



Canterbury Road Primary School

Special Education Needs (SEN) Information Report

2022

Canterbury Road Primary, we strongly believe that every child has the right to a high-quality educational provision that will ensure they achieve in all aspects of their development – academically, socially and emotionally. We are a fully inclusive school and always view children as individuals as we strive toward giving them the educational experiences that suit their needs and equip them with the skills and knowledge that will allow them to get the best out of their education.

The kinds of SEN that are provided for the four broad 'areas of need' are:

- **Communication and Interaction.** This includes children with Autistic Spectrum Condition (ASC), Speech and Language difficulties, Developmental Language Disorder (DLD), Selective Mutism.
- **Cognition and Learning.** Such as a learning delay, Dyslexia, Memory and Processing difficulties.
- **Social, Emotional and Mental Health Difficulties** Includes Attention Deficit Hyperactivity Disorder (ADHD), Selective Mutism, Autistic Spectrum Condition (ASC), Anxiety disorders, Low mood, Attachment disorder
- **Sensory and Physical Needs.** Visual impairments, Sensory Processing difficulties, Visual Stress Disorder, Fine and Gross Motor difficulties.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Lisa Coldwell (SENCO).

1. How does Canterbury Road assess the progress of pupils and what would they do if my child was falling behind?

- We assess all pupils in Reception using Speech and Language Link and will discuss with parents any areas of weakness.
- Progress in Year 1 is assessed using National phonics test and we will discuss with parents any areas of weakness that would necessitate retesting in Year 2.
- Progress in Year 2 will continue to be assessed against National targets at Key Stage 1.
- Progress in Year 6 is assessed against National targets at Key Stage 2.
- Progress in all year groups is assessed 6 times a year and discussed at Pupil Progress meetings. Pupil Progress meetings are discussions about every child's progress, attainment and wellbeing.
- Class teachers will use assessment, discussion and more importantly observation to identify areas of concern.
- We will discuss with parents any pupils who are identified as not making sufficient progress and the intervention programme created; tailored to meet their specific needs.

2. How accessible is Canterbury Road's environment?

- Canterbury Road is easily accessible for children with a disability.
- The entrance hall has a wide door and ramp to allow for wheelchair access.
- Disabled badge holders are able to park in the school car park.
- Canterbury Road has a disabled toilet/care suite.

3. Where can I find information about Canterbury Road's approach to pupils with SEN?

- Canterbury Road's prospectus
- Canterbury Road's SEN policy.

- Further information can be found from the school's latest Ofsted report. Links are provided below:

Policies: www.canterbury-road.kent.sch.uk

Ofsted Report: <https://www.canterbury-road.kent.sch.uk/ofsted-2019/>

4. Who is the person responsible for children with SEN?

- Class teachers have responsibility for children with SEN in their class.
- The SENCO (Special Education Needs Co-ordinator) is the person responsible for ensuring support meets the needs of the children.
- The SENCO can provide support and advice to teachers and parents.

5. How do I contact the person responsible for SEN or arrange to meet them?

- Mrs Coldwell our SENCO can be contacted by telephone 01795 423818
- Or via email office@canterbury-road.kent.sch.uk .
- Or leave a message or sign up for an appointment at the school office.

6. What training or specialist expertise does your staff have around SEN?

- At Canterbury Road staff are trained to provide a variety of specialist support such as speech and language. Staff are also trained in some of the following areas, Positive Handling, Paediatric First Aid, Little Wandle, ADHD and Autism, Language Through Colour, Precision Teaching, Clicker 8, Pre-Teaching Vocabulary, Youth and Mental Health First Aider, Drawing and Talking Practitioner and Emotional Literacy Support Assistant (ELSA)
- Mrs Coldwell, who is a qualified teacher, completed the National Award for SEND Coordination in 2016 and is also trained dyslexia assessor.
- Where a training need is identified and the expertise not present, Canterbury Road is committed to ensuring that the training gap is promptly addressed.

