

Khalsa Primary School – Southall



Special Educational Needs (SEN) Information Report

Committee with oversight for this policy – Teaching & Learning	
Policy to be approved by the Full Governing Body	
Policy last reviewed by the Teaching & Learning Committee	20/04/2015
Policy last ratified and adopted by Full Governing Body	20/04/2015
Policy / Document due for review	April 2017

SEN Information Report for Khalsa Primary School

- in accordance with section 65(3) of the Children and families Act 2014

Contents

Our approach to teaching children with SEN
1. What kinds of needs can be supported at our school?
2. Who can I talk to about my child's needs?
3. How are children's needs identified?
4. How do we work in partnership with parents of children with SEN?
5. How do we enable children with SEN to make decisions about their education?
6. How do we help children when they move to our school?
7. How do we help children when they move to another school?
8. How do we help children when they move between classes and /or phases of education?
9. How are adaptations made to the school to help children with SEN?
10. What skills and training do our staff have?
11. Do the school staff work with other agencies/ services?
12. How do we support the emotional and social development of all our children?
13. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

Our approach to teaching children with SEN

At Khalsa Primary School, children are at the centre of everything we do and we aim for excellence in everything.

We are focused on rising above the ordinary by developing an education which can transform lives and communities. Inspired by our Sikh faith we want each child to reach their full potential in spirit, heart, mind and body.

We are determined to provide an inclusive ethos where pupils are happy, safe and secure. We want our pupils to strive for continuous self-improvement in all aspects and be empowered to become respected citizens to enable them to make valuable contributions locally, nationally and globally.

We are committed to ensuring that our pupils are:

Kind, caring citizens who help others (Vand Ke Shakna)

Happy and safe children who remember God in all that they do (Naam Japna)

Ambitious children who are keen to work hard and aim high (Kirat Karna)

Life-long learners who believe in equality and inclusion

Spiritually aware children who are aware of their social responsibilities in the wider world and respect others beliefs

Articulate individuals who illustrate and practice their faith in an inspiring, compassionate and creative manner

We will achieve our aims by:

- Providing a high standard of teaching and learning which is focused on high levels of achievement for all pupils.
- Providing a broad, balanced curriculum, which is underpinned with the three tenets of the Sikh faith.
- Providing opportunities for pupils to demonstrate responsibility and leadership at many levels.
- Providing a safe and stimulating environment which is conducive to outstanding learning and teaching and allows pupils and staff to celebrate their success.
- Ensuring that all stakeholders are part of the school community which is inclusive and based on respect.
- Developing strong partnerships between home, school and community with the aim of building success for all our children.
- Ensuring that the school maintains its place at the centre of the community and is viewed with a sense of pride by all who recognise that the future of our community and society at large rests in the investment we make in our children.

1. What kinds of needs can be supported at our school?

Children with every type of need are supported in our school and we make best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood.

2. Who can I talk to about my child's needs?

- Class teacher
- SENCO
- Key Stage phase leaders

3. How are children's needs identified?

All children are different so at Khalsa Primary School we spend time identifying the needs of all children, whether they have a special educational need or not, before they enter school and throughout their school life.

How are children's needs identified before they start at our school?

As soon as we know that a child will definitely be attending our school we start to find out more about them, so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

- Completion of Pupil Additional Needs form
- Parent information meetings
- Work with previous schools or educational settings
- School or class visits before children start
- Home visits
- Talking to or reports from other professionals

How are children's needs identified when they are at our school?

By pupils telling us

- Talking to staff
- Circle time
- Feedback in books

By parents telling us

- Informally talking to staff
- Parents evenings
- Formal/ arranged meetings with staff
- Providing written reports/ information

By teachers' discussions, observations and using assessments

All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil termly, in order to ensure that all pupils are making good progress and will achieve their targets.

Regular staff meetings to discuss SEN are held when information is shared with staff and teachers can discuss concerns and consult others for advice.

Other information

We might also use other sources of information to ensure pupils are happy, making good progress and do not need any other support.

- Analysis of behaviour logs.
- Analysis of welfare logs.
- Pastoral records.

During a review of progress

Review meetings happen termly.

For pupils with Statements of SEN or Education, Health and Care plans (EHC Plan), meetings will be led by the SENCO with children, parents, support staff and teachers where possible.

For pupils with SEN Support teachers will lead termly meetings with parents and pupils.

4. How do we work in partnership with parents of children with SEN?

We make every effort to work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents of children with SEN is even more important so we do the following things:

- Communicate regularly and informally through phone calls or letters and informal chats at the end of the school day.
- Parents can make appointments to see class teachers and SENCO when they are concerned and would like a longer discussion.
- Termly parents meetings allow for discussion, identification of needs and desired outcomes to be decided.
- The progress a child with SEN will be recorded in their annual report.
- For any child with a statement or EHC Plan and some children with more complex SEN the school will work with parents and children to draw up a 'one page profile' that describes the child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Provide parents with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.
- Hold an Annual Review for any child with a statement or EHC Plan.

