



SEND Information Report

October 2023

Questions and Answers for parents regarding SEND Provision at Sunny Bank Primary School.

What SEND support may include.

- Personalised plan for your child.
- Extra support from a Teacher or Teaching Assistant.
- Making or changing materials and equipment.
- Observing your child in class or during breaks and keeping records.
- Making sure your child has understood things by encouraging them to ask questions and to try something they may find difficult.
- Supporting your child with physical or personal care, such as eating. Getting around school safely, toileting or dressing.

Your child may be placed on the SEND register as EHCP (Education and Healthcare Plan) or SEND support where your child may be receiving extra interventions to help them catch up with their peers. We also keep a register (AEN) for children who may be vulnerable to under achieving so that we can put the right interventions in to minimise barriers to learning.

How does Sunny Bank Primary School ensure that children who need extra help are identified early?

At Sunny Bank Primary School we monitor the progress of all pupils three times a year during pupil progress meetings. Children are identified as having special educational needs through a variety of ways including the following:-

- Your child is performing below age related levels.

- Concerns are raised by you as parents.
- Concerns are raised by the Teacher, for example: behaviour or self-esteem that is affecting performance.
- Independent Speech and Language Assessment.
- Use of assessments in school including Salford reading assessments, Speech Link and Language Link (Infant), British Picture Vocabulary Scale, Phonics screening in Y1, Termly assessments in Reading, Writing and Maths, SDQ, Boxall and end of Key Stage SATS.
- Consultations between Class Teachers and members of the Leadership Team where progress data is discussed.
- Liaison with external agencies e.g. Specialist Teacher Service, NHS Speech and Language, Educational Psychology Service.
- Health diagnosis, particularly where this impacts on learning, through a Paediatrician.



Who are the best people to talk to at Sunny Bank Primary School about my child’s difficulties with learning/Special Educational Needs or Disability (SEND)?

- Talk to us - in the first instance contact your child’s Class Teacher; if you still have concerns you can contact the SENDCo Joanne Akkrill, Pastoral Manager Kelly Loughnane or our Family Liaison Officer (FLO) Lisa Newbury.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

What are the different types of support available for children with SEND in Sunny Bank Primary School?

Class Teacher input, via excellent targeted classroom teaching (Quality First Teaching). The Class Teacher will use a Provision Map to set out the support your child is receiving and evaluate the success of any interventions.

For your child this would mean:

- That the Teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.

- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to help support your child's learning, for example, Precision Teaching, Social skills groups or Memory Skills work, Gross Motor and Fine Motor skills work and Sensory Circuits/Nest time.
- Your child's Teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their learning/understanding and needs some extra support to help them make the best possible progress. Specific group work/intervention takes place in the classroom or just outside of the class, facilitated by a Teacher or Teaching Assistant. Some children with Education and Healthcare Plans and some SEND support children will have Personalised Plans with specific targets

SEND Register:

This means that a pupil has been identified by the SENDCo/Class Teacher as needing some extra specialist support in school and sometimes from a professional outside school. This may be from

- Specialist Teacher Service (including Cognition and Learning, Social, Emotional and Behaviour support, Communication and Interaction, Physical and Sensory) Speech and Language Therapy Team, Child Paediatricians, Occupational Therapy Team. You will be asked to give your permission for the school to refer your child to one of these specialist professionals.

At Sunny Bank Primary School, we make provision for every kind of frequently occurring special educational needs without a statement of special educational needs/ Education and Healthcare Plan. For instance, Dyslexia, Dyspraxia, Dyscalculia, Speech and Language needs, Autism and Asperger's Syndrome, Social Emotional and Mental Health and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school may be less familiar, but we can access training and advice so that these kinds of needs can be met. For example, a medical need such as diabetes or epilepsy.

The admission arrangements for pupils with or without an Educational Health Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

How will the school let me know I am concerned about my child's progress at school?

