



Special Educational Needs and Disability Information Report

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Ratified By Governing Body

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Statement

Kineton CE (VA) Primary School recognises that all children and young people are individuals and not all pupils are able to access learning in the same way.

As a result of this we are committed to providing high quality education for all pupils including those pupils with Special Educational Needs (SEN) and those with disabilities. We have strong systems for the early identification of pupils with SEND and always welcome and work in partnership with parents and carers.

In our school we have a wide range of skills to ensure all pupils have access to quality first teaching which enables us to endeavour to meet the needs of every identified child.

We are committed to working with parents and young people with SEND, following the SEND Code of Practice relating to Part 3 of the Children and Families Act 2014 and associated regulations, so we can work together to support your child's learning journey regardless of need from birth to 25 years old.

Kineton CE (VA) Primary School SEND Information Report

Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with Special Educational Needs and Disabilities (SEND). This is called the Local Offer.

At Kineton Primary we are committed to meeting the academic, social, and emotional needs of all our pupils. We ensure all pupils have the opportunity to reach their full potential and make progress within a positive, stimulating and nurturing environment. We believe children thrive when all key people in their lives work as a team to secure the very best outcomes.

We are a fully inclusive mainstream school that ensures all of our pupils develop their potential personally, socially, spiritually, emotionally and academically in all areas of the curriculum regardless of gender, ethnicity, religion, social background, physical ability or educational needs.

While we endeavour to provide quality first teaching which meets the needs of all pupils in the classroom, some children and young people may find it more difficult to access the curriculum and may need a different approach or level of support.

The SEND Code of Practice: 0 – 25 years (January 2015) states:

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- *has significantly greater difficulty in learning than the majority of children of the same age, or*
- *has a disability, which prevents or hinders him or her from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools.*

Here you will find information about our provision and approaches for any pupil identified with a special need or disability.

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Who can I talk to?

Your child's **class teacher** will be your first point of contact if you have any concerns. Class teachers are responsible for:

- Providing a differentiated curriculum to meet the needs of all learners
- Ensuring that all children have access to good/ outstanding teaching
- Identifying pupils with SEND so that early interventions can be put in place
- Liaising with parents and the Special Educational Needs Co-ordinator (SENCo)
- Attending pupil review meetings when possible
- Planning for teaching assistants to work with children
- Ensuring that the school SEND policy is followed in their classroom

The **SENCo (Special Educational Needs Coordinator)** may become involved to support and advise you and the class teacher in the best provision for your child. The SENCo is a qualified teacher and has completed the National SENCo qualification or worked as a SENCo for at least 12 months before 1st September 2009. The responsibilities of the SENCo include:

- The day to day running of the school's SEND policy
- Liaising with and advising school and staff including support staff
- Co-ordinating provision for children with SEND
- Maintaining the schools SEND register
- Monitoring the progress of all pupils with SEND
- Liaising with parents of children with SEND
- Meeting with the SEND governor

If required our **SEND Governor** can be contacted, whose responsibilities include:

- Making sure the school has an up-to-date SEND policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEND
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/ her potential in school.

The **Head Teacher**, whose responsibilities include:

- The day to day management of all aspects of the school, this includes support for children with SEND.
- Supporting the SENCo and class teachers to ensure your child's needs are met.
- Making sure the Governing Board is kept up to date regarding any aspects in school relating to SEND.

Teaching Assistants (TAs):

- Support staff can assist the class teacher in delivering work for individual children or small groups of children with SEND. Programmes will be planned by the class teacher with specific guidelines for delivery of work. The pupils may be withdrawn from the classroom setting if necessary. However the Code of Practice states that pupils should be supported within the classroom as much as possible and the class teacher is responsible for the provision for all pupils.
- Support staff will feed back to the class teacher about progress and any concerns.

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How are children with special educational needs identified?

- All children's progress is tracked and monitored against national or school expectations.
- If concerns are raised about the rate of progress, or the health and well-being, safety or social and emotional health of a pupil then the class teacher will initially have an informal discussion with the parents and carers.
- The class teacher will inform the Special Educational Needs Co-ordinator (SENCo).
- The SENCo will then meet with parents and child and discuss next steps.
- There are instances when parents see concerns at home, which are not always evident at school. We value your contribution to the 'big picture' of your child and if you have a concern about your child that you come and talk to us immediately so we can work together as a team.

How are my child's views taken into consideration?

- Your child will be involved in meetings about them at an appropriate level agreed with yourselves.
- Pupil profiles and intervention plans will be discussed with your child. Pupil views are very important to us, as a child is much more likely to achieve a personal target they have set for themselves than one that has been generated for them.

How are the individual needs of children met when identified?

