all of these activities, discussions with parents/ carers may take place to ensure that the child is fully supported and has their needs met.

Support for SEMH including measures to prevent bullying:

Pupils requiring support with their emotional and social needs have access to a range of resources. These include 1-1 adult to speak to on an informal basis within school, to a Trained TA, or a psychotherapist if required.

Where behaviour is a concern, staff work together to put in place strategies to keep all children safe within school. Parents/carers are contacted and we work together to set in place the best provision for each child.

We have a zero tolerance approach to bullying.

Analysis of Interventions in place:

A complete analysis of the interventions across the school takes place three times per year. The evidence is collected from Pupil Progress Meeting discussions, provision map evaluations, observations and pupil feedback.

The main findings from the 2018-19 analysis cycle show that:

We currently have a range of interventions running (see the **School Offer** document). Those interventions that are helping children to make accelerated progress include Relax Kids, Nussy, Nurture, Trugs and Numicon. Given the successes we are seeing, these are being increasingly used across the school.

Where little progress is seen, interventions are being stopped and alternatives found where necessary. Where there are gaps in staff training for interventions, courses are being found to plug the gaps.

For further information regarding these interventions, please contact your class teacher to see your child's class provision map or speak to the SENco.

Complaints:

If a parent has a complaint, please make an appointment to see the pupil's class teacher or SENCO. If this does not resolve the concern, please refer to the school's complaints policy.

The SEN team

The SEN team is as follows:

SEN governor – Ian Harby

Assistant Head (Inclusion) – Rowena Banks

SEN Assessment – Carol Cullis

SEN Admin – Sue Thompson

The SEN team can be contacted via the school office or via senco@sevenoaks.kent.sch.uk.

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