Kingswood Primary School

Special Educational Needs and Disability (SEND) Information Report for Children with SEND (in response to the Special Educational Needs and Disability Code of Practice 2015)

Kingswood Primary School	
Kingswood Primary School **office@kingswoodprimary.co.uk**	*Details of school e.g.* • Nursery to Year 6 • One site • 2 form entry, one form entry (EYFS and Year 1)

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The school will meet the needs of children with the following SEND (Special Educational Needs and or Disabilities):

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical

The information below details the offer within Kingswood Primary School and ways in which parents, children and young people may access the support required.

There is a glossary of abbreviations we have used, at the end of this SEND Information Report.

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PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN KINGSWOOD SCHOOL:

Who are the best people to talk at Kingswood about your child's difficulties with learning/ Special Educational Needs/Disability (SEND)? How can you talk to them about your child if you need to?	
Class Teacher Your child's class teacher is the first point of contact.	**The Class Teacher is responsible for:** • Making sure that all children have access to outstanding teaching with a broad and balanced curriculum that is adapted to meet your child's individual needs. • Monitoring the progress of your child and identifying, planning and delivering any additional support your child may need. • Creating Individual Education Plans (IEP), for children with an EHC Plan (Education, Health and Care Plan) or a learning plan for children who require more individualised support. This will be created in partnership with the SENCO. The IEP and relevant reports are shared with parents. The class teacher will also share key information at parents' evening appointments. • Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions and which adaptations and support work best for them in order for them to make progress. This may involve adaptation and adjustments to the curriculum and teaching and/or at times the wider team, specialist support staff and individually planned work and resources. • Ensuring they adhere to Kingswood's SEND Policy and that this is fully reflected in their teaching. **How to contact your child's class teacher:** we operate an open door policy where you are able to speak to your child's class teacher when needed, although we ask that you do not engage them in lengthy conversations at the beginning of the day when they are responsible for bringing the class into school. If you would like to speak with them in depth, feel free to arrange an appropriate time to meet with them.

The Special Educational Needs Co-ordinator (SENCO)	**The SENCO is responsible for*:*** • Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing Kingswood's Information Report to ensure that the appropriate provision is in place in order to meet the needs of all SEND children. • Ensuring that parents/carers are fully involved in their child's learning and decision-making regarding their SEND. • Liaising with external agencies e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND record of need. • Providing specialist support and appropriate training for teachers and support staff. • Supporting your child's class teacher to create Individual Education Plans (IEP) for children with an EHC Plan or learning plans for children who require more individualised support. • Identifying and collating information for Education, Health and Care Plans when needed. ***How to contact your SENCO****: SENCOs, wherever possible, are available on the school gate at the beginning and end of the day so that you can speak with them to arrange an appointment. Alternatively, you can speak to the class teacher to arrange for the SENCO to contact you, or telephone the school to make an appointment. speak directly to the SENCO.*
Support Staff Teaching Assistant (TA) Key Adult Teaching Assistant Special Educational Needs Practitioner (SENP) Higher Level Teaching Assistant (HLTA)	Support Staff work alongside your child's class teacher and SENCO to support all children's learning needs. Members of Support Staff may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, such as speech and language therapy. A child may receive support from a number of adults. You will be informed of any additional interventions your child is receiving. A conversation with the class teacher or SENCO will give you a full overview of this support. If you would like to speak to the support staff working with your child, please feel free to do so through your child's class teacher. At Kingswood we welcome regular dialogue between parents and all staff on how a child's day has been and we actively encourage this continued feedback.

Headteacher	**The Headteacher is responsible for:** • The day-to-day management of all aspects of the school, which includes the support for children with SEND. The **Headteacher** delegates responsibility to the SENCO, who is responsible for ensuring appropriate provision is in place to meet your child's needs and support your child's learning, and the class teachers who are responsible for ensuring every child receives quality first teaching so that they make the best possible progress. • The Headteacher must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND. ***How to contact the* Headteacher*:*** *contact can be made via the school office or by speaking directly to the Headteacher who is normally available at the start and the end of the day for an appointment.*
SEND Governor	**The SEND Governor is responsible for:** • Making sure that Kingswood has an up to date SEND Report. • Making sure that Kingswood has appropriate provision and has made necessary adaptations to meet the needs of all children in Kingswood. • Making sure that the school's SEN funding is appropriately spent. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in Kingswood and to ensure that every child maximises his/her potential in Kingswood. ***How to contact the SEND Governor:*** *write to the SEND Governor via the school office.*

How children with SEND are involved in their education?

