

Special Educational Needs and Disability Information Report

Kingsway Community Primary School prides itself on being an inclusive school where every child is valued. All children at our schools are treated equally regardless of age, gender, ability, culture, race, language, religion or sexual identity and have equal rights to an inclusive education.

We strive to ensure that every child achieves their potential in all areas of the curriculum. We aim to support children in their academic, social, emotional and personal development in the most appropriate way possible and are committed to supporting all children to make progress. This may include short-term interventions, pre-teaching, post-teaching, differentiated lessons and where necessary, a personalised curriculum designed to meet particular needs.

The term Special Educational Needs and disabilities (SEND) has a legal definition referring to children and young people with a learning difficulty or disability that makes it harder for them to learn than most other children and young people of the same age. These children may need extra help from that given to others. Our school is designed to be as supportive and inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad areas of need identified within the SEN Code of Practice 2014 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc.)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc.)
- Social, Emotional and Mental Health Needs (e.g. anxiety, depression, eating disorders, obsessive compulsive disorder (OCD) etc.)
- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical disability etc.)

Children may be identified as having more than one area of need.

[How does the school know if my child needs extra help and what will they do about it?](#)

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every half term at our Pupil Progress Meetings.
- At the end of each key stage (Reception, Year 2 and Year 6) all children are required to be formally assessed. This is something the government requires all schools to do and the results from Year 6 are published nationally.
- Children with SEND support and additional needs will have Personalised Learning Plans (PLPs) which will be reviewed every term and the plan for the next term made. Parents can request a meeting with the class teacher at any point to review their child's progress.
- The progress of children with a statement of SEND/ EHCP is formally reviewed at an Annual Review, with all adults involved with the child's education in attendance.
- The SENDCo will also check that your child is making good progress with individual work and in any intervention group that they take part in. The impact of every intervention is evaluated.
- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:
 - ❖ Listen to any concerns you may have.
 - ❖ Plan any additional support your child may need.
 - ❖ Discuss with you any referrals to outside professionals to support your child.

What different support do we offer for children with SEND?

The class teacher is responsible for delivering Quality First Teaching, setting the highest expectations for all children. This would mean:

- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things such as practical learning, grouping children with mixed abilities or similar abilities, working in pairs or tasks that requires independent working.
- A variety of learning styles are used (visual, auditory and kinaesthetic) to support the different ways that children learn.
- Lesson plans are carefully thought out and differentiated to meet every child's needs.
- Specific strategies (which may be suggested by the SENDCo or outside staff) are in place to support your child to learn. Your child's teacher will have carefully checked on your child's progress and will have identified any gaps in their understanding/learning which may need extra support, to help them make the best possible progress. All children in school should be getting this as a part of standard classroom practice.

- Booster interventions may be put in place to accelerate learning of pupils in targeted areas.
- Regular one-to-one and small group interventions take place with well trained staff.
- Outside agencies are involved in supporting and monitoring identified children and training staff.
- Our classrooms have consistent visuals. After-school provision and lunchtime provision is accessible to all children, including those with SEND.
- Pre-teaching involves preparing children with the key skills to access a lesson before the teaching takes place and is delivered across the school.
- Post-teaching reviews, consolidates and misconceptions are addressed following the lesson and this is delivered across the school.
- Extra-curricular activities are accessible for children with SEND.
- Personalised resources are provided for pupils to help them access the curriculum.

How is our school accessible to children with SEND?

- The School building is on one level and is fully accessible to children with physical disability via ramps
- Disabled toilet facilities are available.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Most after school provision is accessible to all children including those with SEND. We do our best to ensure that wherever possible all children are included.
- We strongly encourage all children to participate in school trips and school journeys - these are an important part of your child's time at Kingsway. School trips are all risk assessed and we ensure there are appropriate measures taken to ensure all children's safety and well-being when off-site.
- Tables and chairs are at appropriate heights.
- Visual Timetables are used.
- Coloured overlays, use of electronic equipment such as lap-tops, alternative keyboards and mice are available.
- Writing slope boards, writing grips, rocket pencils/pens, alternative scissors (e.g. loop scissors) use of 'wobble boards' or move 'n' sit cushions are available if needed.
- The school has an accessibility plan that is reviewed regularly.
- The school follows test administrators' guides and other guidance issued by the Standards and Testing Agency, to ensure that all children can access and fully participate in tests and exams. We apply for extra time for some children with SEND and ensure that all resources necessary are provided.

How do we assess and review children and young people's progress towards outcomes?

- Ongoing formative and summative teacher assessments are completed regularly, which feed into pupil progress meetings
- Intervention monitoring sheets are completed regularly by teaching assistants /class teachers, with starting baselines, targets and agreed outcomes
- Termly pupil progress reviews take place in school to track all pupils progress
- Termly PLP reviews take place for children with SEND to review outcomes and agree new targets; PLPs are then distributed to parents and all appropriate staff in school following the review
- The SENDCo monitors interventions and coordinates provision maps termly; this is shared with class teachers and TAs

How do we identify children with SEND and assess their needs?

