

# Kingsfield First School

## SEN Information Report.



This guidance complies with the statutory duty described in **Special Educational Needs (Information) Regulations (Clause 64)** and takes account of:

- **SEN Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014 (2<sup>nd</sup> draft April 2014)
- **Equality Act 2010**
- **Children and Families Act 2014**
- Advice provided to Staffordshire schools on producing their **school's local/core offer**

### **Aims of this SEN Information Report**

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement  
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

### **How does our school know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- A pupil asks for help
- There is a significant change in the pupil's behaviour

### **What should I do if I think my child may have special educational needs?**

- If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENCo.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school. Please refer to Appendix one of this document – which demonstrates our graduated response to pupils who we or our parents feel may have some additional needs
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### **How will I know how the school supports my child?**

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.

- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that “additional to and different from” support will be required and recorded in a Personal Learning Plan (PLP). Then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo. At the same time parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- The PLP that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil at least termly.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
  1. Behaviour Support Service
  2. Dyslexia Centres
  3. Autism Outreach Team
  4. Hearing Impairment team
  5. Visual Impairment team
  6. Autism and Sensory Support in Staffordshire (ASSIST) Post 16
  7. Educational Psychologist Service
  8. Educational Welfare Officers
  9. Physical and disability support service
  10. Social Services
  11. School Nurse
  12. CAMHS (Child & Adolescent Mental Health Service)
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local

authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

#### **How will the curriculum be matched to my child's needs?**

- Teachers plan from children's levels differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A teaching assistant may be allocated to work with a pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil, e.g. writing slopes, concentration cushions, pens/ pencils grips or easy to use scissors.

#### **How will I know how my child is doing?**

- You will be able to discuss your child's progress at Parents Evening and outcomes will be shared with parents termly through the school reporting system.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo. or a member of the senior leadership team. Please contact the school office who will arrange one for you.
- There will be regular PLP reviews.

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

- The school organise a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.
- Teachers suggest ways of supporting all children's learning through newsletters and on the website. The class teacher may suggest additional ways of supporting your child's learning.
- Outside agencies including the Educational Psychologist may suggest advice or programmes of study that can be used at home.

#### **What support will there be for my child's overall well-being?**

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

- Pupil and Parent voice mechanisms are in place and regular Parent Forums take place- please see the School newsletter or website for dates.
- Members of staff are readily available for pupils who wish to discuss issues and concerns.

### **Pupils with medical needs**

- All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**.
- If a pupil has a medical need then a detailed Care Plan is compiled by the School Nurse in consultation with parents/ carers. These are discussed with all staff involved with the pupil.
- Where necessary and in agreement with parents/ carers medicines are administered in school where a signed medication form is in place.

### **What specialist services and expertise are available at or accessed by Kingsfield?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Autism Outreach Team
- Child Protection / safeguarding advisors
- Educational Psychologist
- Behaviour Support Service
- CAMHS – Child and Adolescent Mental Health Service
- AAP – Attendance Advisory Practitioner (previously known as Educational Welfare Officers)
- Inclusion Team
- Social Services
- Speech and Language Therapy
- Occupational Therapy
- Local Support Team
- PDSS – Physical Disability Support Service
- Visually Impaired Service
- Hearing Impaired Service
- School Nurse/ Paediatricians

### **What training do the staff supporting children and young people with SEND undertake?**

Awareness training has been provided to all staff on:

- How to support pupils with a diagnosis of dyslexia.
- Level 1 safeguarding  
And to selected staff on:
  - Restrictive Physical Intervention Training
  - Fischer Family Trust FFT training
- The school has regular visits from SENSS specialist teachers
- The Governor with specific responsibility for SEN has completed the SEN Governor training

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

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- If a health and safety risk assessment suggests that an intensive level of 1-1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

### **How accessible is the school environment?**

As a school Kingsfield are happy to discuss individual requirements. Facilities we have at present are:

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps ensure the site is accessible to all.
- Double doors in most parts of the buildings
- One toilet has been adapted to ensure accessibility for those with a disability.
- We have an up to date Accessibility plan

### **How will the school prepare and support my child when joining Kingsfield or transferring to a new school?**

A number of strategies are in place to enable effective pupil's transition. These include:

- A planned programme of visits are provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

### **Transition to the middle school**

- The transition programme in place for pupils in Y4 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN.
- The annual review in Y3 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding middle school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx> ,
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred when requested by the receiving school.

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

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. This provision may include in class support.
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies.
- Funding may be used to buy in specialist support
- Individual Pupil Premium payments may be used to support that child's learning.
- Small group support by teaching assistants
- Provision of specialist resources
- CPD relating to SEND for staff.

### **How is the decision made about how much support my child will receive?**

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, classteacher and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

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

This may be through:

- discussions with the class teacher, SENCO or senior leadership team member
- during parents evenings

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The SENCo
- The Associate Headteacher
- For complaints please contact the School Governor with responsibility for SEN.

Appointments can be made with any of these people through the school office Tel: 01782 973800

### **Support services for parents of pupils with SEN include:**

**Parent Partnership** <https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/Staffordshire-SEND-Family-Partnership.aspx>

- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).
- **Parent In The Know** newsletters  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8)

Information on where the Local Authority's Local Offer can be found on Staffs County Council Website.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>



### **Who can I contact for further Information?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

Your child's class teacher

Assistant Head: Mrs Nesbitt

The SENCo/ Inclusion Lead: Mrs Tomlinson

Head teacher: Mrs Butler

CEO: Mrs Rourke

Information on where the local authority's local offer is published.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

**I hope this has answered any queries you may have but do not hesitate to contact the school if you have any further questions.**



## Kingsfield First School Graduated Response & SEN Support Pathway