Annual review/ EHC plans

Children's views are sought before the annual review and feed directly into the meeting and, therefore, their wishes influence changes to their provision and support in place. How children's views are sought will look different from child to child and will depend on the age of the child and their ability to share their views in different formats. Children might complete a 'thoughts and feelings' worksheet independently or with the support of an adult; they might be asked to share their views through pictures and photos; they might be asked to reflect on a timeline and therefore project forward their wishes for the future; etc.

Planning

Teachers ensure that planning reflects the needs of their class and will annotate specific adaptations for individuals and groups onto their plans. Plans are shared with adults working within the class and, through ongoing reflection and discussions, are adapted throughout the learning journey. Teachers ask children to give feedback regularly on how well they feel they are doing or whether they feel they need

additional support in certain areas. Plans are also adapted according to this feedback.

There are a range of methods/resources that children are able to access, depending on their learning styles and needs, e.g. sound buttons, text2speak, free-flow within reception, options for recording etc.

In addition to their involvement across the curriculum, discrete PSCHE/Circle Time lessons are taught, where specific issues arising in individual classes are addressed. These times are also often opportunities for children to share any worries they have.

Target Setting
Children know their targets for next steps in the core subjects and these are shared with them. They are actively involved in their target setting through IEP and provision planning meetings.

School Council
Kingswood has an active school council. Class representatives are elected by the class and act as the voice of the class. They listen to their peers and regular school council meetings provide an opportunity for all children to share their views and ideas.

School Ethos
We are an inclusive school and within school, a safe environment which nurtures expression is established. Children are encouraged to share their thoughts and feelings with adults in school.

We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly. For full information about how we deal with bullying, please see our behaviour policy and our anti-bullying policy.

B. HOW COULD MY CHILD GET HELP AT KINGSWOOD?

Children at Kingswood will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- **Additional Support Staff**
- **Outside Agencies (e.g., Autism Outreach Support, Speech and Language Service, Educational Psychology Service)**

What are the different types of support available for all children, children with SEN and /or disabilities at Kingswood?		
Type/level of Support -	**What this looks like -**	**Who can receive this support -**
Quality First Teaching	➢ The class teacher will ensure the following for all children: ○ Provide Quality First Teaching ○ Have high expectations and be aspirational for all children ○ Ensure an adapted curriculum to meet all children's needs ○ Offer a broad and balanced curriculum ○ Provide a range of resources and teaching strategies to support all learning needs ○ Ensure that individual strategies/resources are in place for children with specific needs ○ Provide a safe and trusted place for children to bring any concerns and worries that are then addressed according to the school's ethos and policies ○ Ensure that reasonable adjustments are made so that all activities	All children in school **will** receive this.

Universal Support	➢ The class teacher will have carefully monitored your child's progress and if it is felt that they need some additional support in a particular area of learning, the following support could be put into place: o Precision Teaching o Targeted Reading o Maths/literacy intervention o Chatterbugs (language support in Early Years Foundation Stage) o Chill-Out (additional play time support) o Trained peer mediators/playground ambassadors/young play leaders (support within the playground) ensure positive school ethos for all o Playground games set up to target children with specific needs o 'Keyworkers' identified for specific children in the playground	All children in school **could** receive this support.

	If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENCO.	

Targeted Support Targeted Support can be for individual children or groups, and can be either in the classroom or outside of the classroom	➢ The class teacher will have carefully monitored your child's progress and if it is felt that they have a specific gap in their learning and understanding, targeted support will be put into place. ➢ You will be informed if your child is receiving targeted support. ➢ There will be opportunities to discuss any interventions that have been put in place to support your child's needs. ➢ Interventions may include small group work or individual sessions on a specific target. The Targeted Support that your child **could** receive is as follows: o Additional reading, writing or maths intervention/support o Mentoring o Fine and gross motor skills support o Movement breaks o Social and emotional support If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENCO.	Any child who has specific gaps in their understanding of a subject/area of learning **could** receive this support.
Specialist Support Specialist Support can be for individual children or groups, and can be either in	➢ Your child's teacher will have carefully checked your child's progress and may decide that your child needs specialist support for their learning. ➢ Your class teacher/SENCO will discuss with you any specialist support that your child is going to receive. ➢ These interventions will have clear targets to help your child make progress.	Any child that continues to have significant gaps in their learning and development,