- In most cases the children's needs are met through the class teacher's differentiated and personalised planning and teaching.
- A Pupil Profile may be developed with the child, teacher and parents/carers in order to share classroom based strategies, along with a personalised intervention plan which will give clear targets and interventions which will be shared with you.
- Interventions will be reviewed with success celebrated and further plans developed if required. SEN Support will follow the Assess, Plan, Do, Review model.
- Your child may be chosen to join a small group with a qualified teaching assistant for support in core work in one or more areas such as reading, writing and Maths.

What if my child does not make progress?

- The class teacher and the SENCo will meet with you to discuss if further advice and support is required, and depending on the area of concern we may decide to refer to the SENCo Advisory Teacher. This qualified teacher has specific skills in identifying and recommending strategies to support schools in progressing academic achievement and supporting pupils with a wide range of special educational needs in the classroom and through intervention in small groups.
- We may agree to refer to other agencies such as, the NHS Speech and Language Therapy team, Occupational Therapy or Physiotherapy.
- Parents can contact the Family information Service and/ or SEND Information Advice and Support Service www.kids.org.uk/warwickshire-sendias
- The educational psychologist may be asked to support your child.
- At times we may need very specialist support for some complex emotional needs, if so we may refer to the RISE (previously CAMHS) <https://www.cwrise.com/how-to-refer-to-services> with your consent.
- Your doctor may also offer advice depending on the difficulty.

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- An Education, Health and Care Plan(EHCP) may be applied for. If an EHCP is put in place by the local authority, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:

it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in an EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision is made. In addition, the local authority must also seek agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through personal budget.
- Parents of a pupil with an EHCP also have the right to seek a placement at a special school if they consider that their child's needs can be better met by specialist provision.

How will I know if my child is progressing?

- Regular review meetings will be put in place for you to ask questions and discuss progress.
- Meetings may be at Parent-Teacher Consultations, after school or during the school day depending on level of need.

How will you support transitions between Key Stages and into secondary education?

- We understand some pupils may find moving to the next class or school difficult so we plan transition carefully putting in additional arrangements if needed. We also work with secondary schools to ensure our older children have positive experiences when they leave us.
- We have a structured transition programme into Reception classes with strong links with our partner nurseries including staggered intake and shorter days initially. We can adapt our induction programme to meet the needs of children with SEND who may need longer to settle or extra visits.
- Pupils will be considered on an individual basis when transitioning from Key Stage 1 to Key Stage 2 and also between year groups, as to whether they need additional time with new teachers and in the new surroundings.
- We work very closely with our local secondary schools, and transition can be adapted to meet the needs of the individual child as deemed necessary.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

- School Accessibility Plan (statutory requirement available on school website) describes the actions the school has taken to increase access to the environment, the curriculum, and to printed information.
- We work together with parents in order to provide appropriate support where necessary in order for the child/ young person to engage with every aspect of school life.

How can you support my child with their emotional and social development?

- School PSHE programme
- Anti-bullying policy/ Social Use of Language programme
- Classroom Circle Time/ Time to Talk
- Peer mentors
- Programmes for Emotional Literacy and Anger Management where deemed necessary.

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- Our SENCo Advisory Teacher is accredited by the Nurture Group Network to deliver nurture programmes. The Boxall Profile is used so we can plan activities to meet pupils’ emotional needs.
- Cognitive Behaviour Therapy strategies may be used in class the Advisory Teacher is trained to support the delivery of the ThinkSmart programme.

What do I do if I am not happy about the SEN provision made at the school for my child?

- Whenever you have a concern about your child and/or their progress, you must contact their class teacher immediately.
- If you are not happy with the outcome then contact the headteacher. The SEN Governor will always be willing to listen to your concerns as well.
- Complaints procedure

Kineton Primary is not a specialist school but our staff have a wide range of skills in teaching children with additional needs and disabilities. We also have regular training and advice from our SENCo Advisory Teacher as well as outside agencies and professionals to enable best provision for your children. This may be as a whole staff or tailored specifically for us to address individual needs.

MAP OF INTERVENTIONS BY AREA OF NEED

Area of Need	UNIVERSAL All pupils, where appropriate	TARGETED Plus for some pupils	SPECIALIST Plus for a few pupils (EHCP)
<i>Cognition and learning</i>	Differentiated curriculum planning, activities, delivery and outcome. “Inclusive school ethos” Classroom arrangements which ensure they have enough time to complete work. Classroom layout and surrounding which take into account the needs of all learners. Active and meaningful use of visuals and symbols. Visual aids and modelling of expectation. Access to ICT Progress files Minimise copying from the board Coloured overlays and coloured paper	An individual plan (Pupil Profile) which is personal to the learner. Specific, measureable targets are agreed with parents and the learner and progress towards those targets is recorded. Formal review with parents at least twice a year. Support to access the curriculum using effective strategies eg Precision Teaching, First Class at Number, catch up programmes in English and Maths. Review and advice given by Cluster Advisory Teacher. Shared in class support from TA. Assessment regarding access arrangements for exams.	On-going, regular, structured small group or 1:1 teaching. Learning advised and reviewed by an external specialist. Highly personalised curriculum which is reviewed and monitored each term. Specific teaching of life skills. Intensive, on-going support for learning where learning is broken down into smallest steps and involves daily practice of each skill. Regular use of ICT Highly structured routines with individual support and/ or prompts. Enhanced school-home liaison. On-going assessment, support, advice and training for school staff.
<i>Communication and interaction</i>	Differentiated curriculum planning, activities, delivery and outcome eg simplified language. Key words Visual aids and modelling of expectations Visual timetables Structured school and class routines “routines for transition”.	The use of language which is simplified and supported by visuals and/ or objects to touch. Individual visual timetable Individual workstation ICT software Communication/ Sulp group Support from adults to follow consistent, regular, daily routines.	Regular, structured small group or 1:1 teaching. Individual language programme, social stories, or social communication group supported by external agencies eg SALT. Specialist advice and support Individual work area and individual visual timetable.

