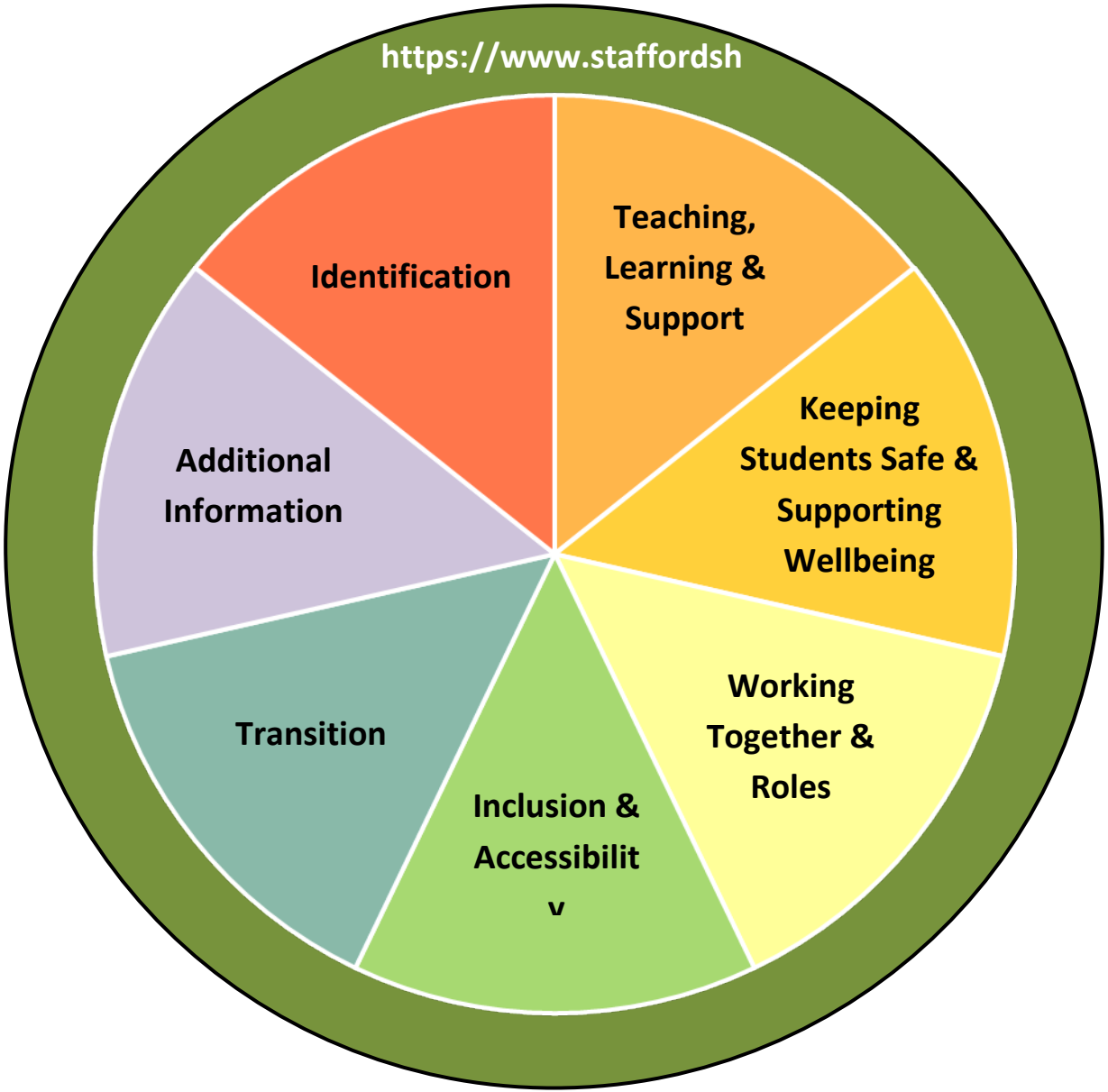
Kingsfield First School Information Report for Special Educational Needs and/or Disability

Children First Learning Partnership
INSPIRING EXCELLENCE TOGETHER

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type

KINGSFIELD FIRST SCHOOL

Kingsfield First School Information Report for Special Educational Needs and/or Disability

	---------- Click here to return to the front page ----------
Name of Setting	Kingsfield First School
Type of Setting *(tick all that apply)*	☑ Mainstream ☐ Resourced Provision ☐ Special ☐ Early Years ☐ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☐ Maintained ☐ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please S Multi-Academy Trust
Specific Age range	
Number of places	
Which types of special educational need do you cater for? *(IRR)*	☐ We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. ☐ We are an inclusive setting that offers a specialism/specialisms in

Each section provides answers to questions from the Parent/Carer's Point of View. The requirements for the SEND Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters ***IRR*** (Information Report Regulations).