or outside the classroom. Specialist Support can be run by school staff or outside agencies.	➢ Specialist support from outside agencies may look different depending on the individual child's needs. E.g. this may involve a professional working 1:1 with your child or your child working within a small group. The Specialist Support that your child **could** receive is as follows: o Creative Arts Therapy/Play Therapy o Nurture group o Pupil Referral Unit (PRU) reintegration/behaviour support o Outreach Support Service (for autism, children with visual or hearing impairments) o Occupational Therapy o Speech and Language Therapy o Educational Psychologist	despite receiving interventions at a targeted level, and/or has a diagnosis and/or presents with a specific special educational need **could** receive this support.
EHCP (Education, Health and Care Plan) A statutory assessment for an EHCP will be initiated by the SENCO in discussion with you, if your child is identified as needing a higher level of individual and small group support which cannot be provided from the resources already delegated to the school.	➢ If, despite quality first teaching, targeted intervention, advice and specialist support from outside agencies that the school has provided from its own resources, it is felt that your child needs further or more specialist input to make progress, the school or you can request that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this on the website of your residing local authority under their SEND/Local offer section. ➢ This is done in full partnership with you and your child. After the school have sent the request to the Local Authority (LA), including a range of information about your child provided by you as the parent as well as the school, the LA will decide whether they think your child's needs are sufficient to require a statutory assessment. ➢ If this is the case the local authority will ask you and all the professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they should be met and the long and short term outcomes that are being sought. A meeting involving you and relevant professionals will also be held. ➢ If the Local Authority do not think your child needs this, they will ask the school to	Children whose learning needs are more severe, complex and potentially lifelong.

	continue with the SEN Support in School and provide further support to you and the school to ensure your child's needs are met. ➢ After the reports have all been sent in, an EHC Plan, to which you and your child will contribute, will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational, health and social care needs that your child may have in one plan. ➢ The school must make its best endeavours to put in place the support identified in the plan. ➢ The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes.	

How will we support your child with identified SEND when he/she starts at school?

Admissions

- We take all applications on an individual basis.
- Each child and their needs are considered on an individual basis.
- Reasonable adjustments will be made, wherever possible, if required, e.g. disabled access.
- Careful consideration is given to the most suitable class, with consideration being given to the current cohort and the support required.
- New children arriving mid-year have identified buddies within the classroom. Contact is made with the previous school as well as visits carried out where possible to ensure comprehensive handover of information.

Starting school

- If your child has been allocated a place in our school by the local authority and your child has a SEND, please contact the school SENCO as soon as you receive the offer of a school placement as we may not have details of your child's needs at this stage.
- We will invite you to visit the school with your child to have a look around and speak to staff and meet the members who will work with you and your child at school.
- If your child is starting in Nursery the nursery staff will carry out a home visit to discuss your child's needs.

- To help your child to settle more easily, we may suggest adaptations to the settling in period, but this will be agreed with you and the class teacher.
- If your child has not already visited, and if appropriate, your child will be encouraged to visit the school in advance of starting to meet the staff they will be working with and their class mates.
- Following the settling in period, the class teacher may arrange an early meeting with you to review your child's learning and progress. The school operates an open door policy if you would like to meet with a member of staff.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns we recommend you speak to your child's class teacher initially.
- Further discussion can be held between yourself, your child's class teacher and the school SENCO to discuss your concerns.
- If you are not happy with support put into place for your child you can contact the Headteacher. If you are still dissatisfied after you have contacted the Headteacher, you can contact the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

- The class teacher will raise any concerns that they have regarding your child's progress and learning throughout the year with you.
- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- We have regular meetings between the class teacher, SENCO and senior members of staff in the school to ensure all children are making progress.
- If your child is identified as not making expected progress, the school will put identified support in place.
- If your child is still not making expected progress the school will discuss with you:
    - Any further interventions or referrals to outside professionals to support your child's learning
    - How we could work together with external agencies to support your child at home/school.

Who are the other people providing services to children with SEN in this school?	
A. Directly funded by the school	• Family Services Officer • Occupational Therapy (commissioned consultancy work) • Creative Arts Therapy Team/Play Therapist • Health and Well-being consultant • Pupil Referral Unit (PRU) reintegration/behaviour support

	• Occupational Therapy (SENP) • Speech and Language Therapy (NHS commissioned service) • Educational Psychologist *If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENCO.*
B. Paid for centrally by the Local Authority but delivered in school	• Autism Outreach Support • Hearing Impairment Outreach service • Visual Impairment Outreach service • LIAS (Lambeth Information Advice and Support Team) and SIAS (Southwark Information Advice and Support Team) service (to support parents through the SEN processes and procedures) *If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENCO.*
C. Provided and paid for by the Health Service	• Occupational Therapy (NHS) • Speech and Language Therapy Core Offer (NHS) – *commissioned by Kingswood Primary School* • Community Paediatric service (NHS) • CAMHS *If you have any questions regarding the above support, please feel free to speak to your child's class teacher*
D. Voluntary agencies	We work with a number of voluntary agencies to support a child's individual needs. For example, National Autistic Society, MENCAP, bereavement services *If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENCO.*
The contact details for the support services can be found on the school website www.kingswoodprimary.co.uk and on the Lambeth Local Offer website www.younglambeth.org/local-offer/landing-pages/local-offer.html The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families.	

