

Kentmere Academy and Nursery

Kentmere Academy
Local Offer for
children and young
people with SEND

2018-2019



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How we identify individual special educational learning needs.

- ❖ When pupils have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting.
- ❖ If you tell us you think your child has a SEND we will discuss this with you and check it out (see next point) – we will share with you what we find and agree with you what we will do next and what you can do to help your child
- ❖ If our staff think that your child has a SEND this may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions for example. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty. (what is happening and why)
- ❖ We will look for patterns in behaviour and triggers which may cause it.

How we involve pupils and their parents/carers in identifying SEN and planning to meet them.

- ❖ We are child and family centred, so you can expect “no decision about me without me” as far as this is possible.
- ❖ When we assess SEN, we discuss if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- ❖ We use homework to repeat and practice activities that are new and presenting a challenge to a pupil, where appropriate.
- ❖ We operate an open door policy-staff are happy to arrange meetings to discuss your child’s needs at any time.

How we adapt the curriculum so that we meet SEN.

- ❖ All our staff are trained to make materials and ‘work’ easier or more challenging so that every child is able to learn at their level.
- ❖ Learning is differentiated for all children, and booster or nurture groups are devised to meet the needs of specific children, where appropriate.
- ❖ We use additional schemes/materials so that we have something at the right level for pupils with SEN. We use precision monitoring, Lego Therapy, Clicker 6 and a range of different interventions.

How we modify teaching approaches

- ❖ All our staff have been trained, so that we are able to adapt to a range of SEN:- specific learning difficulties (including dyslexia); ASD; speech, language and communication needs; and behavioural, social and emotional difficulties.
- ❖ We are an ASD friendly school.
- ❖ We use a number of approaches to teaching.
- ❖ We have an in-house Speech and Language Therapist and a Speech and Language Therapy Assistant.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)

- ❖ We use IEP and Learning Journeys to assess progress that is in smaller steps and at a slower pace than the usual National Curriculum.
- ❖ All children with SEND have provision provided for them. This provision is tracked by teachers and the Inclusion Manager, using class provision maps.
- ❖ We regularly use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating).
- ❖ We check how well a pupil understands and makes progress in each lesson, using AFL techniques.
- ❖ Our senior leadership team check the progress of pupils every term (more often if progress is slow) and we discuss what we are doing to make sure pupils make good progress (is there anything else we can do?) The inclusion manager attends pupil progress meetings and suggests interventions and support that could be offered to children who have not made the expected progress.
- ❖ All teaching staff are involved in conducting Pupil Progress meetings on a termly basis.
- ❖ For pupils with SEN, teachers discuss progress with parents every term, or more often if we believe this is appropriate.
- ❖ We celebrate progress in other areas such as emotional and social progress.

What equipment or resources we use to give extra support.

- ❖ We use visual timetables; tangle toys; laptops (Including Clicker); coloured overlays; enlarged texts; countdown timers for pupils who need it, 5-point scales.
- ❖ We use an FM system for hearing impaired children.
- ❖ We use iPads for various purposes.
- ❖ Sensory snack boxes in every classroom.
- ❖ Sensory room available for all children.
- ❖ We use equipment which aids seating and the process of writing, e.g. wobble cushions, pencil grips, specialist rulers, jenk chairs, etc.
- ❖ We have a TA whose role is Inclusion Support, this allows us to offer interventions such as Lego Therapy, Toe by Toe and vocabulary boosters.
- ❖ We offer a stress busting workshops and train children to become 'stress busters'.
- ❖ We purchase additional Educational Psychology sessions to provide support for children who require it.
- ❖ We have an additional teacher in every phase to reduce class sizes.

What extra support we bring in to help us meet SEN:- services; expertise

How we work together collaboratively

- ❖ We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; behaviour related needs; severe learning difficulties; autism)
- ❖ We get support from local authority services.
- ❖ Our 'more able' children have boosters to stretch and challenge them.
- ❖ We have specialist teacher support from RANS (Rochdale Additional Needs) and Healthy Young Minds.
- ❖ We are supported by our in-house Speech and Language Therapist (SaLT) to train our staff and provide advice on strategies and programmes. We have a Speech and Language Assistant who conducts programmes with highlighted children on a daily basis.
- ❖ We ask for support from Occupational Therapy, Physio Therapy and the Educational Physiologist for pupils who need assessment for special seating, assistance with fine motor skills, sensory impairments and specialist assessment.

