



# KINGSHAM PRIMARY SCHOOL

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

April 2018

Approved by the Governing Body on 9<sup>th</sup> May 2018

This SEN Information Report (Schedule 1 Regulation 51) contains the information required by the Children and Families Act (2014). It incorporates the statutory guidance from the Code of Practice (2015) and the West Sussex Local Offer questions from parents.



## Kingsham Primary School

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Kingsham Primary School – part of the University of Chichester Academy Trust – is a mainstream 4-11 Primary School. The school is committed to providing an aspirational and inclusive community school where all children are continually inspired, enjoy learning, thrive and achieve success.

#### **We aim to achieve this for pupils with Special Educational Needs and/or Disabilities by:**

- Setting high aspirational goals for children that motivate, engage and build self-belief
- Ensuring equal access to a broad and balance curriculum where children with SEND take as full a part as possible in school activities
- Early identification of children's needs and having a team fully involved in the 'assess, plan, do, review' cycle of the Passports to Learning
- Working in partnership with parents
- Working collaboratively within a team involving our school, outside agencies and other specialist provision
- Quality first teaching where every child makes progress and flourishes
- Everyone being valued as a member of the school inclusive community and as an individual
- Ensuring the school is accessible to all and matching the learning environment to suit individual children's needs
- Providing clear starting points for a personalised learning approach so that every child makes progress and achieves standards that reflect their full potential
- Striving for best practice for all pupils by working beyond our own school



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## Identification and Assessment of Pupils with Special Educational Needs and/or Disabilities

The purpose of identifying pupils' Special Educational Need(s) is to assess and plan what action the school needs to take to provide an inclusive curriculum in which each child can flourish. At Kingsham Primary School our aim is to identify the needs of an individual pupil by considering the needs of the whole child, not just their Special Educational Needs and/or Disabilities (SEND).

A child might be identified as having Special Education Needs and/or Disabilities because they find learning more challenging than others and may need extra support to achieve their full potential.

For example, they might have difficulty with:

- Expressing themselves
- Interacting with others
- Reading, writing and maths
- Following lessons
- Controlling their emotions
- Sensory or physical mobility

These difficulties can be barriers to learning. Schools assess **all** children to identify their strengths and needs and how they can best be supported.

At Kingsham Primary children who need extra help with their learning may receive additional support under one of the following categories:

- SEN monitoring
- SEN support
- An Education, Health and Care Plan (EHCP)

The following is not considered to fall under the category of Special Educational Needs, however they may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- Being a Looked After Child (LAC)
- Being a child of a Serviceman/woman
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant

## **How does the school know if my child needs extra help?**

Before pupils join Kingsham, information is shared from parents, the previous setting and outside agencies regarding any pupils who have identified special educational needs and/or disabilities. This is also key to provide a smooth transition for your child. When pupils are choosing the primary school for their child, they are welcome to meet the SENCO and discuss their child's needs to help them make a more informed decision.

Once at Kingsham, pupils' progress is observed, assessed and monitored closely by class teachers, the SENCO, school leadership team and governors. Assessments are recorded half-termly and is shared at Pupil Progress Meetings (which are meetings between the class teachers, senior leadership and SENCO). If expected progress is not being made, additional support is planned for, such as differentiated resources, interventions or personalised targets. Often this is sufficient to bridge the gap, however, some pupils will require further support. If this is the case, school staff will agree the next steps with you. There are various in-house screening checks that can be used to identify areas of strength and specific gaps in learning or development. This can be used to plan class support and personalise children's targets. If pupils then do not make expected progress, our graduated response to pupils' needs means that we can refer to outside agencies for support. Kingsham evaluates the effectiveness of provision through on-going assessments and monitoring systems.

Parents can raise any concerns that they have about their child at Parent Consultation Evenings with the class teacher and/or the school SENCO. Meetings can also be arranged to discuss their child at any point of the school year with the class teacher and/or SENCO.

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

In the first instance, parents and carers should speak to their child's class teacher if they have concerns. Parents are welcome to contact the SENCO; directly, by phone, email or letter; who will discuss their concerns with them and plan for any appropriate assessments. In certain cases, this would involve the parents asking their GP or School Nurse to make a referral.

