



## **SEN Offer and Information Report**

Approved by the  
Local Governing Body  
September 2023

Next review  
September 2024



## **Arrangements to Meet the Needs of Pupils with Special Educational Needs and Disabilities**

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs and disability. There is a shared expectation that all pupils, regardless of their specific needs, will benefit from inclusive teaching which will enable them to make the best possible progress in school, ensure they can actively participate in the wider aspects of school life and support readiness for the next phase of education and /or preparation for adulthood.

At Kenley Primary School, we work hard to offer a nurturing and stimulating environment to help every child achieve their full potential. We do this by taking account of pupils' varied life experiences and needs.

We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude, and well-being of every child matters, and inclusion is the responsibility of every person within the school community.

Special Educational Needs and Disability (SEND)

**We refer to the Term “Special Educational Needs” if a child:**

- 1.Has significant difficulty in learning in one or more areas of learning.
2. Has a disability, which prevents or hinders him or her from making use of educational facilities, of a kind generally provided in schools within the Local Authority for children of a similar age.

**The difficulty or disability may relate to:**

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

## **How are Children with Special Educational Needs Identified?**

- When children have a Special Educational Need or Disability (SEND) before they start our school, we work with the people who already know them and use the information already available to identify what their needs will be in our school setting.

- If you are worried about your child, please discuss your concerns with your child's class teacher, by asking for a meeting with them. The class teacher may then speak with the SENCO to seek further advice
- If a teacher is concerned about a child, they will discuss the issues with you and implement ways of working together to support your child.
- Where a child continues to make little or no progress, despite support matched to the child's need, Special Educational Needs support is then put in place.
- Difficulties with social and emotional wellbeing may also trigger a need for additional support

## Accessibility

Though our building is of a traditional style, we work hard to facilitate specific practical needs.

Some pupils may require specific arrangements within their classroom; they may need a particular type of chair or table, a writing slope, cushion, footstool, standing desk or pencil grip.

We work with the Occupational Therapy Service, Physiotherapists, our Educational Psychologist and with parents to ensure that we meet the needs of every child.

Please refer to our Accessibility plan for further information about how we make adaptations for our children.

## What support do we offer?

All children receive high quality teaching, differentiated to their individual needs.

For children with additional needs this could mean that they are given a slightly different task or given different strategies/resources or equipment to complete the task.

Their work could be scaffolded to give further support.

Some children may require support or guidance from the class teacher or a teaching assistant as part of a small group, paired work or on an individual basis.

Regular informal and formal assessments inform teachers for their planning and gives clear information about gaps in knowledge and small next steps.

### **Staff planning takes into account the individual needs and requirements of all children through:**

- Learning differentiated to the needs of the child, ensuring that all children can experience success and challenge
- Grouping arrangements that maximise learning opportunities for all
- Support staff used flexibly to help groups and individuals
- Where required, more specific and personalised interventions to develop key areas of their learning
- Integrating resources and strategies as recommended by specialist agencies

## What additional support is currently available?

## **Reading**

We have a range of reading support available for children across all year groups. This may take the form of one-to-one reading, additional phonics, support with decoding or reading high frequency words, additional/supported guided reading groups, reading intervention programmes, comprehension support and booster groups.

## **Writing**

- Some children need some fine motor skills work to develop handwriting
- Guided writing groups based on the teaching in the classroom,
- Writing intervention programmes focusing on Grammar, Punctuation and Spelling
- Spelling support programmes and booster groups.

## **Maths**

Maths support can be given in a variety of ways including one-to-one support, targeted maths resources, differentiated maths meetings, group intervention programmes, pre and post teaching groups and booster groups.

## **Teaching Assistant support**

Our teaching assistants assist the teachers in every class. Some of these are specifically targeted to support some of our SEN children and this may be on a 1:1 basis or in small intervention groups.

They may need to help them manage their physical, medical, or behavioural needs as well as their learning needs.

## **Wellbeing, social and emotional support**

We know that children cannot learn until they are emotionally ready to do so.

We work closely with parents to highlight when some children may need some extra time to talk and be nurtured. This could be due to a range of reasons and could be temporary or longer term.

We have an ELSA (Emotional literacy Support Assistant) trained staff member that leads these weekly nurturing sessions.

Staff internally refer children to this provision and this provision is reviewed half-termly.

We also refer to outside agencies to support emotional wellbeing. This can be in the form of:

- Croydon CAMHS
- Surrey MindWorks (for children who reside in Surrey)
- Educational Psychology service
- 'Early Help' to support families and children that would benefit from external input
- Sensory circuits – delivered by B3
- Art therapy
- Duffus Foundation – 1:1 mentoring programmes

## **Partnership with External Agencies**

**What support from outside agencies could the school use to support my child?**

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met:

- **Educational Psychology Service** – Our assigned Croydon EP is Jill Lawton.

