



Kimpton Primary School SEN Information Report (Local Offer) **September 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 and Disability Co-coordinator (SENDCO).

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 SENDCO 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 and disabilities (SEND). Parents will be informed and involved throughout this process.

Parents who are concerned that their child may have SEND 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 SENDCO provides advice, monitoring, and links with outside agencies. There is a school

governor for SEND who oversees the school's work with SEND 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 SENDCO 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.

Staff have an open-door policy where parents can also meet with the teacher informally to discuss any concerns or talk in more depth about certain elements of their learning.

The effectiveness of the school's provision for children with SEND is evaluated by senior leadership team and reported to governors.

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 SEND, they will have an SEND Support Plan, which will support the four-part process 'Assess, Plan, Do Review', involving the class teacher, parents and the SENDCO, 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?

At Kimpton Primary School, we very much believe in an ethos that promotes a positive growth mindset with an 'I can' attitude. Staff have been trained in mindfulness and can support pupils' well-being through positive psychology thinking strategies. PSHE and circle time lessons focus on pupil's well-being and are times when children can voice their opinions and discuss issues relevant to their own experience. Assemblies address the whole school and share key messages about pupil well-being and respect for each other.

Teachers, teaching assistants and mid-day supervisory assistants all work together to monitor pupils during lunchtimes and play times as well as during transition, such as moving around the school, to ensure that children's well-being is prioritized outside the classroom as well as inside the classroom. Therapy services can be accessed when appropriate e.g. art or music therapy, play therapy, counselling. Family Support Workers can also be accessed and they can support parents with advice, signposting them to relevant services. The school uses the Early Help Module (EHM) to organise wider working between professionals to co-ordinate support should it be needed.

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 SENDCo 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, and referrals can be made to Family Support Workers who can support parents with advice, signposting them to relevant services.

Kimpton Primary School can directly refer to the school nurse service, in order to support pupils with medical issues.

The school can also access outreach services such as support from Windermere Specific Learning Difficulties (SpLD) Base. This service provides teachers with resources and strategies to support individual pupils with reading, writing or mathematics difficulties. This happens through an unnamed consultation with a class teacher, the SENDCo 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.

Links Academy provides an outreach support service 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 with all Early Years staff completing the Paediatric First Aid training course.

The SENDCO has completed the National SENCO Award.

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.

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.

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 SEND 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 SENDCo 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 a menu of six home learning activities each half term. The pupil then chooses each week which one they would like to complete and the medium they would like to use to facilitate the activity. These activities are based around the topic and usually include an activity focusing on English, Science or Mathematics. 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. These can also be accessed on the class pages of the website, along with class newsletters to keep parents informed of the learning currently taking place in class. Regular 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 SEND are regularly involved in discussions through SEND 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 SEND 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 SENDCO 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 SEND budget. This is used for resources to support the progress of children with SEND. 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, and 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 SEND can be accessed at:

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