- ❖ Together we review the pupil's progress; agree what everyone will do to make teaching more effective, learning easier and our target for the pupil's achievement. We plan how we will work together and what each agency will do. At an agreed date, we will review how well the pupil is doing and if we are making a difference and what we need to do next. We include the pupil and the parent in these discussions

What other activities are available for pupils with SEN in addition to the curriculum

- ❖ We have a number of before and after school activities, and strive to involve all children, where this is appropriate. We provide additional support if it is needed.
- ❖ We have regular educational visits throughout the year and a residential visit in year 6. Pupils with SEND are always included in these. We provide TAs to support their full involvement. We choose visits that are accessible to all and ensure full Risk Assessments are completed to ensure activities are suitable for all pupils.

How we support pupils in their transition into our school and when they leave us

- ❖ Home visits are conducted on all children who begin Kentmere in Nursery or Reception. All parents and children are invited to information meetings, which inform both parents and carers about daily routines, timetables and procedures that are specific to our school. All children are offered transition sessions before starting in the Foundation stage.
- ❖ Foundation Stage staff meet with other pre-school settings to gather information about children who are due to start school. Any children with specific SEN needs, will have additional transitional meetings to ensure as much information is received about specific needs.
- ❖ Any families who arrive at Kentmere mid-year, or not in the Foundation Stage, are given a tour of the school by a member of the Senior Leadership Team (SLT). An admissions pack is given to the family, along with an information booklet about the school. The SLT are on hand to answer any questions the family may have.
- ❖ Any agencies involved with new arrivals, will meet to share information and discuss specific needs.
- ❖ School staff will seek help from any agency they deem appropriate, in either identifying specific needs, or supporting the identified need.
- ❖ Our Inclusion Manager meets with class teachers to discuss specific needs and support termly (during IEP clinics and pupil progress meetings).
- ❖ All children visit their next teacher, in a Transition Day in the summer term. All children with SEND, will receive a Transition Book, which provides photographs to explain the information needed regarding the next school year.
- ❖ All children who leave Kentmere for High School are given Transition Days with their new school. All High School teachers are invited to attend the Annual Review in Year 6. Any child with a specific need will be offered additional visits to High School, to ensure a smooth transition.
- ❖ High School staff are invited to visit the Year 6 children in their current setting, in order to gain a deeper understanding of their everyday needs and abilities

How additional funding works

- ❖ Schools receive funding for all SEN pupils and they provide what pupils need from this (including equipment). The local authority may contribute to items through 'top up' if costs are excessive
- ❖ If a pupil's EHCP identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a

say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan

Where pupils can get extra support

- ❖ Your views are important and it is important that people listen to them and that you are satisfied with what happens. We have a school council within school, where children are encouraged to share their views and ideas with staff.
- ❖ All of our classrooms have a sunshine box, where pupils can write a note to their teacher if something is on their mind.

Where parents/carers can get extra support

- ❖ There are a number of parent support groups
The Parent/Carer forum is called Family Voice. This is an umbrella organisation for all organisations in Rochdale. They can provide information, training and support. They are involved in policy and decision making at the level where we are working on all things at 'Rochdale' level-

[Click here to view information about the Rochdale Parents Forum](#)

What to do if you are not satisfied with a decision or what is happening (for parents)

- ❖ Your first point of contact is always the person responsible – this may be the class teacher, the SENCo or the Head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Head teacher, then ask for the school governor representative.
- ❖ If you do not feel the issues have been resolved, you will need to follow the school's complaint procedure, a copy of which can be found on the school website.
If your concern is with the local authority, follow a similar path by contacting: SEN Assessment Team, Number One Riverside, Smith Street, Rochdale OL16 1XU. Tel: 01706 925981. Email: SEN@rochdale.gov.uk
- ❖ The local authority has a panel of senior managers who consider unresolved issues – we call this the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with.
- ❖ The Parent Partnership Service provide independent information and advice: [Click here to access information regarding The Parent Partnership Service](#)