Kingsfield First School Information Report for Special Educational Needs and/or Disability

Questions from the Parent/Carer's Point of View:

---------- Click here to return to the front page ----------

Identification

How will you know if my child or young person needs extra help? *(IRR)*

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

A change in behaviour is present

What should I do if I think my child or young person needs extra help?

If you have a concern then please firstly discuss this with your child's teacher. We understand that working together can provide a broader insight into your child's needs. Your child's teacher will work with you and your child to discuss what their needs are and how we can make adjustments to support your child throughout their school life. After this discussion you may then be contacted by our SEND Co-ordinator.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

The website provides you with all relevant school policies and documents relating to provision offered to our pupils. Please visit **SEND - Kingsfield First School | Biddulph | Staffordshire**

Kingsfield First School Information Report for Special Educational Needs and/or Disability

`---------- Click here to return to the front page ----------

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

1. All children in our school have quality first teaching where daily planning means learning is scaffolded and takes into account any personalised learning needs. This is arranged in a variety of ways and allows pupils to experience both success and challenge while working in both ability groups and mixed ability groups. Please refer to our Graduated Response for Cognititon and Learning in our SEND Policy.
2. Adults are used to support groups and individuals with the aim to build independence.
3. Progress is measured termly and aspirational targets are set for each child during Pupil Progress meetings. Those struggling to make progress will be given additional support, which will be discussed with a member of the senior leadership team. If required, additional strategies to further support the success of the pupil may be provided by the SENDCO.
4. Standardised toolkits such as Sandwell Numeracy Tests, Salford reading Assessments, British Picture Vocabulary Scale (BPVS), Nessy and PhAB (Phonics Assessments) may be used to identify specific areas of need.
5. If a review of the action taken indicates that “additional to and different from” support will be required, the views of all involved including the parents and the pupil will be gathered and appropriate evidence-based interventions will be identified in a Personal Learning Plan (PLP). This process is referred to Assess, Plan, Do Review or APDR. The PLP will be recorded and implemented by the class teacher, with advice from the SENDCO and at the same time, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve progress.
6. A personal Learning Plan (PLP) or Targeted Strategy Plan (TSP) will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed at least termly with the parents and the pupil.
7. 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:

8. Children First Learning Partnership SEND Hub
9. Moorlands SEND Hub
10. Autism Inclusion Team
11. Hearing Impairment team
12. Visual Impairment team

`---------- Click here to return to the front page ----------

Teaching, Learning and Support

13. Speech and Language Therapy
14. Autism and Sensory Support in Staffordshire (ASSIST) Post 16
15. Educational Psychologist Service
16. VIP Education Welfare
17. Physical and disability support service
18. Social Services
19. School Nurse
20. CAMHS (Child & Adolescent Mental Health Service)
21. Mental Health Support Team

Where referrals to the Moorlands SEND Hub are made, The Locality Management Group (LMG) will determine whether additional professionals, such as Educational Psychologists, The Autism Inclusion Team etc. will be involved as part of an Enhanced Assess, Plan, Do, Review (EADPR) process.

If the EAPDR is agreed, there will be a 'Team Around the Child' meeting. Families will be fully included within decision making processes.

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 also consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

- Teachers plan using information about the level their pupils are currently working at and differentiate work to closely match their interests, ability, learning needs and learning styles. When a pupil has been identified with special needs, their work will be further scaffolded by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.

