

Kingsmoor Primary School



SEND INFORMATION REPORT

SENDCo: Mrs Charlotte Owens

SEN Governor: Mrs Catherine Cowlin

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Approved by: Full Governing Body June 2023

Date of review: May 2024

Signed Chair of Governors: Mrs Kerry Evert

Signed SENDCo: Mrs Charlotte Owens

OUR VISION

'An inspirational school where we all want to work, learn and grow to become the best we can be.'

It is the school's intent to inspire each individual pupil by immersing them in high quality lessons which ignite interest and curiosity; lessons that provide a wealth of knowledge and opportunities beyond the National Curriculum to spark future interests and aspirations.

Our curriculum is underpinned by our school's code which epitomises our school values:

Kindness, Respect, Resilience and Tolerance

We aim for these values to be central to our school's ethos – an underlying current which is subliminal to all learning and the attitude of pupils and staff in every Kingsmoor classroom.

THE KINDS OF SEND THAT ARE PROVIDED FOR

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction: autistic spectrum condition, speech and language difficulties
- Cognition and learning: dyslexia and moderate learning difficulties
- Social, emotional and mental health difficulties, attention deficit hyperactivity disorder (ADHD) and attachment disorder
- Sensory and/or physical needs: hearing impairments, processing difficulties, epilepsy and sensory processing disorder and Downs Syndrome

IDENTIFYING PUPILS WITH SEND AND ASSESSING THEIR NEEDS

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer (High Quality First Teaching), or whether something different from or additional to is needed.

CONSULTING AND INVOLVING PUPILS AND PARENTS

The class teacher and the SENDCo will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- We take into account the pupil's views
- Everyone is involved in writing the outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

HOW WILL SCHOOL STAFF SUPPORT MY CHILD?

Somerset Graduated Response Tool

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at:

[Somerset's Graduated Response Tool](#)

Discover more at [Somerset's SEND Local Offer](#) and [Somerset's SEND Local Offer | Taunton | Facebook](#)

ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- SENDCo attends termly pupil progress meetings
- The individual's development in comparison to their peers and national data

- The views and experience of parents
- The pupil's voice
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

SUPPORTING PUPILS MOVING BETWEEN PHASES

The staff at Kingsmoor Primary School work together to plan and prepare for the transitions between phases of education (when children enter or leave the school or when they move up to a new class). This applies to all children but especially those who have SEND.

For children due to start Reception in the September, visits are made to early year's settings and the SENDCo will liaise closely with setting staff and parents. Where a SEND need has already been identified, a School Entry Planning meeting (SEP) will be arranged and attended by parents/carers, nursery staff, Kingsmoor Primary school staff and any professionals currently working with the child so a successful transition into school can be planned.

At the end of each school year, transition meetings take place between teachers so they have all the information they need about the child's strengths and needs including SEND records. Children also have the opportunity to spend time in their new classroom with their new teacher.

When a child moves to a new school, we contact the school SENDCo and ensure they know about any special arrangements or support that needs to be made for the child. We transfer their SEND records to their new school as soon as possible.

Where a child has an EHCP, the new school/setting will be invited to attend the Annual Review prior to transition.

OUR APPROACH TO TEACHING PUPILS WITH SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High Quality First Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Emotional Literacy Support Assistants (ELSA)
- Individual Literacy Intervention (ILI)
- Play Therapy (Theraplay)

- Lego Therapy
- Forest School
- Nuffield Early Language Intervention (NELI)
- Talk Boost
- Individual Speech & Language Plan from Speech & Language Therapist
- Individual Occupational Therapy from Occupational Therapist
- Time to Talk – Social Skills
- Personalised sensory diet
- Social stories
- SNIP Literacy programme
- Precision teaching
- Gross and fine motor development
- Targeted group/Individual support for Maths/Reading comprehension
- Parent Family Support Advisor (PFSA)

ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style and content of the lesson
 - Adapting our resources and staffing
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, visual prompts and larger font texts, ear defenders, fidget toys.
 - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolding, scribing and opportunities to revisit learning, working in a quieter area.
 - Opportunity to choose own learning through the wider curriculum, for example, Mystery Monday, Friday Activities and Forest School
- You will find our Accessibility Plan here -

https://www.kingsmoorprimaryschool.co.uk/uploads/1/0/8/4/108492491/send_accessibility_plan_2022.pdf

ADDITIONAL SUPPORT FOR LEARNING

Teaching assistants will support pupils on a 1:1 basis as detailed in the pupil's Educational Health Care Plan (EHCP).

Teaching assistants will support pupils in small groups or individually when delivering ELSA, ILI and Talk boost sessions.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology
- Advisory Teachers (Virtual School, Learning Support Team and Autism & Communication Team)
- Speech & Language Therapy
- Occupational Therapy
- Physiotherapy
- School nursing team
- Ups and Downs Southwest
- Physical Impairment and Medical Support Team (PIMST)
- GPs and hospital practitioners

EXPERTISE AND TRAINING OF STAFF

Mrs Owens, our SENDCo, has been a primary school teacher for over 16 years. She has had 3 years' experience in the SENDCo role. Mrs Owens is allocated one day a week (Tuesday) to manage SEN provision.

Mr Thomson (Deputy Head) is the Designated Teacher for Looked After Children (LAC).

