

Kimpton Primary School SEN Information Report (Local Offer)

March 2016 - 2017

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The attainment and progress of all pupils is monitored frequently and consistently. Children falling behind age appropriate expectations will usually be identified through pupil progress meetings and provision maps during the year. Those children will be highlighted to all adults working with them and the Special Educational Needs Co-coordinator (SENCO).

High quality teaching targeted at the areas of weakness and specific interventions will be put in place and the child's progress will be monitored over time. Parents will be informed of this at the earliest opportunity.

If progress continues to be less than expected it may be necessary to put in place additional support and a thorough assessment of a child's needs takes place. This will be supported by the SENCO and includes views of the parents and child concerned.

If there is an indicator of learning difficulties then the child will be recorded as having special educational needs (SEN). Parents will be informed and involved throughout this process.

Parents who are concerned that their child may have SEN issues should in the first case talk to their child's class teacher.

2. How will school staff support my child?

If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness.

If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention. This support could be extra group or individual support led by a trained adult. Different teaching resources may be used. This will usually take place within the classroom as part of the lesson to maximise the impact. Interventions can range from a short daily session to longer less frequent sessions a week depending on the need of each child. It is the teacher's responsibility to provide for children with SEN in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs.

Where the interventions involve teaching away from the main class, the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching.

The SENCO provides advice, monitoring, and links with outside agencies. There is a

school governor for SEN who oversees the school's work with SEN and ensures the quality of provision is regularly monitored.

3. How will I know how my child is doing?

In addition to parent consultations, where a child requires additional support, parents are informed and targeted intervention is put in place. This support is monitored closely by both class teacher and SENCO and is regularly modified. Most interventions take place over one or two terms and progress is reported back to parents at parent consultations or more regularly if needed.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

4. How will the learning and development provision be matched to my child's needs?

A detailed assessment takes place, which draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented.

Children are consulted through the whole process and are key to decisions about what support is needed and will yield most impact. If a child is recorded as having an SEN, they will have an SEN Support Plan, which will support the four-part process 'Assess, Plan, Do Review', involving the class teacher, parents and the SENCO, where necessary. This will involve meeting together at least three times a year.

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

Two staff members have received specific training on Protective Behaviours and teachers have received in-house training. Protective Behaviours (PB's) is a safety awareness and resilience building programme which helps children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and explores practical ways to keep safe. These two trained staff members are available to meet with pupils who may benefit from this programme.

A counsellor is employed by the school to provide support for children's social, mental and emotional health needs.

The school has a consistent behaviour policy which is published on the school website .

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people.

At Kimpton Primary School, we very much believe in an ethos that promotes a positive growth mindset with an 'I can' attitude.

Teachers and teaching assistants will be trained in Mindfulness in September 2016, which will provide staff at Kimpton Primary School with a range of strategies to teach mindfulness, whereby children focus their mind and become more self-aware. The aim is support our pupils' well-beings through positive psychology thinking strategies.

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

Kimpton Primary School has access to the Educational Psychology Service where a 45 minute consultation can be arranged with class teachers, the SENCo and parents of a child with social, emotional and mental health needs. This consultation can provide parents and teachers with strategies to support children with difficulties of this nature.

Kimpton Primary School also has access to Speech and Language Therapy, where a link therapist will provide speech therapy for pupils on role with Speech and Language difficulties. Referrals can be made to a Speech and Language Therapist for pupils not making progress with their speech or language. A Speech and Language Therapist will then complete an assessment with the pupil to determine whether Speech Therapy will be required.

Kimpton Primary School has access to a Counsellor, who can provide 11 weeks of counselling, to pupils needing to confidentially talk through problems.

Kimpton Primary School has a school nurse to whom they can directly refer to, in order to support pupils with medical issues.

The school can also access outreach services such as outreach support from Windermere Specific Learning Difficulties (SpLD) Base. This service provides teachers with resources and strategies to support individual pupils with reading, writing or maths difficulties. This happens through an unnamed consultation with a class teacher, the SENCo and the link base teacher. If progress of a pupil is not made after a number of unnamed consultations, a named consultation is then put in place and the link base teacher will carry out interventions with the pupil. These interventions will then be continued by trained teaching assistants, until they are not required any longer.

