



## **Kingsclere CE Primary School**

*Love, Courage, Respect*

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT September 2023**

Through our core Christian values of **Love, Courage** and **Respect**, we aim to build a happy, thriving community in which children flourish.

#### **Inclusion and SEND**

Kingsclere Church of England Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum which meets their social, emotional and learning needs. We are committed to giving all of our children every opportunity to achieve the highest of standards.

Children who have additional learning needs or a disability may need more support within the classroom to access the curriculum. Please see our Inclusion Statement for further details. We actively develop partnerships between children, parents/carers, education practitioners and specialist service staff to give children the best possible education and a secure foundation for life.

#### **Identification of children who may have Special Educational Needs**

Early identification of Special Educational Needs is important in ensuring that children have access to the relevant support as soon as possible. However, it may be the case that a child is not identified as having additional needs until later as learning behaviours change and develop over time.

Areas that may concern us and lead to further investigation into potential additional needs include attainment significantly below age related expectations, lack of progress over time, difficulties accessing the curriculum within the classroom and/or changes in behaviour

We strongly believe in partnership between school and parents/carers and therefore, if parents/carers have concerns about their child, they should raise these with the class teacher in the first instance. They will listen to your concerns and agree with you the next steps towards identifying and making any additional provision for your child, where necessary. Where the child's needs require further investigation or support, the class teacher may refer the child to the school's Special Educational Needs Coordinator (SENDco) and support agencies external to the school, for example Speech and Language Service, Educational Psychology Service, Pupil Behaviour Support Service and CAMHS Health

You may also contact the SENDco or Headteacher about any matters concerning your child's education directly.

### **Children identified as having Special Educational Needs**

Children identified as having Special Educational Needs will be recorded on the Special Educational Needs register in order to monitor progress and support being given. Each child will have a Profile Plan with targets which is written by the class teacher, supported by the SENDco and shared with parents/carers. This plan will outline targets for each child to work towards, how these will be achieved and what the outcomes will look like for that child.

We also keep an early intervention register, for children who do not meet the national criteria to be included on the SEN register. This system allows us to identify possible future SEN and intervene early in order to monitor and support their additional needs, as well as to monitor children who have recently been removed from the SEN register, to ensure they continue to make progress.

### **Support available**

Once a potential need has been identified the first action will be for the class teacher to provide additional support within the classroom in order to meet the child's targets. Targets will be written on the child's Pupil Profile or Action Plan by the class teacher and where needed through liaising with the SENDco. The child's Pupil Profile or Action Plan progress will be monitored and updated regularly.

Sometimes, the school may need advice and support from outside agencies in order to better support a child. Outside agencies that we partner with include: NHS Solent Therapy teams, Hampshire Educational Psychology, Norman Gate Outreach, Primary Behaviour Service, CAMHS, EMTAS, Maple Ridge, the School Nursing Team etc. Visits from these agencies can include an observation of the child, individual work and/or a discussion with class teacher, SENDco and/or parents/carers.

For children with the most complex and long-term needs, the school may suggest submitting an application for an Education, Health and Care Plan assessment (EHCP), and will support parents/carers through this process where it is deemed appropriate.

### **The amount of support children will receive**

The governing body is responsible for authorising allocating funds from the schools' delegated budgets to support children with special educational needs.

The Headteacher is responsible for ensuring provision is made for children with special educational needs within the budget available. We recognise that children with special educational needs will need different types and levels of support to achieve their potential while they are at school and that these needs may change over time.

Support is targeted to ensure children can access the curriculum and make expected progress in their learning. This support may take the form of:

- interventions in small groups or individually, delivered by class teachers or learning support assistants
- specific support programmes such as speech and language, motor skills and nurture-based programmes, in small groups or individually, delivered by learning support assistants
- small group support in the classroom setting, delivered by the class teacher or learning support assistant
- 1:1 support where a child's need is significant and/or complex

### **Meeting children's Special Educational Needs across the curriculum**

Teachers have a responsibility to consider individual needs for all the children in their class to enable all to access the curriculum. Teachers provide carefully matched learning opportunities for children, including those with special educational needs. To enable the learning of all children, teachers make appropriate and reasonable adaptations or modifications, where necessary, in line with the SEND Code of Practice.

At Kingsclere CE Primary School we ensure the curriculum matches your child's needs through:

- high quality inclusive teaching and learning in all classrooms, which includes learning opportunities matched to the needs of all children;
- differentiated or different learning by task, expectation or outcome where needed, to ensure your child can access relevant and appropriate learning at their level of understanding;
- tailored adult support and careful consideration of teacher and learning support assistants;

- adaptations to the physical environment;
- provision of aids, for example writing slopes, headphones, pencil grips;
- provision of a range of learning scaffolds;
- provision of interventions through intervention groups or individual programmes to meet a child's specific needs. Intervention support may be provided by a learning support assistant or teacher for children with a specific special educational need such as speech and language, motor skills, social and emotional development
- taking advice from education practitioners and specialist staff where appropriate and needed

### **Activities outside the school classroom, including school trips**

Our aim is to include all children in all school activities during and outside of the school day, including those with special educational needs. Where required and possible, we will make all adjustments we feel are necessary in order to include all children.

If our risk assessment of an activity highlights concerns about a child's behaviour and/or needs which may put the child, other children or the adults involved at risk, this will be discussed with parents/carers. Where necessary, alternative arrangements will be made for your child, for that specific activity

### **Well-being support**

As a school, we offer pastoral support to children who may be having difficulties with their social and emotional development or mental health. This may be long or short-term depending on a child's needs. The school supports the wellbeing of all children through:

- regular focus on wellbeing in the classroom
- regular focus in PSHE sessions
- regular focus in worships
- as a Church school, an understanding of spirituality and regular opportunities for prayer or reflection time as a tool for wellbeing
- opportunities for children to talk to trusted adults at all times.

