



*A school where every child can* 

# Kirk Langley CE Primary School

**Philippians 4:13 – "I can do all things through Christ who strengthens me."**

- *This verse can inspire both pupils and educators, reminding everyone that, with support and faith, individuals can overcome challenges and achieve their potential, no matter what obstacles they may face.*

# Special Educational Needs and Disability (SEND) Frequency Asked Questions.

A pupil is defined as having a Special Educational Need and/or Disability (SEND) if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.
- The support of external agencies.

## **What kinds of special educational needs does the school provide for?**

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort and progress as much as achievement.

We refer to the term "Special Educational Needs" if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning.
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

At Kirk Langley Church of England Primary School, we look at the individual child and tailor the provision in order that no child is left behind.

We continually "assess review do" in order to ensure that children continue to make good progress.

Additional and/or different provision may be made in school for children with a range of needs, including:

- Communication and Interaction – autistic spectrum condition, Asperger's Syndrome, selective mutism, speech and language difficulties.
- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder.
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy.

### **How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

As a school, we discuss the needs of the child after Assess, Review, Do.

This means all children start with quality first teaching.

If there are still barriers to learning, we seek advice within the school setting.

If we feel the children's needs are still not being met we collaborate with the parents and make informed decisions as to their special educational needs. All decisions are in collaboration with the staff and parents/carers in a partnership.

### **How will both you and I know how my child is doing?**

We will have a plan in place and have regular meetings. Here targets will be set to further the child's progress in all areas of the curriculum. At each meeting, previous targets will be reviewed and new targets will be set.

### **How will the curriculum be matched to my child person's needs?**

We have high expectations at Kirk Langley and no child is left behind, so they receive the same curriculum as their peers however it has adaptations so that the children with SEND can meet the same learning objectives.

### **How will school staff support my child?**

This is based on the needs of the child. It might be done through adaptive teaching, support, interventions or additional support. It might be done by sensory breaks or physical literacy. When SEND review meetings are carried out, the support will be discussed and targets set.

All adults in school are motivated to help your child do well. Whilst class teachers have responsibility for their children's learning, they work closely with the leadership team. The way in which we support children varies according to their needs and the provision available; sometimes just a short targeted intervention is needed to close the gap in their learning.

Sometimes we need advice from agencies outside school; parental permission is needed for this. With parent's agreement this could include contact with agencies such as Speech and Language Therapy, Behaviour Support Team, The Educational Psychology

service, Child and Mental Health Service (CAMHS) as well as many others.

Where pupil's needs are complex and need long-term outside-agency involvement, a Statutory Assessment may be requested which could lead to an 'Education, Health and Care Plan,' (EHCP), being granted.

### **How is the decision made about what type and how much support my child will receive?**

If a child is not making enough progress, a graduated response is required.

The school will put in the necessary additional support as well as adjusting the work further.

The class teacher is best placed to know if there are any concerns regarding the child and will speak to the SENCO to discuss next steps.

The class teacher and SENCO will carefully monitor progress.

If the child continues to make insufficient progress then the class teacher and SENCO will make the decision for that child to access relevant interventions.

Should a child continue to need support, an individual plan will be drawn up to ensure all learning needs are met. The type and level of support will be discussed with parents as regularly as necessary. This may vary from child to child. We always aim to work in partnership with parents to achieve the best possible outcomes for all pupils.

This will continue to be discussed at review meetings.

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

Extra-curricular activities are accessible for all children including those with SEND. All children have equal opportunities to go on school trips and risk assessments are carried out to any off-site activity.

The school will review any specific need on a case by case basis to accommodate a child's needs even after reasonable adjustments. Teachers will consider the abilities of all children involved when planning school trips. Concerns from parents and children will be taken into account and, wherever possible, mitigated.

### **What support will there be for my child's overall wellbeing?**

At Kirk Langley Church of England Primary School we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events.

We have a caring ethos built around Christian Values and British Values and are an inclusive school; we welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being. When children thrive and feel safe and secure they will be more successful in their learning.

### **What training have the staff supporting children with SEND had?**

All staff are trained to deal with a range of SEND types. The SENCO has the National Award for Special Educational Needs Co-ordination.

### **How accessible is the school environment?**

All classrooms are at ground level or there are ramps.

### **How are parents and young people themselves involved in the school?**

At Kirk Langley Church of England Primary School, we have Community as one of our core Christian values. The children are nominated onto the school council or eco council. Parents are invited to a range of events including Acts of Collective Worship in St Michael's Church, our Annual Pancake Race and Sports' Day.

### **How do you involve other agencies in meeting the needs of children with SEND and in supporting families?**

Where necessary, outside agencies come in to support the child with their specific needs. They advise the teachers and parents who work collaboratively to do what is best for the child.

## **Who can I contact for further information?**

[wmayes@kirklangley.derbyshire.sch.uk](mailto:wmayes@kirklangley.derbyshire.sch.uk) or [info@kirklangley.derbyshire.sch.uk](mailto:info@kirklangley.derbyshire.sch.uk)

**How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

## **How will the school support my child in starting school and moving on?**

Starting school:

- Visits to previous setting
- Liaison with staff from previous setting
- Visit to school
- Parent sessions / meetings
- Sharing information records

When moving classes in school:

- Information will be passed on to the new class teacher and a planning / transition meeting will take place in the summer term.
- The new class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes.
- Some children benefit from having photographs or a 'passport' to support them in understanding moving to a new class/school this can be made with them so that they can keep referring to it. In Year 6:
- The Class Teacher and SENDCO will discuss the specific needs of your child with the SENDCO of the child's secondary school. In some cases, a transition review meeting, to which you will be invited, will take place with the SENDCO from the new school.
- As well as the arranged transition days, if your child requires additional visits, this can be arranged. On some occasions, the staff from the new school will visit your child while they are at the Kirk Langley Church of England Primary School.

## **What other support is available?**

Please visit <https://www.localoffer.derbyshire.gov.uk/home.aspx>