Kingsfield First School Information Report for Special Educational Needs and/or Disability

`---------- Click here to return to the front page ----------

Teaching, Learning and Support

- A teaching assistant may be allocated to work with the 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, pen/pencil grips, ear defenders or easy to use scissors.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. Provision may include:
- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Provision of specialist resources
- CPD relating to SEND for staff
- 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

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?*(IRR)*

- The Headteacher will decide how the budget for Special Educational Needs is spent, in consultation with the school governors, on the basis of needs in the school.
- Decisions regarding support will be decided at joint meetings with the SEND Co-ordinator, class teacher and parents for pupils with SEND but without an Education Health and Care plan.
- For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or during the annual review.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

- Our facilities and equipment are regularly evaluated in relation to the needs of the students we have in school. Should it be necessary to have

`---------- Click here to return to the front page ----------

Teaching, Learning and Support

specialist equipment, these are generally met through the use of the school budget e.g, writing slopes, ear defenders etc.

- For more specific equipment there are a number of outside agencies who can be contacted to provide this equipment on a loan basis i.e. a Braille machine, specific chairs.
- Our partnership with other schools also provides an opportunity to share resources for specific SEND needs.

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

- Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term linked to the National Curriculum statements. A termly report is provided detailing effort and attainment grades, a pastoral comment and personalised targets. For children with SEND, their PLP or TSP will also be updated at least termly and targets reviewed and shared with parents/carers.
- Standardised toolkits such as Sandwell Numeracy Tests, Salford reading Assessments, British Picture Vocabulary Scale (BPVS) and PhAB (Phonics Assessments) may be used to ascertain small steps of progress
- Statutory assessments take place at the end of Reception, during Year 1 with the phonics screen and during Year 4 with the MTC test. These results are published Nationally. Parents will be consulted if pupils with SEND are unable to access statutory assessments.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

A range of ways will be used to keep you informed, which may include:

- Home/school contact book
- Letters/certificates sent home
- Parents evening
- Additional meetings as required (PLP meetings)
- Annual Reviews
- Termly reports

Kingsfield First School Information Report for Special Educational Needs and/or Disability

`---------- Click here to return to the front page ----------

Teaching, Learning and Support

- End of Year Reports

Staff offer a number of ways where you can discuss your child's progress

- Weekly drop in that parents can attend with class teachers or the SEND Co-ordinator
- Parents are consulted through surveys and questionnaires about SEND provision at our school.
- The school organises a number of parent workshops and engagement sessions 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.
- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.

If needed, parents can arrange an appointment to discuss their child's progress with the class teacher, the SENDCO, or a member of the senior leadership team. Please contact the school office who will arrange one for you.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which discusses issues or viewpoints which are raised.
- The voice of the pupil is considered very important and regularly sought, in order to ascertain if reasonable adjustments are proving effective and in setting new targets. If your child has an EHCP their views will be sought before any review meetings. (IRR)
- Where the pupil is unable to express their views, the voice of the parent and external agencies will be gained. This may be through:
- discussions with the class teacher, SENDCO or senior leadership team member
- during parents evenings
- PLP or TSP reviews
- drop-ins

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people

Kingsfield First School Information Report for Special Educational Needs and/or Disability

`---------- Click here to return to the front page ----------

Teaching, Learning and Support

with SEND? *(IRR)*

- We gain the views of all stakeholders regularly through on-line surveys and questionnaires, formal and informal discussions. This can be discussed at any of the drop-ins held by staff or the SEND Co-ordinator, during the PLP/TSP or EHCP review meetings, parents' evenings or parents can arrange a meeting with the Headteacher, class teacher or the SEND Co-ordinator. Please contact the school office who will arrange this for you.

---------- Click here to return to the front page ----------

Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- There are a number of ways that we aim to keep your child safe outside of the classroom. We want all children to be able to take part in all areas of the curriculum and aim for all children to participate in school trips.
- Risk assessments are carried out regularly within school and prior to any off-site activity to ensure nobody's health & safety will be compromised.
- 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.
- We also ensure that your child will be safely handed over to a member of staff at the door each morning and dismissed to the nominated adult in person at the end of the day.
- Where a child may require additional support during break/lunch or transitional times, a nominated member of staff will be allocated.

What pastoral support is available to support my child or young person's overall well-being?