- The Class Teacher will contact parents at least twice a year to discuss your child's needs, support and progress.
- Class Teachers are always happy to discuss your child's needs if you have questions and concerns in between more formal meetings.
- An appointment can be made with the SENDCo, Family Liaison Officer or Pastoral Manager to discuss more support if necessary.

How is extra support allocated to children and how do they move between different levels?

- It is the responsibility of all Teachers to cater for the special needs of all the children within their classes on a daily basis.

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

- Any child who requires a high level of support (exceeding £6,000) may be eligible for High Needs Funding. The SENDCo would submit an application for High Needs Funding with County.

Who are the other people providing services to children with SEND in this school?

We have occasional visits from Specialist Teacher Service, where a child has been taken to LIFT (Local Inclusion Forum Team) in order to access the correct provision for their learning needs. We have access to The Orchards Therapy Team in Sittingbourne where we access both Speech and Language and Occupational Therapy. There is access to an independent speech and language via the SENDCo. We can also access Early Help for families where children may be referred to Young Healthy Minds or Project Salus. We can also access CYPMHS (Child and Young people Mental Health Service), where needed.

How are the Teachers and Teaching Assistants in school helped to work with children with SEND and what training do they have?

- In recent years, relevant support staff have had training in Autism Awareness and Sensory Circuits as well as outside training for Autism, Attachment and Emotional Mental Health.

- We have various staff that are trained to work with children on their gross motor skills development as well as fine motor skill development.

- Some TAs have received Makaton training, Speech and Language training, Infant Language and Speech Link, Social Stories and Visual Timetables, Communicate in Print and working with 1-1 pupils who have challenging behaviour.



- Senior Leaders and other relevant members of staff have been trained in de-escalation and positive handling, (wherever this method is used any incidents are recorded in detail.) This approach is only used when the safety of the child is at risk.

Training and CPD is highly regarded at Sunny Bank Primary School and is seen as an ongoing process and updated when and where needed depending on the needs of our current training and the experience of any of our staff members, including Teachers and TA's.

How will the teaching be adapted for my child with SEND?

Our school understands the importance of adaptation in enabling children to access the curriculum depending upon their needs. Obviously, it is dependent on the individual child's particular/specific needs, as well as the funding given to support the child, as to how best children can access the curriculum. This is often done through class differentiation, discreet group support (both inside and outside of classes) and through Class Teacher support, Teaching Assistant support and one-to-one support where applicable. The curriculum will be adapted, where is required, as will the learning environment. It is important to make such changes in order for children to fully benefit from the broad and balanced curriculum offered at Sunny Bank Primary School.

How is Sunny Bank Primary School's environment accessible to children with SEND?

- We ensure the school is fully compliant with DDA requirements.
- The school is on one site. The main school provision is a brand new building with double doors and a lift which can be easily accessed.
- There are disabled toilets located in each building.
 - There is an Evacuchair on the first floor of the new block for use in an emergency vacation. 3 members of staff are trained in it's use.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Breakfast Club before school is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- As our ethos is to be fully inclusive for all children attending our school, we believe it is important to treat children with disabilities in the same way as every other child in our care. Education and generating understanding surrounding needs and difference is important for young people and such learning is offered through our PSHE lessons across the school.



How will my child be included in activities outside the classroom, including physical activities and school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips.
- We will provide the necessary support to ensure that his is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- The school provides extended services in the form of a free Breakfast Club and free After-School Club. A variety of other school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible. Some children find the lunchtime period particularly challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. We have a lunchtime provision designated for this purpose, called The Nest. It is supervised daily by our Pastoral Manager.

What support will there be for my child's overall well-being?

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being and involvement. As a nurturing school, all of our vulnerable pupils are known to staff.