Your child's progress is continually monitored by his/her class teacher.

- Regular pupil progress meetings with the Senior Leadership Team (SLT) and class teachers help pupils not making sufficient progress to be identified. Appropriate provision is then put in place to move their learning forward; both qualitative and quantitative progress is celebrated during these meetings.
- Termly assessment, tracking and monitoring data is used to inform pupil progress meetings
- Progress in other areas, such as social development, are also carefully monitored and interventions put in place where there are concerns
- The school follows a graduated approach to identifying and supporting children with SEND. This involves assessing children against nationally set criteria to check their progress and attainment. This is used to plan appropriate actions and interventions with clear outcomes where children have been identified as not making sufficient progress
- Children with SEND support and additional needs will have Personalised Learning Plans (PLP) which will be reviewed every term and the plan for the next term made. Parents can request a meeting with the class teacher at any point to review their child's progress
- The progress of children with a statement of SEND/ EHCP is formally reviewed at an Annual Review with all adults involved with the child's education in attendance
- The SENDCo will also check that your child is making good progress within any individual work and in any intervention group that they take part in. The impact of every intervention is evaluated.
- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:
 - ❖ Listen to any concerns you may have
 - ❖ Plan any additional support your child may need

- ❖ Discuss with you any referrals to outside professionals to support your child.

Who are the best people to talk to in this school about my child's difficulties with Special Educational Needs or Disability (SEND)?

Your child's class teacher is responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need and liaising with the SENDCo as necessary. They will co-write the Personalised Learning Plans (PLP) termly to discuss the progress of your child in school. Class teachers will also ensure that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and especially planned work and resources. They will ensure that the school's SEND Policy is adhered to in their classroom.

The SENDCo is Mrs Byrne who is responsible for:

- Developing and reviewing the school's SEND policy and co-ordinating all the support for children with special educational needs or disabilities (SEND), to ensure that all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and is involved in reviewing how they are progressing.
- Liaise with all the external agencies that may be coming in to school to help support your child's learning.
- Update the school's SEND register termly (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure those records of your child's progress and needs are kept.

Mrs Byrne is responsible for the day-to-day management of all aspects of SEND support. However, responsibility for individual pupils is given to the class teacher/s. Mrs Byrne overviews this and supports the class teacher, ensuring that your child's needs are met. She will make sure that the Governing Body is kept up to date about issues relating to SEND.

The Headteacher is Mrs Byrne who is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Giving responsibility to the SENCO and class teachers. However, Mrs Byrne is still responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEND Governor is Mr A Roughton who is responsible for ensuring that the necessary support is given for any child with SEND who attends the school. They discuss and review SEND budgets during governors meetings. Regular attendance at school meetings and training ensures they are well updated with school systems of support that are in place.

How do we involve children with SEND in reviewing their learning?

- Children are invited to comment on areas they are good at and areas they would like to improve or find difficult the PLP meetings.
- All pupils have the opportunity to give feedback on the comments they have had about their work from the teacher using Purple Pen.
- Children are given opportunity to verbally feedback during lessons.
- Children with an Educational Health Care Plan complete a written report prior to their Annual Review meetings where possible, which they are invited to attend part of with their parents / carers as appropriate.

How do we involve parents of children with SEND in reviewing their progress?

It is essential that staff at school get the whole picture of the child and we do this by talking to parents. If a child is identified as needing additional support our first point of call is to gain parents' views of his/her needs, strengths and areas of concern.

- Parents' evenings are held twice a year. Written reports are shared with all parents during the summer term.
- For children with SEND, parents are encouraged to attend termly Personalised Learning Plan (PLP) meetings with the child's teacher, SENDCo and Learning Mentor. These are prepared and agreed with the child, teaching staff and parents. Children will also be invited to give their views prior to meeting. A copy is then sent to parents following the meeting. The PLP details the child's likes/interests, their individual needs, the best way to support the child, current targets and interventions.
- Informal meetings, phone calls and discussions with the class teacher take place as appropriate.
- Home-school communication books are used as appropriate.
- The Special Educational Needs and Disability Coordinator (SENDCo) is contactable through the school offices.

How do we support children in transition between schools?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to Kingsway Reception from Nursery:

- The SENDCo, Reception teacher and Learning Mentor will meet with the SENDCos from nursery settings to ensure that the child's needs are known and what support is required in school.
- The Reception teacher and Headteacher will visit and observe all children at their nursery settings during the Summer Term.
- For some children, transition meetings are organised so parents, staff from nursery and Kingsway, and external agencies can meet together to put specific plans in place.
- In September the Reception teacher makes home visits so he can gain vital information from parents.
- Children have a staggered start so the staff can really get to know them in small groups and to ensure they have a positive start to their school life at Kingsway.
- If your child is identified as needing additional support the class teacher and SENDCo will meet with you to create a Personalised Learning Plan.

If your child is moving to Kingsway from another school:

- The SENDCo talks with the SENDCo of the previous school to gain information about your child's needs.
- The SENDCo and class teacher will request a meeting with you to create a Personalised Learning Plan.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- In the summer term, the current staff and all new staff for September, meet to discuss all children. Any information about your child will be discussed and the child's Personalised Learning Plan, with information about the best ways to support him/her is shared.
- Transition books will be provided for those children that need additional support. The book might include photographs of the new staff and typical daily routines.

