



Special Educational Needs (SEN) Local Offer

1. We are an inclusive school, and appreciate that all our children have different individual learning needs. However, we recognise that some of them have additional needs which need to be met if they are to reach their potential.
2. SEN provision – some pupils with SEN simply receive additional monitoring to ensure that they are making expected progress. However, the majority of our pupils with SEN also receive some additional support from a teaching assistant (TA). The amount and type of support depends on the needs identified.
3. Our SEN leader (SENCo) is Mrs Sharon Pace. She is a class teacher for most of the week, and thus is often not available to speak to parents when she is teaching. However, she can be contacted via the school office on 01908 240038.
4. Our pupils with SEN receive high quality teaching every day in their classroom, alongside their classmates (see chart below).
5. We have access to a limited amount of support from specialist teachers and TAs, Speech & Language Therapy Team (SALT), Educational Psychologist and the school nurse. Referrals are made by the school if the necessary criteria are met.
6. We assess and track the progress of all pupils on a regular basis. Each class teacher holds termly meetings with a member of the Senior Management Team, looking at the progress of every pupil. During these meetings we review which children are not making enough progress, and what needs to happen to help their progress to improve. Our staff receive regular training on a wide range of aspects of teaching & learning.
7. We make sure that staff are aware of children’s additional or medical needs. This will include pupils who are not on the SEN register but still need something extra, for example hearing impaired children who may need to sit in a certain place in the classroom.

The different levels of provision available at Kents Hill School

<p>Wave 1 - High quality teaching for all pupils</p>	<p>All children will receive the following at the appropriate stage of their education:</p> <ul style="list-style-type: none"> • Appropriately challenging learning intentions and success criteria • Feedback marking & opportunities to revisit and improve work • Individual targets for Writing & Maths; these are reviewed regularly • Differentiated tasks and resources • Appropriately levelled reading books • Regular Guided Reading or Individual Reading sessions • Home Learning including regular spellings to learn • Class-based TA support • Timetabling which ensures all children work with their teacher regularly during small group work • Opportunities to work in different groups • Opportunities to record in different ways – e.g. photographs, adult scribing, group presentation etc. • Outdoor learning opportunities • Golden Rules & class rules with linked rewards and sanctions • Differentiated phonics teaching which includes elements of both reading and writing
--	--

<p>Wave 2 – For children requiring additional support to continue to make progress</p>	<ul style="list-style-type: none"> • Children will have access to additional target groups delivered by a teacher or TA or short-term targeted interventions • Targets will be set and reviewed for children or small groups of children • The child may receive a behaviour/reward chart – if the child is not managing their behaviour/needs through the class system • Children may access an alternative individual or small group intervention
<p>Wave 3 – for children with Additional Needs (SEN and Non SEN)</p>	<ul style="list-style-type: none"> • The class teacher will complete a FACT or FACT+ assessment to see if a child has additional communication needs • All children needing additional support will have a One Page Profile which will help staff to understand their specific needs and how to support them • The child may be identified as having Additional Needs – this will either be designated as Special Education Needs (SEN) or Non Special Educational Needs (Non SEN) • Targets will be set that are specific to the individual child's needs. These will be reviewed every 6-8 weeks by the class teacher, parents and SENCo • Children will access regular 1:1 or small group TA support • Outside agency involvement may be requested – Specialist Teacher or TA, Educational Psychologist, Speech and Language Therapist or Social, Emotional & Mental Health support; - may be contacted • Multi-Agency meetings will be held to discuss progress with parents as required • If a child needs extra support to help that access the curriculum or because of medical needs, an Education Health Care Plan (EHC) will be considered and funding applied for • Annual reviews will be held for a child with an EHC plan and will usually involve multi-agencies

Class teachers are responsible for meeting the needs of all the children in their class and have year group Learning Support Assistants within their team to support them in this.

The Inclusion Team within the school offers additional support and intervention for children with Special Educational and Additional Needs including: Speech & Language; Social, Emotional & Mental Health; Communication & Interaction; Learning & Cognition and Physical & Sensory Needs.

Click here to go to the [Milton Keynes Local Authority Local Offer](#).

Document to be reviewed: July 2017