5. How do we enable children with SEN to make decisions about their education?

We encourage all children, including those with SEN, to make decisions about their education. All children at age appropriate levels are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:

- Asking questions in lessons
- Asking questions/making comments in books
- Setting targets
- At termly reviews

Children with SEN support

In addition, children with SEN support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become better prepared for adulthood. These outcomes are decided with pupils and parents during termly review meetings. The outcomes and additional support needed to help the children achieve them are recorded termly using IEPs. Class teachers will give parents and children a copy of the plan within two weeks of finalisation. A date for reviewing the success of these plans will be set and should happen at least termly. Please make sure that you come to the meeting with your child as this is the best way we can work together with you. If you need help to attend the meeting (e.g. a translator) please let us know, so we can try to find one.

Children with a statement or EHC Plan

Once per year, in place of a termly review we hold an Annual Review meeting. We work with the parents and pupils and invite all the professionals needed in order to review the progress made against the outcomes in the statement or EHC Plan. We aim to include the children's views in this meeting as much as possible. Staff work with pupils and parents to develop an 'All about me' presentation or an up to date 'one page profile' that is presented at the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults' involved and important information about their happiness and aims in life. Children can attend the whole of the Annual Review meeting if they wish – or just state their views.

6. How do we help children when they move to our school?

Before any child moves school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school and see their classroom.

Once we know that a child has SEN we will meet with parents to decide on the desired outcomes we are working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed some plans may detail a 'transition plan' to help a child settle into school easily and happily. The transition should only take a short amount of time and will be decided upon during the initial meeting.

If appropriate a 'one page profile' can be drawn up to communicate to staff exactly how to help your child and explain what we are all working toward.

7. How do we help children when they move to another school?

Whenever any child moves to another school we always pass on school records to a new school.

If a child has SEN we also:

- Pass on SEN records to the new school including SEN support plans or statement/EHC Plans and 'one page profiles'.
- Liaise with the SENCO of the new school to clarify any information necessary.
- If needed we can include suggested ways to support a child to ensure they settle quickly in their new school (e.g. through their SEN support plan or statement/EHC Plan. For example we may organise some extra visits to the school or do some work to help prepare them for transition – e.g. drawing maps of the new school and/or working on a new one page profile for the new school).
- If possible we invite the new school to the last review of a child with a statement/EHC Plan and a transition plan can be set up as part of this meeting.

8. How do we help children when they move between classes and /or phases of education?

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All plans will be shared with the new teacher.
- Children will be able to visit their new class session.
- A moving on book may be made to help your child in this process.

9. How are adaptations made to the school to help children with SEN?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- We run the following interventions to support learning:
 - Speech and language groups
 - Talking partners
 - Catch up maths
 - Talking maths
 - Social skills groups (Circle of Friends, Circle Time, PALs)
 - Targeted sessions

10. What skills and training do our staff have?

	Training completed	Staff members
All staff	<ul style="list-style-type: none"> • Introduction to speech and language needs • Improving SEN Provision (new CoP, provision mapping, impact of provision) 	
Teaching assistants	<p><i>We have a number of skilled teaching assistants who support children with SEN</i></p> <p><i>A range of staff of trained in the following areas:</i></p> <ul style="list-style-type: none"> • SLT programmes • Catch up literacy • Talking partners • Talking maths • Catch up Maths • Social skills • Circle time • Circle of Friends • PALS • Makaton • Positive behaviour management 	
Teachers	<ul style="list-style-type: none"> • Social skills in the classroom • SLT in the classroom • Bilingual children in the classroom • Behaviour management 	
SENCO	<ul style="list-style-type: none"> • NASENCo accreditation • Catch up Literacy • Catch up Maths • Talking partners • ECAR • Some SLT programmes 	

11. Do the school staff work with other agencies/ services?

The school works with lots of different agencies and professionals to support children's needs. These are some we have worked with this year:

- Speech and Language Therapy Service
- Occupational Therapy Service
- Educational Psychology Service
- School Nursing Service
- Social Services
- SAFE Team (Supportive Action for Families in Ealing)
- Special Educational Needs Service
- Outreach workers from Special needs schools
- Primary Behaviour Service

http://www.ealing.gov.uk/info/200994/special_educational_needs_and_disability

12. How do we support the emotional and social development of all our children?

The schools' positive behaviour management policy can be found on the website

We also teach children strategies to help them socially and emotionally in the following lessons.

- PSHE
- Circle time
- Assemblies
- Small group interventions such as 'PALS' or social skills

Where needed we also support children's social and emotional development through the use of targeted, coping strategies. This school uses therapeutic support through:

- Primary Behaviour Service

13. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

All schools check the quality of the support for each child and report the effectiveness of provision to the governors.

But if you are concerned at any time please contact the school in this order:

- Class teacher
- Key Stage leaders
- SENCO
- Head teacher
- Chair of Governors

The school's complaints policy can be found on the school's website

[SEN information sheet](#)