How is the effectiveness of provision made for children with SEND evaluated?
• Regular opportunities for observations, peer observation, learning walks, moderation and reflective professional dialogue with teaching staff • Impact of provision on the attainment and progress of each individual discussed at pupil review meetings • Provision mapping cycles (3 times per year) including reviews of interventions and impact evaluations of interventions • In-depth knowledge of children • Interventions are monitored and evaluated for impact on pupil outcomes
How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENCO will collaborate with the class teacher and support staff in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as children with ASD, dyslexia etc.
- The school delivers whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by the school during INSET days, and through outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service or medical /health training to support staff in implementing care plans.
- Individual training can be arranged for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.
- SENCOs access additional training to teaching staff to support them to train and support staff in the delivery of Quality First Teaching for all learners with SEND. This might include access to more specialised training on certain areas of SEN or a focus on pedagogies, approaches and resources for children with SEND. SENCOs also access wide ranging peer support from within the Lambeth SEND team, facilitated through centralised training opportunities as well as half-termly SENCO network meetings.
- Weekly training takes place for all teachers and support staff. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO/ Deputy Headteacher.

How will the teaching be adapted for my child with SEND, including exam arrangements?

- The class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, in groups and in the classroom so that they can learn most effectively.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

Exam Arrangements

- Movement breaks
- Small group environment to support children with focus and concentration where appropriate
- Support reading the paper where appropriate

Where necessary, applications will be made for the following access arrangements:

- Additional time
- Scribes
- Dyslexic friendly paper
- Transcript
- Touch typing
- EAL provision for those new to the country within the last year and a half and registered in official language

How will we measure the progress of your child in school? And how will I know about this?

What support do we have for you as a parent of a child with an SEN and/or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- If your child has an EHC Plan, their IEP will be reviewed with your involvement each term.
- Home Learning will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- We regularly hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- The external professionals involved with your child will be happy to meet with you on request.

How have we made this school physically accessible to children with SEND?
• Where possible our school is accessible to children with physical disability via ramps and a lift. • Class allocations can be adapted to ensure rooms are accessible for children with disabilities. • Where possible our school has designated calm/sensory spaces for children to access. • We ensure that equipment used is accessible to all children regardless of their needs. • Where appropriate staff will be trained to support your child's needs. • For details and queries about accessibility plans, please speak with your school's SENCO.
How will we support your child when they are leaving this school? OR when moving on to another class?

We recognise that ‘moving on’ (‘transition’) can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

- If your child is moving to another school:
  - We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
  - We will contact the new school’s SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
  - Where possible we will support a visit to the new school in advance of the move.
  - We will make sure that all records about your child are passed on as soon as possible.
  - Where appropriate, your child may be provided with a transition book to support them with the move to a new school.

- When moving classes in school:
  - You will be informed of your child’s new teacher prior to the move and you will be invited to meet with them.
  - Information will be passed on to the new class teacher in advance and any IEPs will be shared with the new teacher.
  - Where appropriate, your child may be provided with a transition book to support them with the move to a new class.

- In Year 6:
  - Our SENCO arranges meetings (telephone or face to face) with new schools to discuss the specific needs of your child with the SENCO of their secondary school.
  - Your child will take part in circle times in school, to support their understanding of the changes ahead. This may include creating a ‘Personal Passport’ which includes information about themselves for their new school.
  - We work in partnership with secondary schools and parents to ensure that where possible all children will visit their new school.

GLOSSARY OF TERMS

General School Abbreviations

TA – Teaching Assistant
HLTA – Higher Level Teaching Assistant
SENP – Special Educational Needs Practitioner

Special Educational Needs Abbreviations

SEND - Special Educational Need and Disabilities
IEP – Individual Education Plan
EHCP – Education, Health and Care Plan
CAF – Common Assessment Framework
SEMH – Social Emotional and Mental Health
ASD – Autistic Spectrum Disorder
SLCNs – Speech Language and Communication Needs
ADHD – Attention Deficit and Hyperactivity Disorder
ADD - Attention Deficit Disorder
ODD – Oppositional Defiance Disorder
S&LT – Speech and Language Therapy/Therapist
OT – Occupational Therapy/Therapist
EP – Educational Psychologist
CAMHS – Child and Adolescence Mental Health Services
MSC – Mary Sheridan Centre

Family Services Abbreviations

CP – Child Protection
CIN – Child in Need
LAC – Looked After Child
SGO – Special Guardianship Order
PEP – Pupil Education Plan
CAIT – Child Abuse Investigation Team
SW – Social Worker
MDT - Multi Disciplinary Team
TAC - Team Around the Child
CYPS - Children and Young Peoples Services
R&A - Referral and Assessment
FSO - Family Services Officer
LIAS – Lambeth Information Advice Support Team