7. What support can Canterbury Road's provide for children with SEN?

All pupils will be provided with Quality First Teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include

- Classroom observation by the senior leadership team, subject leaders, the SENCO, external verifiers.
- Ongoing assessment of progress made by pupils with SEND.
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
- Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

When providing support that is “additional to” or “different from” we engage in a four-stage process:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCO in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based

interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.

3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that consider parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

Canterbury Road adheres to the following inclusive principles:

- Staff value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school.
- There is flexibility in our approach in order to find the best provision for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

8. What further external support can Canterbury Road access and when would this happen?

- Canterbury Road has access to several external agencies that can provide additional support such as a private Speech and Language therapist (Speech4Schools), counselling or play therapy.

- We have access to the Specialist Teaching and Learning service via the Local
- Inclusion Forum Team (LIFT) meetings
- Where a need has been identified by the school or parents, the SENCO will seek advice and support from the appropriate agency in order to meet the needs of the child.
- There is a link at the end of this document to Kent's Local Offer, Kent Special Education Needs (SEN) Information Report.

9. Who can I contact to provide additional advice and support for my family?

- Additional advice may be obtained from the school's Family Liaison Officer (FLO) Debbie Gallier in person Monday- Friday or by telephone 01795 423818.
- Or via email office@canterbury-road.kent.sch.uk
- Or leave a message or sign up for an appointment at the school office.
- If you require additional support you may contact Mrs S Shepherd who is our SEN Governor. office@canterbury-road.kent.sch.uk

10. How are parents/carers and children with SEN supported to share their views and concerns and work alongside Canterbury Road?

Canterbury Road has a variety of ways to allow parents/carers to share their views and concerns.

- Teachers endeavour to be available at the end of the school day if parents/carers wish to discuss their child.
- Or parents can make an appointment on a signup sheet at the office to meet with either Class Teacher or the SENCO.
- Or a Home-School link book can be provided.
- Canterbury Road offers parent consultations three times a year.

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

We recognise that some children have extra social and emotional needs that need to be developed and nurtured. All classes follow a structured PHSE curriculum to support this development. For those children who need extra support we have a full time Learning Mentor who can support a child's wellbeing in class, or on a 1:1 basis working on self-esteem, confidence building, friendship issues and other issues such as bereavement.

The Learning Mentor is also trained in Youth Mental Health First Aid, she is a Drawing and Talking Practitioner, and a qualified Emotional Literacy Support Assistant.

In addition to the Learning Mentor we also have members of staff such as the Family Liaison Officer (Debbie), class teachers, teaching assistants, SENCO and Headteacher being readily available for children who wish to discuss issues and concerns.

Other support includes:-

- Emotional Literacy, friendship skills or social skills groups run in the course of the year.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- Advice, guidance and mentoring support from external professionals and agencies such as Time to Talk.
- Play therapy.
- Referral to external agencies and professionals, such as Kent Children and young people mental health service (CHYMPS).

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the same rules are applied.

12. How is the decision made about what type and how much support my child/young person will receive?

The school budget received from Kent County Council LA, includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. Where the needs of a pupil are more complex, we would then consider additional support through High Needs Funding. This is top up funding from the Local Authority where a child has significant and complex needs.

13. If I am not happy with the provision at Canterbury Road, how can I share my concerns or make a complaint?

•If you are not happy with the SEN provision at Canterbury Road, please contact the class teacher, the SENCO or the Headteacher to share your concerns.

•If you wish to make a complaint about Canterbury Road please direct your grievance to the school's chair of governors, Mrs Glanville. The complaint form is available from the school office.

14. Where can I find information about the Local Authority's Local Offer for children with SEN and their family?

There are a wide variety of sources of information for parents available online. This includes the 'local offer' for Kent which will give you a great deal of information regarding the services available locally. A link is provided below:

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

We hope that you have found this information useful and that you feel confident to approach the school to discuss any need you feel your child may have so that we can provide them with the best possible support available.