



Kimpton Primary School SEN Information Report (Local Offer)
September 2018

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 half termly, through the 'Assess, Plan, Do, Review' cycle. 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-ordinator (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, through parental contact with the class teacher.

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 or 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 SEND, a number of things may be put in place for them. They will appear on the whole class provision map and may have a passports for learning and or an individual provision plan.

The whole class provision plan will show their needs alongside the whole class as well as any reasonable adjustments that may need to be made. It will show any interventions

that may be taking place as part of a group, or within the class.

The passport for learning is the child's voice about what they feel supports them and how they learn best, any difficulties they may have and how best to support them in situations that they find difficult. These will be shared with parents and members of staff.

An individual provision plan will be put in place for those children that have significantly different provision from other children or need to be monitored and tracked more closely. These will have targets that are regularly set and reviewed with the child and parent.

All provisions will be matched to the needs of the child and 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. The school has a positive behaviour policy based around core values we wish all of our pupils to demonstrate in order to prepare them for the wider world. 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 our shared values.

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 prioritised 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. Through Harpenden Plus, Family Support Workers can be accessed via self-referral or via a school referral. They can support parents with advice, signposting to relevant services and offer some forms of counselling. 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 (EP) Service through Contactline the quick query service and also through consultation. Both parents and teachers also have access to the Educational Psychology service through Contactline and their details can be found through www.hertfordshire.gov.uk/localoffer .

As part of the graduated response EP involvement will be sought as part of the 'assess, plan, do, review' cycle. Consultation can only take place after there has been a discussion with the EP and referral has been made.

Kimpton Primary School also has access to Speech and Language Therapy. Where the school or parents feel there is a speech and language issue a referral can be made. This can be done either via the school or by the parents attending a local drop in session. A school referral will require the relevant assessments to have been made and sent along with the referral forms to be triaged by the service. The school and parents will be contacted after triage. Where a link therapist is assigned they will complete an assessment with the pupil to determine whether Speech Therapy will be required. Therapy can take place in school or offsite and will be discussed with the parents. An assistant therapist may carry out direct work which will be followed up in school and overseen by the lead therapist.

Harpenden Plus Partnership offer a range of support to pupils, the school and families. They offer a free and confidential services to parents/carers and offer support with any concerns that may be being faced at home or school, however large or small the problem. They offer both short term and longer term support as well as a range of courses and workshops. Support may include parenting advice, counselling, protective behaviours work and further information can be found at:

<https://www.saunceywood.herts.sch.uk/copy-of-harpenden-plus-partnership--3>

The SpLD Outreach Specialist Teachers are a **teaching focused service**. They support schools by providing advice on suitable resources, strategies and interventions, in line with the latest research and developments, to enable schools to meet the needs of pupils with a range of specific learning difficulties.

The school has access to specialist training for teachers, SENDCos and teaching assistants to develop knowledge, understanding and practical strategies to meet the needs of learners with a range of specific learning difficulties.

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.

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

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?

Kimpton Primary School has 9 staff members trained in First Aid with all Early Years staff completing the Paediatric First Aid training course. All staff have received Safeguarding training.

The SENDCO has completed the National SENCO Award.

Some 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. Various teaching assistants have been trained in how to run specific reading and writing interventions, for pupils who need additional support.

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

Two teaching assistants and the SENDCo have been trained in the EKLAN training programme to support pupils with speech, language and communication difficulties. The teaching assistants 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. Some staff have also had training in assessing using WellComm and delivering early Speech and Language intervention based on the assessments. There has also been training in recognising speech and language difficulties in the classroom and how these can be supported alongside the referral process.

Most staff have attended the Autism Education Trust training provided in house by the SENDCo.

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.

1. 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.

2. 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 review meetings for Passports for Learning and individual pupil provision meetings, at least termly.

3. 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.

4. 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.

5. Who can I contact for further information?

The school has a SENDCO who can be contacted by telephone or via admin@kimpton.herts.sch.uk 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.

6. 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?

A transition programme is 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.

7. 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).

8. 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.

9. 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>