



Special Educational Needs and Disabilities (SEND) Information Report

Introduction

Kingsfield Primary School aims to provide high standards of teaching and learning in an environment where each child is valued as an individual and encouraged to achieve his or her potential. We have high aspirations and expectations for children with SEND. We want to support children to be confident and happy. At Kingsfield, we believe that all children should have access to a broad, balanced and relevant curriculum which is differentiated to meet the needs of individuals. Extra-curricular activities and after school clubs are accessible for children with SEND. We are always happy to meet with parents if they wish to discuss the individual needs of their child.

What is the Local Offer?

The Local Offer is a 'front door' to information from education, health and social care about the provision and services that are available for children and young people aged 0-25 with special educational needs and disabilities (SEND) and their families. The Local Authority is required to publish this information and review it regularly. You can access the Local Offer at www.cambridgeshire.gov.uk.

What is the Special Education Needs and Disabilities Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils, as determined by school policy, and the provision that the school is able to provide. Schools refer to this as the Special Educational Needs and Disabilities Information Report

What types of Special Educational Needs do you provide for?

At Kingsfield Primary School, we support children who have additional needs in the areas of Cognition and Learning; Physical and Sensory; Speech, Language and Communication; Emotional, Behavioural and Mental Health Needs.

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How will the school let me know if they have concerns about my child's learning and progress in school?

The class teacher or SENCO will set up a meeting to discuss any concerns with you and what the next steps might be. They will discuss the possibility of any referral to outside professionals and the process for this including the completion of an EHA (Early Help Assessment).

How are SEND needs identified?

SEND needs can be identified through a number of routes including a parent raising a concern, class teacher raising a concern and in pupil progress meetings. Regular assessment and monitoring is carried out by the class teacher and when the class teacher has a concern, they will flag it up to the SENCO who will ask the teacher to maintain a Provisional Tracking sheet to demonstrate the provisions/level of support that is currently being provided by that teacher in class.

Special educational needs can be considered as falling under four broad areas:

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

What support do you have for parents of children with SEND?

The class teacher is available to discuss your child's progress and any concerns you may have. It is also useful to share information about things that are working well so that similar strategies can be used.

The SENCO is also available to meet with you to discuss any questions you may have. We have a Pastoral Support Team at Kingsfield and the role of this team is to support pupils and their families with areas such as behaviour, bereavement, family issues, health, social and emotional needs, learning and school refusal.

Who do I contact if I have concerns about my child's learning, progress or behaviour?

In the first instance, parents should speak to their child's class teacher. They can also arrange to meet with the SENCO, Mrs Amor

The named Governor for SEND is Helen Llewellyn

Contact via the school office:

01354 692323

How does the school measure the progress of my child?

- Your child's progress is continually monitored by the class teacher and is discussed formally at Pupil Progress Meetings with the Senior Leadership Team.
- Each child from Year 1 to Year 6 is assessed against end of year expectations which are part of the National Curriculum
- At the end of each Key Stage (Year 2 and Year 6), all children are formally assessed using Standard Assessment Tests (SATs) and Teacher Assessments. This is a statutory requirement set out by the Government and the results are published nationally.
- The progress of children with a EHC Plan is formally reviewed at an Annual Review Meeting and may involve the other professionals that are part of your child's care.
- Book scrutiny, planning scrutiny and lesson observations will be carried out by the SENCO and members of the SLT to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What are the different types of support available for children with SEND at Kingsfield Primary School?

High Quality First Teaching – this is the classroom learning which includes well differentiated work to match the needs of all learners including specific strategies as advised by the SENCO.

In Class support in small groups- given by the teacher or a teaching assistant within lessons

Small Group or 1:1 Intervention - these often take place outside the classroom and are ran by a Teaching Assistant under the supervision of the class teacher.

Specialist Group or individual work – run by outside professionals e.g. speech and language therapists, hearing support teachers, specialist teaching team teaching assistants

Interventions regularly used include:

- Speech and Language support
- Sensory Circuits
- Focused Provisions
- PIXL therapies
- Phonics
- Social Skills
- Specific Provision Map/Target time
- Physiotherapy/Occupational Therapy Programmes of Support

This is not an exhaustive list but gives examples. The school works closely with other agencies to provide the most effective support for individual children.

What additional support services are available for children with SEND?

We work very closely with a number of different external professionals that have the expertise to support us in meeting the varied needs of children in our care. These include:

- Educational Psychologists
- Speech and Language Therapists
- School Paediatrician
- School Nurse
- Specialist Teaching Team
- Occupational Therapist
- Physiotherapist
- Child and Adolescent Mental Health (CAMH)
- Family Workers
- Hearing support

In order to access this support we would need to complete an EHA (Early Health Assessment).

