



# VIKING ACADEMY TRUST

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'Empowering Children Through Education: One Childhood One Chance'

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## Ramsgate Arts Primary School

### Special Educational Needs and Disabilities (SEND) Information

At Ramsgate Arts Primary School we recognise that every child is a unique individual. Our mission statement is

**'One Childhood, One Chance'**

With this in mind it is our responsibility to ensure that every child in our school truly matters and reaches their full potential.

Your child will be helped and encouraged to achieve to the best of their ability and their achievements will be celebrated.

Your child will learn to make choices, be responsible for his or her own actions, be polite, to be co-operative, to get along with others and to care for the environment in which we live and learn.

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### The SEND and pastoral team consists of:

Mr N Budge (Head of School)

Mrs E Hughes (SENCo)

Mrs J Brand (SEND Advisor)

Appointed T5 2018 (Well-Being Assistant)



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## Roles & Responsibilities of the SENCo:

- Ensuring the school meets all requirements for special educational needs and disabilities as set out through legislation;
- Monitor the progress of all pupils across the school identifying where pupils may be making less than expected progress and implement strategies to support this;
- Evaluate the impact of provision (including effective use of teaching assistants) and address any concerns that arise;
- Develop systems that ensure all pupils needs are met and that staff are accountable for the progress of pupils;
- Audit whole school systems such as use of language for learning and provision mapping so that impact can be measured and a cost analysis can be completed;
- Liaise with agencies when appropriate for further support with specific pupil needs or whole staff training either through LIFT or CAF process;
- Liaise with parents and develop parental involvement when supporting a child identified as requiring additional support or vulnerable;
- Be accountable to the governors and report to them three times a year;
- Line manages all support staff.

## Current SEND Updates

### **Children and Families Bill 2013**

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.



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The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- ❖ replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- ❖ improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- ❖ requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

### What is the Local Offer?

The Local Offer was first introduced in a Green Paper (March 2011). The Green Paper set out its recommendations for revision to SEND provision for children and young people. The revision recommended "a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower - level SEN as well as the options available to support families who need additional help to care for their child ." The Green Paper has now progressed to a White Paper which means it will become law in September 2014.

### What will it do?

The Local Offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

There are 14 questions, devised in consultation with parents /carers and other agencies for schools to answer. These will provide information to parents and carers to enable them to make decisions about how to best support their child's needs.



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The following pages outline Ramsgate Arts Primary's answers to the 14 Questions. If after reading the questions, or if you have any queries about your child's SEND, do not hesitate to contact the school.

We strive to operate an inclusive school where concerns can be freely discussed.

### **1. How does Ramsgate Arts Primary know if children need extra help?**

We know when children need help if:

- ❖ concerns are raised by the child, parents /carers , teachers or the child's previous school
- ❖ there is lack of progress
- ❖ there is poor attainment levels
- ❖ there is a change in the child's behaviour
- ❖ there is a change in the child's wellbeing

### **What should I do if I think my child may have special educational needs?**

If you have concerns then please contact your child's class teacher who will then liaise with the appropriate staff and will keep you updated.

### **2. How will I know how Ramsgate Arts Primary School supports my child?**

Each child's education will be planned by the class teacher. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the teacher or teaching assistant in class. At Ramsgate Arts Primary we have additional learning groups for English and Maths timetabled in the afternoon so children who require extra support will receive 1:1 or small learning group support.

If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the child will receive focussed support. This will be delivered by a teacher or teaching assistant. The length of time of any intervention will vary according to the need, but will generally be for a term. The interventions will be regularly reviewed by all involved, including the children, to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the child's provision map (this is a record of the interventions, timings and impact of the intervention). A provision map is also a record of support



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that the child is receiving including the impact it is having on the child's learning. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.

Pupil Progress Meetings are held regularly through-out the year. This is a meeting where the class teacher meets with the Head of School & Well-Being Team to discuss the progress of the children in their class. This shared discussion highlights any potential difficulties in order for further support to be planned.

Occasionally a child may need more specialist support from an outside agency. Referral forms are completed in conjunction with the child and the parents/carers and then forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

Mr Budge and Mrs Hughes are also the DSL & Deputy DSL. It is their responsibility to monitor Safeguarding and Child protection procedures.

The Trust Board has delegated responsibility to the RAPS LAB (Local Advisory Body) to ensure rigorous challenge and for supporting Ramsgate Arts Primary in being as inclusive as possible. It ensures all children, parent/carers and staff are treated in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

### **3. How will the curriculum be matched to my child's needs?**

Every child has their work differentiated appropriately by the class teacher to enable them to access the curriculum more easily.

Where required, specialist equipment will be identified to support the children e. g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

### **4. How will I know how my child is doing?**

- ❖ You will be able to discuss your child's progress at Parent Consultation Meetings, plus additional meetings for SEND pupils to ensure parents have the opportunity to meet at least 3 x year.
- ❖ Appointments can be made to speak to the class teacher at the end of the day.



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- ❖ Appointments can be made to speak to the SENCO by visiting or phoning the school office.
- ❖ Every child receives an annual report of attainment in relation to expected achievement
- ❖ Targets are sent home and reviewed three times a year.