Watling View School and Links AP Academy are further outreach support services whereby trained staff can provide strategies and interventions to class teachers in how to support pupils with social, emotional, mental health and behaviour difficulties. Where required, outreach staff will carry out an intervention with a pupil on an ongoing basis until it is no longer necessary.

There are many other services that we can request support from as and when appropriate, but these listed are the most common.

7. What training have the staff supporting children with SEND, had or are having?

All staff are trained in First Aid and Safeguarding.

The SENCO has completed the National SENCO Award.

Teachers and teaching assistants are trained to teach the Read, Write, Inc Programme.

Teachers and teaching assistants have received training on the identification of dyslexia, inclusion friendly teaching and how to support children with dyslexia in small groups, delivered by an SpLD outreach teacher.

Teachers are updated on new SEND reforms.

Staff members may receive specific training through links with outreach workers or by attending courses, where appropriate.

Various teaching assistants have been trained by the SpLD base to run specific reading and writing interventions, for pupils who need additional support. These teaching assistants provide one-to-one interventions for 30 minutes daily.

One teaching assistant has been trained in the EKLAN training programme to support pupils with speech, language and communication difficulties. This teaching assistant provides follow up speech therapy with those pupils receiving therapy from a trained Speech and Language Therapist. They also provide language and communication support through weekly group interventions.

Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

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

Parent Consultations are held in the Autumn and Spring terms to keep parents fully informed of their child's progress and written reports are provided for each child in the Summer term.

Parents are involved in the 'Assess, Plan, Do Review' process where their child has been identified as having an SEN and extra support has been put in place. Their views are sought at each opportunity to help support their child's learning.

Teaching staff and the SENCO are more than happy to meet with parents throughout the year, to discuss their child's progress, support provided at school and ways in which parents can help at home.

Children are set home learning each week which will involve reading and at least one piece of literacy, maths or topic work. Parents are able to see what their children are able to achieve independently and what areas they need support with at home.

Topic maps are handed out each term so that parents are informed of topics that will be covered. Workshops are held for parents each year to update parents with specific curriculum related information.

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

There are formal occasions such as Parent Consultations where parents are involved in discussions about their child's education.

Kimpton Primary School has an 'open door' policy where parents are usually able to briefly speak to a teacher before or after school. Meetings are planned when a longer discussion is needed.

Working parents are able to telephone or email via the school office to arrange a meeting or telephone call, if there is a particular issue that they wish to discuss.

Parents of children with SEN are regularly involved in discussions through SEN Support Plan reviews, at least termly.

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

For all school trips, a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips. Appropriate, additional staff may be deployed to ensure that the relevant support is provided. Parents are consulted to ensure full participation and active engagement of all children. Where the outings are run by outside agencies, they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

11. How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided, where appropriate for children with SEN needs. Advice is sought from the appropriate medical/health professionals, to ensure that all children's health and physical needs are catered for within the school environment.

12. Who can I contact for further information?

The school has a SENCO who can be contacted by telephone or email and is available to meet with parents if they have any concerns about their child. They should speak

to their child's teacher first with any initial queries.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school. Please refer to our school prospectus. The level of support offered is dependent on each child's needs, age and development. For any concerns in terms of induction or moving on, the class teacher should be contacted.

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

The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of children with SEN. This is used to buy specialist equipment, books or stationary. Where a child requires provision which exceeds the nationally prescribed threshold, additional top-up funding can be applied for through the local authority (Exceptional Needs Funding).

15. How is the decision made about how much support my child will receive?

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views in consultation with their class teacher. This support is reviewed regularly, with amendments being made to the programme of support. Interventions typically last between one and two terms with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The authority's local offer of services and provision for children and young people with SEN can be accessed at:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

SENCO – Miss Hannah Ward

hward@kimpton.herts.sch.uk