Kingsfield First School Information Report for Special Educational Needs and/or Disability

---------- Click here to return to the front page ----------

Keeping Students Safe and Supporting Their Wellbeing

We welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well- being. We have a caring, understanding team looking after our children. The school offers a wide variety of pastoral support for pupils.
These include:

- An evaluated Personal, Social, Health, Relationships Education (PHSRE) 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.
- Members of staff are readily available for pupils who wish to discuss issues and concerns and suggest mindfulness and wellbeing activities
- Referrals to outside agencies such as The Mental Health Support Team and CAMHS
- Our Anti-bullying policy can be found on the policies section of our website. Behaviour of any kind that is perceived as bullying will not be tolerated.
- We take a proactive approach to ensuring positive behaviour is maintained. Playground Leaders, assisted by staff, facilitate play opportunities during break/lunch times.
- Children, who may require intervention to maintain positive relationships at break times, can sit on the 'Friendship stop' bench in order to receive support.
- In-house interventions are also offered, tailored to need, in-line with our behaviour policy and SEMH Graduated Response.
- In line with our school SEMH graduated response each class follows the expectations for Quality First Education in regards to SEMH. Classrooms have a wide-ranging core offer of resources and support such as emotions board, which enables pupils to communicate, very visually how they are feeling and when they may require support, worry monster– for children to share worries discretely if required, calm corners – resourced to support children of all SEMH ranges and much more. Classrooms are monitored frequently to ensure the SEMH core offer is embedded and consistent.

Kingsfield First School Information Report for Special Educational Needs and/or Disability

---------- Click here to return to the front page ----------

Keeping Students Safe and Supporting Their Wellbeing

How will the setting, school or college manage my child or young person's medicine or personal care needs?

- If a pupil has a medical or intimate care need, a detailed Care Plan is compiled by the school in consultation with the school nursing service and parents/carers. These are discussed with all staff who are involved with the pupil. Pupils will be supported with their intimate care and personal needs, including dietary, where necessary.
- Where necessary and in agreement with parents/carers and the Headteacher, prescribed medicines are administered in school where a signed medication form is in place.
- All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting Pupils at School with Medical Conditions (DfE) 2014

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

The class teacher has the overall responsibility for the pastoral and social care of every child in the class, therefore this member of staff would be the parents' first point of contact.

- Members of staff are readily available for pupils who wish to discuss issues and concerns and suggest mindfulness and wellbeing activities.
- Each class has an emotions board, which enables pupils to communicate, very visually, how they are feeling and when they may require support.
- MHST, our mental health support team, work closely with school to provide support which enables emotional and mental wellness. Sessions are delivered on a whole-school, class, group or individual basis, where needed. Parents may request an individual referral to this service for their child or a member of staff may recommend one, with parental consent.
- Our website (SEMH section of SEND page) provides a number of activities that support and promote emotional well-being, along with links to

---------- Click here to return to the front page ----------

Keeping Students Safe and Supporting Their Wellbeing

external agencies and local authority support pathways.

- In-house interventions are also offered, tailored to need, in-line with our behaviour policy and SEMH Graduated Response

What support is there for behaviour, avoiding exclusions and increasing attendance?

- Our Behaviour Policy can be found on the website in the policies section and promotes positive behaviour through the sharing and agreement of school rules and consistent and regular rewards, and where necessary, sanctions.
- A behaviour ladder in all classrooms ensures a consistent approach to behaviour management, regular feedback verbally and visually for all children and a flexible way of both celebrating success, challenging low level behavioural issues and also allowing pupils to reflect on and improve their behaviour. This system may, on an individual basis, be reasonably adjusted where pupils have a personal behavioural plan for their behaviour PLP/TSP
- Where pupils require will be drawn up by the school, in consultation with parents/carers and any other involved external agencies. This will usually involve bespoke reward systems.
- Where support is required to increase a pupil's attendance, school will work closely with our Education Attendance Officer, and parents/carers to put strategies in place.
- Education Attendance Officer organises attendance clinics on a group and 1:1 basis to support improvements within families where attendance is unsatisfactory, including in all cases where it is below 90%
- The school's SEMH Graduated Response document outlines progressive strategies to identify and address needs related to emotional well-being or mental health difficulties.

Kingsfield First School Information Report for Special Educational Needs and/or Disability

---------- Click here to return to the front page ----------

Working Together & Roles

What is the role of my child or young person's class teacher?

The role of the class teacher is to :

- Ensure that all children have access to Quality First teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Check on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENDCO as necessary.
- Ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensure that all staff working with your child in school are supported in delivering 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 specially planned work and resources.
- Ensure that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND.

Who else has a role in my child or young person's education?