## School Policies for SEND provision at Kingsham Primary School

### Evaluating the effectiveness of provision

The progress of all pupils at Kingsham Primary School is monitored through termly assessments. The progress of all pupils on the SEND register is also analysed by the SENCO. Pupils who are not making expected progress are identified and looked at in more detail. This may include:

- Looking at provisions that are in place and whether they have been effective in raising attainment.
- Liaising with the class teacher to get a view on reasons behind progress.
- Discussions with the pupil regarding what they feel is going well and what could improve things for them.
- Discussions with the parents to review the current provision and agree the next steps needed to support their child to make better progress.

### How will I know how my child is doing?

Parents may contact the school to request information on how their child is getting on.

Parents' evening is an opportunity for parents or carers to meet with the class teacher or the SENCO to discuss their child's progress, attainment and their next steps. Parents or carers are welcome to make an appointment with your child's class teacher or SENCO at any other points of the school year.

If concerns are raised, parents may be contacted by the school to discuss progress in more detail.

If your child is identified as 'SEN Support' or with an EHCP, they will have a Passport to Learning in place. This will be an agreed plan that includes your child's barriers to learning, the strategies to support them, their termly targets and provision put in place. A finalised copy will be provided for you so that home and school can work in partnership. These are reviewed with you each term.

At the end of the academic year you will receive your child's school report which details their achievements and progress over the year.

If your child has an Education, Health and Care Plan (EHCP) we will work together to ensure yours and your child's views shape the support provided in school.

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

Parents and carers are welcome to work with the SENCO or any other staff to discuss how home and school can best work together to support learning. This might include advice on strategies that support the child's learning.

Resources and plans are sent home regularly to help support your child's learning, which can be accessed on the school website too.

Throughout the year, Kingsham hosts sessions where you can learn how to support your child's learning including SATS information events, sessions on maths, reading and phonics as well as coffee morning/afternoon tea sessions to focus on SEND provision at Kingsham Primary School.

The school is part of a collaborate network called "NOVIO", which can provide SEND support for parents and organised events where you can meet other parents or professionals.

## **The school's approach to teaching pupils with SEND**

### **How will Kingsham support my child?**

All pupils with identified special needs and/or disabilities are included on the school's SEND register as SEN Support or EHCP (if they have one). As part of the SEND register, we also recognise children's needs as SEND Monitoring if their needs have yet to be fully identified or assessed formally.

Information regarding a pupil's needs will be shared and discussed by the teacher, teaching assistants, SENCO and any relevant professionals involved. Kingsham works closely with families and regularly welcomes parents and carers to assemblies, meetings, whole-school learning opportunities and parents' evenings. School staff are always available for brief updates in the morning as children line-up in the playground or at the end of the school day. For a more in-depth meeting with the class teacher or SENCO, it is possible to make an appointment via the school office.

Teaching staff will tailor methods and materials to meet the needs to all pupils in the class, with the focus on quality first teaching.

Pupils identified as SEN Support or EHCP will have a Passport to Learning, which will be agreed between the school, parents and the pupil containing information about their barriers to learning, strategies to support them, termly targets and provision.

The progress of pupils with SEND is closely monitored and pupils who are not making expected progress despite quality first teaching will be offered additional support. Interventions include 1:1, small group work and in-class support from school staff.

### **How will the curriculum and learning environment be matched to my child's needs?**

At Kingsham Primary School we are committed to offering a broad and balanced curriculum to all pupils (based on the National Curriculum); however, we recognise that adaptations may be necessary to ensure that all students are able to reach their potential and are able to follow a curriculum appropriate to their aspirations and abilities.

Quality First Teaching ensures that differentiated learning opportunities are planned for all pupils. Differentiation can range from the use of everyday equipment to specialist resources, targeted LSA support to teacher guided groups. Specific requirements and resources will be discussed with the parents, pupil and relevant professionals. Expertise and specialist programmes may be sought from outside agencies (for example, Speech and Language Team).

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

The resources for all children are administered by the school's Business Manager in line with the school's budget set by the Headteacher and school Governors. The resources to support pupils with SEND are allocated according to the needs of the cohort in school at the time including the statutory requirements of an Education, Health and Care Plan (EHCP). The SENCO liaises with the Senior Leadership Team to prioritise need to organise staffing and relevant interventions.

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

At Kingsham Primary School, support is assigned to pupils based on their specific needs; whether academic, social, emotional or medical and the professional judgement of the staff working with them. The SENCO will regularly meet with class teachers to discuss a child's needs and how class based resources can be used best. Support may be directed by provision written in an Education, Health and Care Plan (EHCP). The level of support for children identified on the SEND register will be decided through discussions between SENCO, class teachers, outside agencies, parents or carers and the pupil themselves.