In Year 6:

- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Your child's class teacher will meet any visiting transition staff from your child's new secondary school.
- At the end of the summer term, we hold a transition meeting where we invite all secondary schools to come and meet the SENDCo and class teacher to share information about the children.
- If required/requested the SENDCo will attend secondary transition meetings to discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding.

What expertise and training do staffs have to support children with SEND?

- The SENDCo's job is to support the class teacher in planning for children with SEND

- The SENDCo is an experienced teacher who has many established links with our external SEND professionals.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class
- Outside experts such as an Educational Psychologist, Occupational Therapist, Speech and Language Therapists provide teachers with expert advice to help support children who have been assessed in school
- Our SENDCo, Mrs Byrne, has the National Award for SEN Coordination.
- Opportunities are given for all staff to learn from each other. This could be observing other staff at Kingsway or at other local schools.
- Our TAs are well trained to deliver a variety of interventions and support the class teacher in delivering the curriculum.
- Our school have staff trained in leading a 'Early Help'.
- Our school works closely with outside agencies to provide assessments and programmes of work for children and to create medical/health care plans.

How do we evaluate the effectiveness of the provision made for children with SEND?

- Termly assessment/tracking and pupil progress meetings are held to analyse data and outcomes are used to inform provision for individuals / groups.
- Termly PLP reviews are held to discuss effectiveness of provision with parents (see information in previous sections).
- Progress Indicators are used to monitor independent learning skills for specific children as appropriate.
- Termly evaluations of the impact of interventions are carried out with class teachers and SENDCo/SLT using baseline assessments to set outcomes.

What support is in place for supporting social and emotional mental health (SEMH)?

- Jigsaw PSHE is delivered in schools as part of PSHE lessons.
- The 'Taking Care- Keeping Children Safe' programme is used with all children across the school.
- The Rocket Room is open each lunchtime led by the SENDCO and Learning Mentor.
- Adult and peer mentors are used as deemed necessary.
- A child counsellor is employed 1 day per week to work with identified children
- Time to Talk and social speaking interventions are delivered in each class every week, focusing on the development of social skills.
- The SENDCo and Learning Mentor are trained to deliver 'Butterfly Books' which are emotional well-being journals.

- The Learning Mentor supports children and families through times of difficulty, including bereavement.
- A Friendship bench is provided and explained to the children regularly.
- One of our teaching assistants is a lunchtime supervisor, resulting in continuity between class and playtime; children can be encouraged to take part in social activities or supported emotionally during break times and lunchtimes.
- Warwickshire Parent Partnership deliver family support sessions in school such as Triple P Positive Parenting, Family Maths and English.
- All staff have received Attachment Awareness training through Babcock Education.
- An Anti-bullying policy is in place and heightened awareness is made through our yearly anti-bullying week.
- Circle time in classes.
- Regular 'achievement assemblies'.
- Wide range of after school activities including homework club, breakfast club and sports clubs.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families?

- Teachers are responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants and the Learning Mentor work with either individual children or small groups.
- Teaching Assistants or the Learning Mentor offers support for children with emotional and social development.

The school is actively involved with the following support services as and when it is deemed necessary

(* buy in Service):

Local Authority Provision delivered in school

- STS (Vulnerable Learners Specialist Teaching Service) *
- Educational Psychology Service*
- Sensory Service for children with visual or hearing needs*
- SENDIAS (SEND Information, Advice and Support Service)
- SALT (Speech and Language Therapy) *
- MASH (Multi-Agency Safeguarding Hub)
- Ethnic Minority & Traveller Achievement Service (EMTAS) *

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- Counselling



How do I complain if I am not happy with what is happening for my child?

The first point of contact should be the class teacher. The school SENDCO is also available to discuss concerns with.

Complaints procedures

- The school has a Complaints policy that can be accessed via the schools website. If parents would like to make a formal complaint they should follow procedures set out within the school's Complaints Policy.
- SEND Tribunal
- If parents are not in agreement with a decision made by the Local Authority regarding a Statement or EHC Plan, they can access mediation services or apply to SEND Tribunal to contest the decision and resolve the disagreement. Information regarding mediation services and the SEND Tribunal will be provided to parents by the Local Authority on application for a statutory assessment.

The LA Local Offer

Our **SEND Information Report** is underpinned by the Local Offer and outlines how we will support children with SEN at our school.

Warwickshire Local Authority (LA) maintained schools share a similar approach to meeting the needs of pupils with Special Educational Needs (SEN) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

From September 2014, the Children and Families Bill states that 'all local authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs aged 0-25. This is referred to as the 'Local Offer' and this is intended to improve the choice for parents and to help parents in understanding the range of services and provision in the local area.'

Warwickshire Local Authority's Local Offer of provision for children with additional needs can be found at <http://www.warwickshire.gov.uk/send>

This Report will be updated September 2020.