We have a team of Learning Support Assistants (LSAs) who are trained to deliver SEND provision. Here at Kingsmoor Primary, we have staff trained in the following:

The National SENDCo Award (due to be completed in September 2022)	Mrs Owens SENDCo
Effective Quality First Teaching	All teachers
Emotion Coaching Zones of Regulation	Support staff Mrs Jean Scott
Emotional Literacy Support Assistant (ELSA)	Mrs Butcher and Miss Mitchell
Forest school	Mrs Clarke and Mrs Collard
Individualised literacy intervention (ILI)	Mrs Squire, Mrs Jameson and Mrs Butcher
Talk Boost	Mrs Collard, Mrs Smith
Team Teach	Mrs Warren Mr Hayward Mrs Owens Miss Mitchell Mrs Hicks Mr Thompson Mrs Smith
Mental health first aiders	Mrs Warren (Senior lead), Mr Thompson, Mrs Temple
Parent Family Support Advisor	Mrs Jean Scott
Attachment Training (Foundation & Advanced)	Mrs Warren Mrs Jean Scott
Trauma Informed Practice	All staff
Working with the Traumatized Child	All staff
Understanding Autism and ADHD	Mrs J Warren Mrs Owens
Makaton	Mrs Owens/Miss Mustoe/Miss Quinn –level 2 All staff – level 1

SECURING EQUIPMENT AND FACILITIES

The SENDCo works closely with relevant agencies to ensure that SEND children have access to appropriate specialist equipment to support their needs as appropriate. This could include meetings with the school and parents and school-based visits.

EVALUATING THE EFFECTIVENESS OF SEN PROVISION

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions once they are completed.
- Gathering pupil's voice
- Monitoring by the SENDCO
- Using provision maps and support plans to measure progress
- Holding annual reviews for pupils with EHC plans
- Termly meetings with SEND Governor
- Parent views

ENABLING PUPILS WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club, late leavers, forest school and swimming.

All pupils are encouraged to go on school day trips and our residential trip to Kilve Court.

All pupils are encouraged to take part in sports day, school nativity and performances, Kingsmoor Dance Festival, charity events and Friday activities.

No pupil is excluded from taking part in these activities due to their SEND or disability.

Please refer to our Accessibility Plan for more information.

https://www.kingsmoorprimaryschool.co.uk/uploads/1/0/8/4/108492491/send_accessibility_plan_2022.pdf

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the schools holistic curriculum.
- Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork, building friendships and developing skills.
- 1:1 and/or group ELSA sessions

We have a zero tolerance approach to bullying. Further information can be found in our Anti-Bullying Policy on the school website

WORKING WITH OTHER AGENCIES

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's areas of need, we will consider involving specialists. This could include:

- Advisory Teachers for Learning Support or Autism & Communication
- Educational Psychologist
- Speech & Language therapists
- Occupational Therapists
- Physiotherapists
- School Nursing Team
- Mental Health in Schools Team
- FIS (Family intervention support)

Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child in the same way as other SEND support.

The SENDCo and class teacher, together with the specialists, and involving the child's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and support will be agreed, including a date when progress will be reviewed.

COMPLAINTS ABOUT SEN PROVISION

Complaints about SEND provision in our school should be made to the class teacher in the first instance. You may also ask to speak to the SENDCo and/or the head teacher if needed. Please refer to the school's complaints policy for further details of the procedures to follow.

CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEND

Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) can give children , young people and their parents/carers information, advice and support about SEND. This can include information on Educational Health Care (EHC) Needs Assessments and Plans. This service is free, confidential and impartial.

Phone: 01823 355578

E- mail: somersetSENDIAS@somerset.gov.uk

Children's Autism Outreach Team (CAOT) can support parents and children with a diagnosis of Autism.

Access to this service is through the Early Help Assessment (EHA) which is completed by the SENDCo.

Phone: 01823 357000

Somerset Big Tent (SBT) Somerset Big Tent is a partnership of Charities, Charitable Incorporated Organisations and Community Interest Companies. These are VCSE* organisations that provide a range of services including positive activities, therapeutic services and specialist support to increase positive wellbeing and improve mental health within children and young people aged 5-25 in Somerset.

<https://www.somersetbigtent.org.uk/>

THE LOCAL AUTHORITY LOCAL OFFER

The Children and Families Act 2014 requires the Local Authority (LA) and schools to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. The LA refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It helps parents and young people understand the range of services and provision in the local area. Follow this link for more details:

www.somerset.gov.uk/local-offer

Monitoring arrangements

This policy and information report will be reviewed by Mrs Charlotte Owens (SENDCo) and Mrs Catherine Cowlin (SEND Governor) every year.

It will also be updated if any changes to the information are made during the year.

It will be approved by the full governing body.

Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Anti-Bullying Policy
- Behaviour policy
- Equality Policy and Objectives
- Safeguarding
- SEND Policy
- Supporting pupils with medical conditions policy
- RHSE

What our parents say.....

We couldn't ask for you to be any more inclusive – it means so much!

I've had so much support here...I feel really lucky my child's here

You think about the reason behind the behaviours and you do something about it

My child isn't excluded because things are too hard

***My child feels accepted
You've thought of it all***

My child is thriving because he's included

It's been great seeing the world for the first time again through the eyes of my child

He's had so much support and school have been so adaptable

School has been really flexible which has been really helpful

He's supported and understood

You've included his interests at school...he wants to take part