The impact of this support will be monitored regularly through regular meetings such as Pupil Progress Meetings or Termly Passport to Learning meetings. Your child's progress will be discussed with you to ensure that we have open and effective dialogue with your child's need at the centre.

It is vital that any support provided is appropriate to the needs of the pupil and provides opportunities to learn independently and develop life skills. The level of support given to a pupil will be reviewed regularly in terms of the impact on the pupil's progress, both academically and socially. Parents and the pupils will be involved wherever possible in decisions relating to the support offered.

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

At Kingsham Primary School we believe all pupils should have the opportunity to participate as fully as possible in appropriate enrichment activities (such as school trips and extra-curricular clubs) and the school will make reasonable adjustments to ensure that pupils take part fully in activities and trips, if their health and safety can be assured. Risk assessments are completed in conjunction in liaison with parents, external agencies and the pupil to agree the appropriate outcomes. All children are encouraged to participate in clubs after school and support is put in place to ensure that every child can access them. This may involve assigning extra staff, preparing pupils in advance or adapting activities. All groups are open to all, such as School Council, and support will be put in place, if necessary, for any child to participate.

## **How accessible is Kingsham's school building?**

Kingsham's Accessibility Plan is reviewed annually and an accessibility audit is completed by an external company. The school is accessible for all children, including those with physical needs, with sloped entrance ways and ramps to access and leave the buildings. The building is fully wheelchair accessible. We have one disabled toilet and electronic changing table. Where specialist equipment is required, we work closely with the West Sussex Occupational Therapy, Physiotherapy and Manual Handling teams. The school makes its best efforts to communicate with parents whose first language is not English.

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

All staff are committed to developing children's understanding of their own and others' needs and feelings to support the overall well-being of the child. At Kingsham we have a strong emphasis on pastoral provision to support children's social, emotional and mental health.

There is a dedicated welfare room to provide first-aid to all and currently have paediatric first aiders and appointed first aiders across the whole school. There is a first aid policy is regularly reviewed. All staff, including lunchtime supervisors, are informed about children with specific allergies and photographs of these children are displayed in the staffroom. The school adheres to the Managing Medicines Policy. Children with complex medical needs are acknowledged through a Health Care Plan which is drawn up in conjunction with home, school and the school nurse.

Kingsham has a robust Behaviour Policy and an Anti-Bullying Policy which ensures the safety and well-being of all our children. Each child is treated as an individual and relationships are built upon trust between the staff and the children to support and challenge them as they strive to reach their potential.

Outside agencies such as the Family Link Worker and the School nurse can be referred to for individual support and can help families at a time when some extra guidance would be valued. You are always welcome to discuss your needs with your child's class teacher.

Our Learning Mentor has allocated time to work with identified children who would benefit from 1:1 or small group mentoring. Our nurture provision is also provided every afternoon for identified pupils to support their social, emotional and mental health development. Breakfast club and Lunchtime club are set up for targeted pupils. The nurture room can be accessed at other times of the day for children who need emotional support or support to manage their behaviour.

A play therapy room has been set up for registered play therapists to have 1:1 and group sessions. This room can also be accessed for other interventions (for example, Lego therapy and social story groups).

Any concerns regarding your child can be passed to the teacher, SENCO, senior leadership or learning mentor.

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

At Kingsham Primary School we employ the services of and access support from the following external agencies:

- School Nurse
- Speech and Language Therapy Team (SALT)
- Inclusion Support Team
- Autism and Social Communication team (ASC)
- Learning and Behaviour Team (LBAT)
- Educational Psychology Service
- Occupational Health Team
- Physiotherapy team
- Family Link Worker
- Children and Adolescent Mental Health Service (CAMHS)
- Social Services
- Integrated Prevention and Earliest Help/Early Help to access other external expertise
- West Sussex Young Carers
- Play Therapy

Before any referrals are made, the school will seek your permission.

### **What training have the staff supporting children with SEND had or are they having?**

The SENCO is a qualified teacher and is currently working towards the National Award for Special Educational Needs Co-ordinator to gain the accreditation at Chichester University.

Staff training needs are assessed according to the profile of our intake each year and training sessions may be delivered to all staff or specific staff on key areas. All staff members undergo Performance Management which leads to a programme of professional development. All staff disseminate their learning to other colleagues to ensure consistency across the school. The SENCO is part of the SENCO Locality group (NOVIO) and accesses support from the wider network of colleagues.