She is able to carry out a range of services including: assessments and observations of pupils who have been referred to her by the school following a discussion with parents. The outcome of the assessments will determine the child's cognitive strengths and weaknesses. She is also able to advise and make further referrals as necessary.

- **Speech and Language Therapy**

We have regular visits from the Surrey speech and language service. They develop targeted plans for some children and models interventions to trained Learning coaches who carry out the support in class and also through 1:1 sessions.

Some children will need specialist level support and these sessions will happen within school.

We also use 'Kids First' and 'Love to Communicate' which are 2 private speech and language companies, who deliver therapies to particular children.

- **School Nurse** - Carries out health screening (hearing, sight, height, and weight). Also, the service can give talks to groups of children regarding health issues.
- **Occupational Therapy / Physiotherapy** - Referrals are made to these services when necessary. Therapy programmes are followed-up in school by a designated Learning coach under the guidance of the lead professionals.
- **CAMHS (Child and Adolescent Mental Health Service)** referrals are made to these services when necessary. These referrals are often supported by the Educational Psychologist (EP)
- **Early Help** – a referral can be made to this service to support the families and young people. It can take the form of signposting to appropriate agencies or parenting programmes. It can also access 'Key Workers' to assist the family with a variety of ways.

The school designated Child Protection Officer is Jacki Keogh (Principal)

We have a specialist Education Welfare Officer, and they work closely with us to manage absence rates and advise us on how to support families where needed.

### **What support is available for parents/carers of children with SEN and/or disability?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have. They may share information about what is working well at school, so that similar strategies can be used at home to ensure continuity
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have
- All information from outside professionals will be shared with you in person, or where this is not possible, in a report
- SEN Support Plans (Passports) will be reviewed termly, and new targets set. This passport will be shared with you as parents
- Homework will be adjusted as needed to your child's individual requirements
- A home-school contact book or a behaviour report may be used to support communication with you.
- Our school website has a designated SEN area that gives information to support parents

### **How is additional funding obtained to support children with additional needs?**

As a school we can apply for additional money from our Locality SEN group (LSS). This can be to provide targeted interventions for some children on a temporary basis.

If their needs are longer term and complex, we may consider, using outside agency advice, to apply for an Educational Health and Care Plan, which becomes a legal agreement. This process produces a document that uses a range of professional advice to create outcomes and provisions necessary to help the child achieve. These are reviewed annually.



How will the school decide if my child needs extra help? How can I find out about how well my child is doing?

Where there are concerns that a pupil is not making progress in key areas of learning, further assessments will take place and, as required, there will be discussions with key staff to plan for additional support to be put in place and the outcomes expected from this intervention. You will be invited to contribute to these discussions. Consideration of other circumstances will be taken into account to decide if difficulties are due to special needs or other factors.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.

Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in a personal support plan (Passport). This will take into account your child's strengths as well as areas of difficulty. It will identify ways in which we and you can contribute to support good progress.



The impact of this additional support will be reviewed regularly, at least termly.

In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

If, despite increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that which can be offered by our own resources, a request for additional funding or a Statement of Educational Need (Education Health Care Plan) may be requested.

The SENCO will explain this process to you and show you how to find out more information about this process. We will also share details of parent support organisations who can offer further support as required.

**Tests and Examinations: Access Arrangement**

For some pupils, additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of a scribe.

The SENCO will talk to you if she feels that your child would benefit from these additional arrangements

**Curriculum and Teaching Methods (including groupings and interventions)**  
How will teaching be adapted to meet the needs of my child?

Our teachers are able to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting, to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils, with a long-term goal of encouraging and developing independent learning skills.

If required more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be included in their SEN Passport.

The nature and range of interventions offered is reviewed regularly to ensure that it matches the needs of pupils at the school, including pupils who require support to develop their social interaction and resilience.

**Access**

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life.

The school's accessibility plan is updated annually and can be viewed on the school website.

The plan also outlines actions the school intends to take to further develop access and inclusion for pupils with disabilities.

Depending on specific needs of your child a more personalised access plan or individual health care plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

We undertake additional planning and risk assessments to ensure that pupils with SEN can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips.

For children with a disability, activities and trips are carefully risk assessed and we use the advice from specialist services, for example the Croydon Sensory Service, to ensure our practice and facilities are appropriate. Adaptations may take the form of additional handrails, painted steps, different sized work and reading books etc. We may also relocate classes for better accessibility for any disabled children we have.