### How will you help me to support my child's learning?

All children are supported in their home learning through homework and regular newsletters, text messages and information updates on social network sites.

Where appropriate contact diaries are set up in which messages can be exchanged.

The class teacher may suggest ways of supporting your child's learning during Parent Consultation Meetings, requested meetings and where appropriate contact diaries.

Mrs Hughes (SENCo) may meet with you to discuss how to support your child.

Where a specific assessment has been carried out by the SENCo or a specialist agency, parents/carers will be contacted to discuss the way results and suggested ways forward.

A member of the SEND team may meet with you discuss strategies to use if there are problems with a child's behaviour or emotional needs.

If outside agencies such as an Educational Psychologist have been involved, suggestions and strategies are often provided that can be used at home.

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

Every member of staff is committed to ensuring the wellbeing of all children.

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. These include:

- ❖ Members of staff such as the class teacher, learning mentors, SENCo Manager and Head of School being readily available for children who wish to discuss issues and concerns.

- ❖ Where appropriate mediation sessions are carried out by the Well-Being Assistant or external agency.



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- ❖ Specific interventions such as social skills groups can be run if needed.
- ❖ Provision is made at lunchtime for children experiencing behavioural difficulties. The children attend a lunch club that is closely supervised by a Teaching Assistant.
- ❖ Peer mediators (year 5 children) are available during play and lunch times for children to talk to if they have friendship issues or worries.
- ❖ Where required, referrals will be made to specialist outside agencies such a play therapy team and the Educational Psychologist Service.

### **Children with medical needs**

If a child has a medical need then a detailed Care Plan is compiled with you and Mrs Hughes. Where appropriate this will be supported by an external healthcare professional.

- ❖ Health Care Plans are shared with all staff and reviewed yearly.
- ❖ First aid training is regularly updated.
- ❖ Specific health care training such as Epi pen Training, will be delivered by a healthcare professional.
- ❖ Where necessary and in agreement with parents/carers, prescribed medicines are administered in school, but only where signed consent is in place and, where necessary a Health Care Plan, to ensure the safety of both child and staff members.

### **6. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

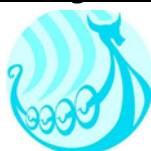
Specialist involvement is sought where a child's needs are felt to be significant and they have not responded to the interventions already put in place.

Specialist support is usually arranged after a Local Inclusion Forum Team (LIFT) meeting where professionals will decide what a child needs to improve in their learning. The aim of a LIFT is to gain an understanding of, and try to resolve a child's difficulties.

### **7. What training are the staff supporting children and young people with SEND having or have received?**



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Every year on an on-going cycle, staff training is delivered or updated so staff have the appropriate skills to support our children. These have included training sessions on:

- ❖ How to support children with a learning need e.g. precision monitoring.
- ❖ How to support physical disabilities or needs e.g. FIZZY training
- ❖ Read Write Inc training (English programme)
- ❖ Safeguarding
- ❖ E-safety
- ❖ Numicon (Maths Programme)

We also carry out coaching sessions where staff learn skills off of each other.

### **8. How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

### **9. How accessible is the school environment?**

The schools accessibility plan is regularly updated and reviewed. As a school we are happy to discuss individual access requirements.

### **10. How will the school prepare and support my child when joining or leaving Ramsgate Arts Primary School?**

Ramsgate Arts Primary understands what a stressful time joining and moving schools can be. Therefore many strategies are in place to enable the child's transition to be as smooth as possible.

These include:

- ❖ Inclusion meetings for children with SEND transferring from Nursey / Pre-school.
- ❖ Well-Being Assistant supporting transition to Ramsgate Arts Primary.
- ❖ Children in Year 2 engaging in a transition picnic with Year 3.



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- ❖ SENCO and Well-being Assistant supporting transition to secondary school.
- ❖ Meetings between previous or receiving schools prior to the child joining/leaving.
- ❖ All children engaging in transition activities in Term 6.
- ❖ Additional visits are also arranged for children who need extra time in their new school.
- ❖ There are additional transition groups arranged for children presenting with worries or concerns.
- ❖ The SENCo shares information with the secondary school SENCo prior to the children transferring.
- ❖ Where a child may have more specialised needs, a meeting is arranged between the SENCo/SENcos, the parents/carers and where appropriate the child prior to transition.
- ❖ Children with significant needs have an individual transition programme.

### **11. How are the school's resources allocated and matched to children's special educational needs?**

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

Additional provision may be allocated following pupil progress meetings.

Additional provision may be allocated where an additional need has been raised by a member of staff or an outside specialist.

SEND expenditure is monitored by the LAB (Local Advisory Body).

### **12. How is the decision made about how much support my child will receive?**

When children join Ramsgate Arts Primary support is allocated according to the information provided by the feeder nursery school. Where further concerns are identified due to a child's lack of progress then interventions will be arranged. The support that is allocated is shown on a year group's provision map which identifies areas of need. Support will also be allocated with recommendations from outside specialist agencies.

### **13. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. This may be through



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- ❖ Discussions with the class teacher.
- ❖ During Parent Consultation Meetings which take place at key points in the school year.
- ❖ During discussions with the SENCo or other professionals

#### **14. Who can I contact for further information?**

If you wish to discuss your child's educational needs please contact your child's class teacher in the first instance.



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