- The Class Teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- The SENDCo, the FLO and the Pastoral Manager at Sunny Bank Primary School are able to offer support to both parents and children regarding their social and emotional well-being.
- Class Teachers have the opportunity to raise their concerns on a SEN referral form which is sent to the SENDCo. This may result in a referral to a particular agency outside of school e.g. Specialist Teacher Service, Child Paediatrician. Speech and Language Therapy Team, as mentioned previously in this report.
- Attendance is routinely monitored by our Attendance Officer, Lisa Newbury. Lateness and absence are recorded and reported to the Head of School and Governing Body. We work closely with the Education Welfare Officer to monitor and respond to issues with attendance and again those on the SEND register are included within this process. Weekly attendance awards are given out to classes in the form of our Attendance Lion and to individuals being awarded with a certificate termly, along with stationery and lucky dip prizes. We also provide weekly and termly challenges for attendance. Our FLO, Lisa Newbury oversees all of this.

- We have a Behaviour and Exclusions Policy that all adults and pupils follow in school. If a child is at risk of exclusion a Pastoral Support Plan (PSP) is written with the parents and child to identify the specific issues and reflect the relevant support and targets in place. We use a restorative justice approach and after any serious behaviour incidents we will inform you about what has happened. We would then expect a child to reflect on their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.



How does the school manage the administration of medicines and personal care?

- The school has a policy regarding the administration and managing of medicines (Supporting Pupils with Medical Conditions Policy)
- Parents need to contact the School Office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must then be completed by the parent and medicines handed into and collected from the school office.
- As a staff we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.
- We have 9 qualified First Aid staff and 7 qualified Paediatric First Aid trained staff.

How will we support your child when they are leaving, transferring from another school or setting or moving up into a new class?

We recognise that transitions can be challenging for a child with SEND, and we take appropriate steps to ensure that any transition is as smooth as possible.

- We encourage all new children to visit the school prior to starting.
- We can create 'Social Stories' with/for children if transition is likely to prove challenging.
- Extra transition days.
- Sharing of documentation surrounding the child.
- Liaison via email and telephone calls between new/current school.

If your child is joining us from another setting (including pre-school):

- The SENDCo will contact pre-schools with the Early Years team when appropriate.
- If your child would be helped by a book to support them in understanding moving on, then one will be made for them, with the support from Early Years Specialist Teacher Service and from you as parents.
- Your child in the Early Years will be invited to a Teddy Bear's Picnic session during the summer term for both parents and children, prior to them starting in September.
- For children moving from another school in-year we ensure through support from our Pastoral Manager that we settle these children very quickly. This includes a walk around the school prior to them starting with a senior member of staff.

If your child is moving to another school:

- We will ensure that all records about your child are passed on.
- We will ensure that the next school is aware of any particular needs of your child.

In Year 6:

- The SENDCo, PM and Year 6 staff will discuss the specific needs of your children with staff from the secondary schools, (often the SENDCo or Pastoral Manager).
- Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary school stage of education. At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits to support smooth transition.

When moving classes in school:

- We recognise that transition for all children can prove to be an anxious time and particularly for our vulnerable children.
- A planning meeting between staff will take place. Class Provision Plans, Personalised Plans and Education and Healthcare Plans will be shared with new staff.
- Children will spend 2 days in the second half of the summer term in their new classes to aid a smooth transition.
- Vulnerable children will have Social Stories and a personalised transition booklet prepared and shared with them and these children will be encouraged to touch base with the next Teacher e.g. taking a message to them or showing their good work to the next Teacher. Careful planning is always completed for a smooth transition.

What support do we have for you as a parent of a child with SEND and who can I contact for further information?

- The first point of contact would be your child's Class Teacher to share your concerns.

•You could also speak to the PM (Pastoral Manager) the FLO (Family Liaison Officer), the SENDCo or our Assistant Headteacher, Mrs Johnson.

•Look at our Special Educational Needs and Disabilities Policy on our website and join termly SEND/AEN parent support group sessions.

•Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: IASK on Facebook

The local authority's local offer is published on the Kelsi website and on the Sunny Bank website.

Parents without internet access should make an appointment with the SENDCo for support to gain the information they require.



Contact Details

SENCo: Joanne Akrill

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Trust SENCo: Felicity Walsh

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FLO: Lisa Newbury

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PM: Kelly Loughnane

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