- The class TA will often deliver intervention that has been planned by the teacher.
- Children with EHCPs will work with adults that have been assigned to them either individually or in small groups.
- Specialist teachers from outside agencies work with SEND children when required.
- The Headteacher will work with the SENDCO and SEND Governor to determine the strategic development of the SEND provision within the school.

The school SENDCO will ensure that SEND children are receiving the support they require and develop the school's SEND Policy to make sure 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 receiving

Kingsfield First School Information Report for Special Educational Needs and/or Disability

---------- Click here to return to the front page ----------

Working Together & Roles

- involved in reviewing how they are progressing
- fully involved planning ahead for them.

It also involves:

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of children in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other children with SEND and/or disabilities in the school) to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- All staff working with a child with an EHCP will have read and understood his/her plan and demonstrate a working knowledge of the educational provision outlined. The child's short-term PLP targets will be written in-line with the stipulations of the EHCP.
- Children's EHCPs are reviewed annually. All staff and external agencies involved with the child are invited to contribute their views towards progress and next steps and/or attend the review meeting.

What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

We regularly invest time and funding in developing the knowledge and skills of our staff for the benefit of the children.

- Our teaching staff possess a wealth of experience both at the planning stage and the teaching of children with SEND and are responsible for

---------- Click here to return to the front page ----------

Working Together & Roles

their progress and development

- Specialist services deliver training, including Autism Inclusion, Occupational Therapy and Mental Health and Wellbeing
- SENCOs attend updates and keep up to date with changes to SEND provision

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

As a school we work closely with a number of outside agencies to receive their specialised expertise. The agencies used by the school include but are not limited to:

- Autism Inclusion Team
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Inclusion Team
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Paediatricians/School nurse
- Health Visitor for under 5s.
- Mental Health Support Team
- Specialist Support Services -Hearing/Visual Impaired Service
- SEDIS

Kingsfield First School Information Report for Special Educational Needs and/or Disability

---------- Click here to return to the front page ----------

Working Together & Roles

Who would be my first point of contact if I want to discuss something?

If you have any concerns, we recommend you speak to your child's class teacher initially, and at the earliest opportunity. It may then be appropriate to have a joint discussion with your child's class teacher and the SEND co-ordinator or Headteacher. We also have a link-SEND Governor.

Who is the SEND Coordinator and how can I contact them? *(IRR)*

The SENDCO is Miss Mohring.
Miss Mohring can be contacted via the school office on 01782 973800 or via school email office.kng@cflptrust.co.uk

What roles do have your governors have? And what does the SEND Governor do?

- The SEND link governor meets on a termly basis with the school SENDCO
- The SEND link governor monitors SEND Progress, SEND Provision, SEND Register and Attendance
- The Link governor writes a report to the LAB
- Reports from the 7 schools across the MAT are compared at the member/director level.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

We are a school where we value and celebrate each child being able to express their views on all aspects of school life.

- A child's views are always gathered when reviewing PLPs, Targeted Strategy Plans and EHCPs
- The SENDCO monitors the views of SEND children through Pupil Voice
- SEND children may have an advocate, if they require one, to put help them put their views into words

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

- Parents are encouraged to support their child's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly.
- A Parental Engagement Core Offer is posted on the website, which outlines a range of ways in which parents can become involve in the life of the school, on a termly basis. This may include parent workshops, Secret Storyteller, Forest School etc.
- We have an active PTFA (Parent, Teacher & Friends Association) which works actively to fundraise on behalf of the school. All parents are invited to support the work of this group.

Kingsfield First School Information Report for Special Educational Needs and/or Disability

---------- Click here to return to the front page ----------
Working Together & Roles
• The weekly Newsletter and school website advertises governor vacancies when they become vacant and the application can be discussed on a 1:1 basis with the Headteacher. A voting process decides who the next governor will be.
What help and support is available for the family through the setting, school or college? *(IRR)*
• The class teacher, SENDCO or Headteacher can offer support in school to complete paperwork or act as scribe • The school website contains information either on the SEND page or the Parents page • All class teachers hold a termly parents evening and a weekly drop in where concerns can be raised

Kingsfield First School Information Report for Special Educational Needs and/or Disability

---------- Click here to return to the front page ----------

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

- We ensure we are an inclusive school by ensuring our activities are available for all of our children, with adjustments being made where needed.
- Extra-curricular clubs and activities are accessible for all pupils
- Each club, activity or residential trip is planned with the children it is aimed at in mind, thus allowing for those children to take part as fully as possible.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- 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.
- When planning clubs, activities or residentials, school consults with parents and outside agencies to ensure they are inclusive for all.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☐

Details (if required) The school is partially accessible to wheelchair users

Are disabled changing and toilet facilities available? ☑

Details (if required) Disables facilities are available in the main building.