We monitor attendance at morning and after school clubs to make sure that pupils with SEND are able to access these enrichment activities.

**Staff Expertise**

How skilled are staff in meeting the needs of my child?

Provision for pupils with SEND is included in our regular monitoring of quality of teaching across the school. This helps to identify priorities for our ongoing programme of CPD to support whole school inclusive practice and to support new and less experienced staff.

Our SENCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy, in order to support pupils with SEN.

The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff meet the needs of each child.

**External partnerships**

What support from outside does the school use to help my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

| Agency   | What they offer?   |
|--|--|
| Educational Psychology Service Our attached Educational Psychologist is Jill Lawton  | Assessment, Diagnosis, Resources and Support   |
| Speech and Language Therapy  | Croydon and Surrey SALT team   |
| Early Help Team  | Parenting programmes / signposting to other agencies / Key Workers to help with family situations  |
| CAMHS (Child and Adolescent Mental Health Service).  | Assessment, diagnosis and support  |
| SENDIAS – SEN Information and Advice.  | SENDIAS provides independent information and advice and guidance for parents /carers of children and young people with SEND. They also provide mediation services. |
| Virtual School for Children who are Looked After<br><a href="mailto:virtualschool@croydon.gov.uk">virtualschool@croydon.gov.uk</a> | This service oversees and monitors provision for children who are in care of the Local Authority   |
| Croydon Sensory Support Service  | This service supports the development, access and achievement of children and young people (CYP) with hearing and visual impairments                               |

The full range of local support available to support your child both within and outside of school can be found in the Croydon Local Offer for pupils with SEN:

[Croydon Local Offer](#)

## Transition

**How will the school help my child to move to a new class/year group or to a different school?**

Children and young people with SEN can become particularly anxious about starting school or moving on to a new class or school. The school will seek to reduce any anxieties and ensure consistency of support by:

### **When joining the school in our Reception/Nursery classes:**

The SENCO and or EYF staff will contact the pre-school setting to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. If the pupil has more significant needs and/or has support from other agencies, this may include more formal transition meetings where needs and the nature of provision are fully documented, and more detailed arrangements may be required.

EYF staff will also make home visits as well as nursery visits with the Senco if required.

**When moving to another school:**

We will contact the school SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals

We will sure that all records are passed on as soon as possible

**When moving between classes and phases:**

An information sharing meeting will take place with the receiving teacher.

If appropriate there will be opportunities for your child to visit the new class and meet the teacher and other key staff. Some parents may be invited to attend these transition meetings if the needs of their child are significant or very specific.

**When moving to secondary school:**

For Year5 and 6 pupils with SEND, including those with EHC plans, the SENCO will encourage parents to visit a range of secondary schools, attending open days and finding out about how each school organises their SEN provision.

Our SENCO will make contact with the Year 7 leader or SENCO once a school has been named to start planning for transition.

Multi-agency meetings may be arranged to create a more detailed transition plan.

Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help you child become familiar with the new setting and to reduce any anxieties.

Your involvement in this process will be critical to supporting a successful move.

**Engagement with Pupils and Families:**

How does the school involve children and parents in decisions about provision and support?

On an individual level, the school values the views of both parents and children in both identifying key strengths and areas of need as well as planning and reviewing provision. We will ensure that parents and pupils (as appropriate) are included in regular review meetings to discuss progress and plan provision. Where this is not possible or where more regular updates are required, we will agree with you the best way to share information.

At whole school level the school are also keen to support parents with pupils with SEND and take their views on how we can continue to develop a positive experience for SEND pupils at our school.

Activities include:

- Availability of SENCO at parent consultation evenings to discuss any issues.
- Annual parental surveys to take views on current SEND practice and recommendations for further development.

**Arrangements for managing complaints:**

What should I do if I am unhappy about the support my child is receiving?

In the first instance you should speak to your child's class teacher. To allow time to discuss the issues you should contact the school office to make an appointment. Depending on the nature of the concern the SENCO (Mrs Simpson) and the Head Teacher (Mrs Keogh) may attend this meeting or subsequent meeting.

If you are still unhappy and feel matters are unresolved and we feel that we are fulfilling our duties in respect to your child, we will recommend you seek further advice from the local SENDIAS (SEN Information and Advice) and Mediation Services. This service is not linked to the school.

The school can also make arrangements for parents to discuss concerns with other key professionals such as the Educational Psychologist.

If your concerns are still unresolved, we will advise you to make a formal complaint and direct you to the School Complaints Procedures on the website.

If your concern is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon or Surrey SEN team. Parents will be contacted directly by the service to receive information about the mediation services and other action you may consider.



**Executive Principal (interim):** Mrs Katie Turner  
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