How accessible is the school?

Kingsfield Primary School is a single-storey, wheelchair friendly school and there is easy access to all areas of the building and school grounds. We have a disabled parking place close to the school office and a designated toilet which can accommodate wheelchair access.

Accommodating a child's needs is carefully considered before annual transitions.

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How will the school prepare and support my child when they are joining Kingsfield Primary School? Or moving on to their next class or different school?

We recognise that transitions can be difficult for children, particularly those with SEND, so we take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school, we will endeavour to contact the school SENCO and ensure he/she knows about any special arrangements or support that may need to be made for your child. We will make sure that all records about your child are passed onto the new school in a timely manner.

When moving classes within the school, teachers will be given the opportunity to meet with receiving teachers in order to share class information. All receiving class teachers should also visit the school SENCO in order to access their pupils' SEND files and discuss possible current or future provisions.

If, for whatever reason, your child needs additional transition visits to a particular class (on top of those 'Moving Up' days with the class already timetabled) we would be happy to accommodate this on a needs basis. Please just come and see us. We will, quite often, give pupils with additional needs private tours; allow them to make special books, take photographs; meet their new teacher on a one-to-one basis, for example.

Children starting in Reception will have home visits and a new parent, Parents' Evening. Children have a graduated start over the first few weeks. There are good transition links between feeder preschools and our reception teachers. Our pre-school workers, work collaboratively between schools to share best practice. In addition, pre-school children join the reception class twice a week from as early as September in order to ensure a smooth transition and familiarity with the setting. Any parents who have additional concerns, or requests, will – again – be accommodated by the EYFS Lead and class teacher on a needs basis.

Children in Year 6 are given the opportunity to meet with Cromwell and other neighbouring school staff throughout their final year and regular visits to Cromwell are planned for transition. Parents and children are invited to attend an Open Evening with the Cromwell staff in the Autumn Term. An enhanced transition, or special visits, can be arranged on a needs basis and in consultation with the school SENCO. Children with Education Health Care Plans will have early Annual Reviews in order to prepare them for this step in their education.

Through our School of Conduct, our PSHCE curriculum, as well as other subjects, the importance of having the right 'Behaviours for Learning' is linked to what makes good learners...therefore pupils... therefore adults, especially when it comes to children getting their first job. Through our Behaviours for Learning (The Kingsfield Values) we are habitually preparing pupils for adulthood.

How are the teachers in school helped to work with children with Special Educational Needs or Disability and what training do they have?

The role of the SENCO is to support class teachers to ensure that they meet the needs of SEND learners. As part of the performance management cycle, the school identifies training for all staff. Class teachers and support staff may attend training courses run by outside agencies relevant to needs of children as well as attending in house training to update and extend their professional knowledge.

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

Activities, school trips and residentials are available for all children. Risk management assessments are carried out and procedures put in place to enable all children to participate.

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How will I know how my child is doing?

- Achievement assemblies and related awards/communication home
- Parents' Evenings
- Informal meetings with the class teacher and/or SENCO
- School reports
- Provision Maps and their reviews

How will my child be included in discussions?

When a child has an EHC Plan, the child will always be invited to the meeting. Children take part in reviewing their individual plans with class teachers and will be invited to discussions as appropriate.

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

- Regular homework
- Year group newsletters home advising the following term's learning
- Links on the school's website
- Come and see us if you're ever unsure,

What arrangements are there for supporting my child if they are a 'Child in Care' and have SEND?

The school will assign a designated person with responsibilities for Children in Care (CIC). This person will attend PEP meetings, PEP reviews, Childcare reviews and will complete the necessary Virtual Schools for children in care forms.

What arrangements are there for consulting with children about their SEN?

If children are on specific learning targets, these are communicated to them by their class teacher: either verbally by way of what they want them to focus on each day at a specific time, for example, or if deemed appropriate by the class teacher, in the form of a fun, A5, child-friendly target sheet. There is also a separate version of this available to parents. If your child has these targets, their class teacher should have already met with you to discuss them in greater detail before providing you with a copy. Our hope is that children take ownership of their learning with these, therefore increasing their independence. In EYFS, children get instant, continual feedback as part of normal day-to-day practice from staff. Work, or reference to children's targets in this setting may be further substantiated within their learning journeys through observation notes. At the end of the first cycle of assess, plan, do and review, teachers are encouraged to send their children to the SENCO for praise. This also happens as part of everyday practice in school.

Pupil involvement is sought when planning and reviewing these targets. Pupils with Educational Health Care Plans (formerly statements) will be invited to attend and give their views at their annual reviews, too.

How do the staff at Kingsfield Primary School know if pupils need extra help?