Do you have parking areas for pick up and drop offs? ☑

Details (if required) There is a designated disabled parking space on the main carpark by reception.

Kingsfield First School Information Report for Special Educational Needs and/or Disability

---------- Click here to return to the front page ----------

Inclusion & Accessibility

Do you have disabled parking spaces for students (post-16 settings)? ☐

Details (if required) NA

Facilities we have at present include:

- Disabled parking spot marked and located next to the school reception
- Ramps into school to make the site accessible to all (situated at the side of the school building).
- Toilets adapted for disabled users.
- Double doors in some parts of the building.

Risk assessments are carried out and procedures are put in place to enable all children to access our site safely.

For children that are not yet able to communicate orally with us we use simple sign language and/or pictures.

Kingsfield First School Information Report for Special Educational Needs and/or Disability

---------- Click here to return to the front page ----------

Transition

Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the school Admin office to arrange to meet the Headteacher, who will willingly discuss how the school could meet your child's needs. Our admission arrangements are clearly explained on our school website at **Policies - Kingsfield First School | Biddulph | Staffordshire**

How can parents arrange a visit to your setting, school or college? What is involved?

Parents are encouraged to ring the school office on 01782 973800 or email the school office office.kng@cflptrust.co.uk to arrange to meet the Headteacher and visit the school.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

- *What preparation will there be before my child or young person joins you?*
  - 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 SENDCO meets with all new parents of pupils and any agencies already involved 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.
- *How will he or she be prepared to move onto the next stage?*
  - When moving to a class within the school information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher.
  - If your child would be helped by a booklet to support them understand moving on, then it will be made for them.
  - If your child would be helped by visiting their new classroom and teacher then this will be arranged for them.
  - 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 SEND by arranging additional visits.
- *How can we as parents be prepared to help move onto the next stage?*

Kingsfield First School Information Report for Special Educational Needs and/or Disability

---------- Click here to return to the front page ----------

Transition

- The annual review in Y4 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 all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible and supportive.

- *How will you support the new setting or school to prepare for my child or young person?*
  - For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth and thorough transition.
  - For pupils transferring to schools further afield, the SENCOs of both schools will arrange a telephone or virtual meeting to discuss the needs of pupils with SEND in order to ensure a smooth and thorough transition.
- *What information will be provided to his or her new school?*
- The records of pupils who leave the school will be transferred when requested by the receiving school.

---------- Click here to return to the front page ----------

Additional Information

What other support services are there who might help me and my family? *(IRR)*

Advice may be sought from external agencies regarding strategies to best meet the specific needs of your child. This will only be undertaken after parent permission has been obtained and may include referral to:

- Children First Learning Partnership SEND Hub
- Moorlands SEND Hub

Kingsfield First School Information Report for Special Educational Needs and/or Disability

---------- Click here to return to the front page ----------

Additional Information

- Autism Inclusion Team
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Physical and disability support service
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Mental Health Support Team
- Tier 2 Family Support
- Early Help Support
- Health Visitor for under 5s

When was the above information updated, and when will it be reviewed?

As a school we annually update the information provided on this form and our review date is set for February each year.

Where can I find the Staffordshire Local Offer? *(IRR)*

The Staffordshire Local Offer can be found at
https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0

What can I do if I am not happy with a decision or what is happening? *(IRR)*

If at any stage as a parent/carer you are unhappy with the provision that we are making for your child, you should in the first instance approach the class teacher or the school's Special Educational Needs/Disability Coordinator (SENDCO). If this does not solve the complaint, then a parent should then speak to the Executive Headteacher who will discuss and advise the next steps. Should a complaint be made as a school we have a complaints policy, which can be obtained through the Admin office or on the school website **Policies - Kingsfield First School | Biddulph | Staffordshire** under the general policies section.
However, if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, an appeal can be made

---------- Click here to return to the front page ----------

Additional Information

to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England. ***(IRR)***