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		Preparation for change in routine and transition. Extra arrangements for communication with home.	Access to a Quiet Area/ Low Arousal room Highly structured routines with individual support. Enhanced transition arrangements between home and school.
<i>Social, mental and emotional</i>	A stimulating and effective PHSE programme. Nurturing philosophy Trained staff available to support pupils at break and lunch times. Support for basic eating, medical and personal care tasks. Systems for monitoring and reporting concerns about pupils' health, safety and wellbeing. Access to extended school provision eg after school clubs, homework support. Opportunities to take on responsibility in school eg pupil council, class monitors. Whole school rewards and sanctions systems.	Personalised reward systems. Access to nurturing activities and advice from accredited Nurture professional. Use of Early Help to bring together multiple professionals who are working with the child. Safeguarding procedures to support the family. Extra arrangements in place for communication and transitions between home and school. Safeguarding procedures. Records of behaviour eg ABC or STAR to identify triggers/ patterns. Anger management programmes eg Volcano in my Tummy. ThinkSmart programme Primary Mental Health support	Personalised timetable. Daily nurturing activities delivered by a qualified nurture specialist. Advice from Educational Psychologist and the Specialist Teaching Service. Access to quiet area/ personalised workstation/ safe space. Availability of a member of staff who is emotionally available for the learner. Joint planning with external agencies. Pastoral support plan or behaviour management plan in place and reviewed at least every fortnight with parents/carers. Individual risk assessments. Network of adults to support learner. RISE (CAMHs) advice and support MASH and SENDIAS
<i>Sensory and physical</i>	Structured school and class routines "routines for transition". Classroom layout and surrounding which take into account the needs of all learners. Access to named quiet areas in school and playground. Classroom layout and surrounding which take into account the needs of all learners. Writing slopes Pencil grips	Extra support at break and lunchtimes for a specific purpose eg ear defenders, taught social skills. Support for physical movement as advised by qualified professional. Fiddle toys Moves programme Write from the Start fine motor skills programme Occupational therapy 6 week programme for fine motor skills. Keyboard skills	Fundamental changes to teaching and learning methods to meet the needs of the individual learner as advised by external agencies. Individual tailor-made curriculum. Learner specific changes to the school environment within reason to enable the learner to join in with the curriculum. Access to aids and equipment as recommended by professionals. Individual risk assessments. Advice from Occupational Therapy, Physiotherapy and Specialist Teaching Services

Training received by staff on a rolling programme:

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- Dyslexia
- Autistic Spectrum Condition
- How to support pupils with sensory difficulties
- Attachment and trauma
- Nurture and Social and Emotional Well-Being/Mental Health
- Cognitive Behavioural strategies (2018-19)

Who can be contacted and how?

- The class teacher is first point of contact at the end of the school day or via telephone call, appointment or pre-arranged parents meeting.
- SENCo and Headteacher – Margaret Pollard
- SENCo Admin Assistant – Sarah Carroll
- SEND governor – Helen Sayers

Warwickshire’s Local Offer for Special Educational Needs and Disabilities can be found at <https://www.warwickshire.gov.uk/send>. Here you will find additional information about services, policies and ways in which children and young adults within South Warwickshire can be supported to ensure their needs are successfully met.

Please do not hesitate to contact our school if you would like any more information.

GLOSSARY OF ABBREVIATIONS

ASC Disorder	Autistic Spectrum Condition	ADHD	Attention Deficit Hyperactivity
EHCP	Education Health and Care Plan	EP	Educational Psychology
EPS Hub	Educational Psychology Service	MASH	Multi Agency Safeguarding
OT	Occupational Therapy	PSHE	Personal, Social & Health Ed
RISE	Previously Child and Adolescent Mental Health Service		
SALT	Speech and Language Therapy	SEN	Special Educational Needs
SENCo Disabilities	Special Educational Needs Co-ordinator	SEND	Special Educational Needs and
SENDIAS (www.kids.org.uk/warwickshire-sendias)	SEND Information Advice and Support Service	STS	Specialist Teaching Service

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