#### **Recent staff training has included:**

- Team Teach
- Communication Friendly Classrooms
- Speech and Language skills
- Learning Mentor training
- Boost Reading at Primary
- Precision teaching interventions

## **How will Kingsham be prepared to support my child join the school or transfer to the next stage of education?**

Effective transition is based on communication between all parties involved so that transition can be carefully planned. Where it is thought necessary, additional meetings and visits are organised to ensure that the pupil, parents and all professionals involved are completely informed and prepared. Plans for transitions are based on the child's appropriate needs. This may include a visit to the child's setting, social stories and a graduated timetable on arrival. Likewise, appropriate support for transition into the next class is also planned annually.

## **What are the arrangements for consulting young people with SEND and involving them in their education?**

Pupils with special educational needs and disabilities will be involved as fully as possible in decisions regarding their support and provision. School staff working with the pupil will create a one-page profile to gather information about their strengths and likes, how to help the child and what the best way to help is. The level of discussion regarding a pupil's SEND provision will depend on the age and understanding of the child, but they will always be an integral part of the planning and reviewing process.

## **What are the arrangements for consulting parents of children with special educational needs about and involving them in their education?**

Class teachers will keep close contact with all their pupils but the SENCO will ensure that more formal contact is made with parents of children on the SEND register at least termly. The SENCO is also available at Parents' Evenings.

The SENCO will arrange meetings with the parents of any pupils on the SEND register with significant educational needs or whose progress is a cause for concern, to develop a Passport to learning alongside the class teacher.

Parents' views are regularly sought through questionnaires or at meetings. Parents are advised to discuss any concerns with the class teacher, SENCO or senior leadership team. If they feel they need to make a complaint, there is a complaints procedure: details of which can be found on the school website under school policies.

## **What is the governing body's role in meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

The governing body have legal duties under the Children and Families Act (2014) in relation to pupils with SEND. They agree a policy, ensure it is implemented and monitor the impact of the policy. The governing body and headteacher are involved in decisions regarding the admission and provision planning for pupils with SEND. There is a governor for SEND who liaises directly with the SENCO each half term when there are opportunities to raise questions with the SENCO. There is termly feedback to update the governors and the SENCO will be asked to attend governors meetings at various points in the year. The SENCO writes the SEND information report, which is agreed by the governors and headteacher.

## **How are parents involved in the school? How can I be involved?**

There are many ways you can be involved with the life and workings of Kingsham. Every parent automatically becomes a member of the Friends of Kingsham Primary School (FKPS) who donate their time and energy to events such as school fairs. Many parents help during the school day, listening to readers, helping on school trips or running extra-curricular activities. Day-to-day contact is essential in creating a successful partnership between home and school. Parents of children with SEND may wish for more involvement on a 1:1 basis and meetings can be arranged as necessary, such as at times of transition.

## **What support services are there for parents of pupils with special educational needs and/or disabilities?**

The parents of students with special educational needs and/or disabilities can access support from:

- SENCO
- Class teachers
- Learning mentor
- Novio Portal
- West Sussex Local Offer
- West Sussex Parent/Carer Forum
- Information, Advice and Support Service (SEND IAS) – formally known as Parent Partnership
- Parent and Carers Support Organisation (PACSO)
- Reaching Families

### **You can find further information from:**

- <https://westsussex.local-offer.org/>
- <http://www.wspcf.org.uk/>
- <http://www.noviosupport.org/parentcarersgenerallinks.html>

## Contact information

### Who can I contact for further information?

The first point of contact would always be with your child's class teacher who can advise you on day-to-day matters. Staff are available on the playground at the beginning of the school day but appointments can also be made for a longer conversation. The SENCo, as well as the Assistant Heads and Headteacher, can also be contacted at any time; appointments can be made via the school office.

If considering a place for your child at Kingsham, please telephone the school office to arrange an appointment for a tour around the school.

### School contact details:

Telephone number:	01243 784046
Office email:	<a href="mailto:office@kingshamprimary.org.uk">office@kingshamprimary.org.uk</a>
School website:	<a href="https://www.kingshamprimary.org.uk/">https://www.kingshamprimary.org.uk/</a>
Head teacher:	Mrs Hilary Faulkner
SENCO:	Mr Ian Williams
Assistant Headteachers:	Mrs Rachel Pallet, Mrs Rachel Towle and Ms Victoria Leslie
SEND governor:	Miss Jo Bennett (also Year 5/6 Teaching Assistant)