- Day-to-day formative assessment (by class teacher and support staff) through observations, conversations, work in books, questioning etc.
- Formal assessments (usually PIXL tests) carried out throughout the year across core subjects.
- We use teacher assessment and PIXL Tests to identify groups of children who perhaps need additional support. For example, children with SEND, Pupil Premium, GRT (Gypsy Romany Traveller). Using the **assess, plan, do, review** framework, pupils may be targeted for additional support or services.
- Pupil Progress Meetings are held at least every term to discuss and identify individual children and levels of support with each class teacher and members of the Senior Management Team.
- Pupils with SEND who have specific targets (addressed in previous section) are re-assessed by teacher assessment and/or additional testing (Reading/Maths ages for example) in order to see if progress has been made and to plan next steps.

How will the curriculum and learning environments be adapted to support your child?

- Lessons are differentiated to meet the needs of all children in each class
- Specific resources and strategies may be used to support your child individually and in groups. Indeed, some children will have the independence to equip themselves with the resources they need to support their learning.
- Planning and teaching may be adapted on a daily basis, if needed, to meet your child's learning needs.
- In-house expertise and advice from the SENCO and other relevant colleagues may be drawn upon to support your child's learning. If your child requires an Individual Programme of Work, it will be designed by the class teacher in liaison with the SENCO. This work may happen inside, or outside the classroom.

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How will I know that the school will support my child's needs?

We encourage parents to speak to us with any concerns, at any time. You can catch your child's class teacher informally for a quick chat at the start, or end of each day. If you would like a more formal, private opportunity to discuss your child, then do not hesitate in requesting this, either through the class teacher, SENCO, Head Teacher, or the office, and we will endeavour to setup a meeting.

In addition, your child's class teacher will report on your child's progress, attainment and general wellbeing at each of the two Parents' Evenings during the Academic Year. If the school identifies a concern at any point during the year, we will ask your views and discuss with you what we will do to support your child.

What support will there be to support my child's overall emotional and social development?

- Staff that care about *all* children
- A dedicated Pastoral Team
- Access to a family worker
- PSHCE lessons
- School Council to represent the pupil voice
- A revised and robust Behaviour, Rewards, Discipline and Anti Bullying Policy

All staff in school work together to help to improve the social and emotional development of all children, including those with SEND. Staff are available to both support and to listen to views of children. The school takes pride in caring for children's well-being and ensures that values such as respect, equality, fairness and kindness are followed consistently.

The Family Support Manager plays a crucial role as they are able to work with individual children, and their families, to support them with both social and emotional issues.

How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN.

As already discussed, we are an inclusive school. Every classroom has a small percentage of children with SEN. These children integrate fully with all other children, across the curriculum and subjects. This is enabled through deployment of additional resources within lessons. These resources may take the form of extra teacher, teaching assistant or peer support, or be tangible resources to scaffold learning. For example, special pens, pencil grips, ipads, computers, writing slopes, wobble seats or overlays – to name but a few. There will, of course, be occasions where children with SEN work with other children with SEN or a one-to-one basis in order to give them access to the rapid development they may need. We recognise that this is great for our children with SEN and their self-esteem.

Our aim is for all children to have the opportunity to access learning outside the classroom e.g. swimming with the school, school trips and residential trips. All trips and activities out of school require a risk assessment. Children with significant needs may require an individual risk assessment to ensure that they can access school visits successfully.

How the effectiveness of the provision made for pupils with SEN is evaluated

One of the biggest indicators of effective provision for SEN will be evidenced in the progress and attainment of children with SEN. This will be captured using our school's assessment procedure, already discussed. In order to demonstrate smaller steps in progress, we may use reading age, phonic assessments, maths age tests, self-esteem and working memory tests, for example.

The school SENCO, as well as class teachers will have a list of provisions that are currently in place for children with SEN. We speak to our children to find out if they are being well catered for. Of course, this extends to their parents whom we encourage to let us know if they are happy, or feel we can be doing anything else to support their children.

SEN provisions were recently praised in our July Ofsted report (2017).

Who can parents contact for further information?

Your child's teacher is available for appointments after school. Please speak to them directly or call the school office for an appointment.

The SENCO (Mrs Amor) and our Family Worker (Mrs Stephens) may be contacted via the school office.

The Head teacher may be contacted via the school office too on 01354 692323.

The Governor responsible for SEND is Mrs Llewelin and she may be contacted by letter addressed to the school.

Complaints: if you are unhappy with the provisions that your child with SEN has received and wish to make an official complaint, you must specify in writing that this is what you are doing and write directly to the Head Teacher. Before you do this, please ask the school office for a copy of its **Complaints Procedure Policy**.