If further support is required, the class teacher will liaise with the SENDco or Headteacher for further advice and guidance. The Headteacher and SENDco, in liaison with parents/carers, will make a decision about the level and nature of support needed. This may take the form of:

- regular individual time to talk sessions
- lunchtime groups
- individual sessions or group support such as Rise and Shine (breakfast meet and greets)
- ELSA or pastoral check-ins

- stand-alone discussions or sessions with an appropriate adult, to address specific issues or concerns
- inclusion in a social skills or self-esteem group
- School Nurse intervention support sessions
- Play therapy or counselling support through an external provider

The school has staff who are fully trained to offer ELSA support.

We also work in partnership with Hampshire's Family Support Service and a number of external agencies, e.g., Hampshire Youth Access counselling support, Basingstoke Young Carers sessions and are able to signpost support for parents experiencing challenges in the home situation.

### **Medical support**

Parents/Carers must contact the administration office if medication is recommended by health professionals to be taken during the school day. The relevant paperwork must be completed before the school can undertake the administration of any medicines. The school has a policy regarding supporting pupils with medical conditions available on the school website in the policies section.

Staff have regular training as well as updates, where necessary, of conditions and medication affecting individual children. Where personal or intimate care is needed for an individual, care plans and risk assessments are drawn up in liaison with health professionals and parents/carers.

### **Parent/Carer updates regarding their child(ren)'s progress**

Kingsclere CE Primary School has an 'open door' policy for meeting with parents/carers.

If you have any concerns about your child's education or wellbeing at any time, you are always welcome in school. Class teachers may not be able to see you immediately but will do their best to make an appointment within the next few days at a convenient time.

Parents/Carers can make an appointment to speak to the SENDco or the Headteacher at any time, by liaising with the relevant person, or with the school office. Again, this might not be possible immediately, but will be within the next few days at a convenient time.

We hold parental consultation meetings in the autumn and spring terms. In the summer term, we provide an Annual Report, alongside the opportunity to meet with the class teacher if requested.

## **Parent/Carers involvement in their child(ren)'s education**

At Kingsclere CE Primary School, partnership with parents/carers is seen as essential. We believe that a positive relationship with parents/carers has a beneficial impact on a pupil's progress and enjoyment in school.

Our principles for effective partnership are:

- to understand that parents/carers know their children and their needs
- to involve parents/carers from the earliest stage of concern
- to keep parents/carers informed at all times
- to encourage parents/carers to keep us informed at all times
- to discuss and agree on the ways in which parents/carers could support their child at home and to establish an effective system for regular home/school liaison
- to support parents/carers to be actively involved in their child's education
- to develop opportunities for parents/carers to be involved in the life of the school
- to hold parents' evenings regularly and to report to all parents/carers at least annually
- to assure parents/carers of confidentiality at all times

We actively encourage parents/carers to become involved in the life of the school and we work in partnership with parents/carers in the best interests of the children.

The school welcomes parent/carer volunteers in a variety of roles within school; accompanying us on school trips and grounds day, helping with classroom activities such as reading, art, cooking, computing or gardening.

We invite parents/carers to attend parental consultations three times a year.

We encourage parents/carers to be involved in year group outcome curriculum events, whole school curriculum activity sessions, the school Parent and Teacher Association (Friends of Kingsclere CE Primary School PTA), church performances and other community events involving their children.

We encourage parents/carers to support their child's learning at home through our Home Learning Policy. For children with special educational needs, home learning can be differentiated and matched to the child's need if needed, through liaison with parents/carers and agreed by the class teacher/SENDco.

Where appropriate, parents/carers are involved in meetings and reviews with support agencies external to school.

Parents/carers are informed of the reviews of and updates to Pupil Profile Plans or additional Action Plans, Transition Partnership Agreements (TPA), Education Plans for Adopted Children (EPAC) or Education Health and Care Plans (EHCP).

Weduc, for parents/carers, shares news, reminders and updates with parents/carers and often details about events to support children's wellbeing and special educational needs.

## **Children's views**

Pupil voice has a high priority at Kingsclere CE Primary School, and we value and celebrate each child's right to express their views on all aspects of school life. Children are encouraged to offer their opinions through:

- class charters
- class discussions through curriculum time
- through worship groups during whole school worships
- whole school leadership roles such as School Council
- regular pupil conferencing
- pupil voice SEN profiles
- annual pupil surveys
- talking to trusted adults in school
- If your child has a Transition Partnership Agreement (TPA), an Education Plan for Adopted Children (EPAC) or an Education Health and Care Plan (EHCP), their views will be sought before review meetings, where appropriate

## **Indoors and outdoors accessibility**

As an inclusive school, wherever possible, adjustments are made to ensure any child or adult with a disability is able to access school activities, together with the whole school community.

Access to the school is by the main gate leading from the road. The path is flat, accessible to all and leads down a slope into the playground area. There is a ramp leading into the front office area for wheelchairs, leading into the school. The school classrooms, other than Tree Tops, are on one level. There is a disabled toilet near the front office.

Within the classroom, additional resources will be provided to enable children to access the curriculum. These may include individual visual timetables, coloured overlays for reading, pencil grips or adapted pens/pencils, adapted scissors, wobble cushions, weighted blankets, writing slopes, individual workstations, rest breaks, exercise breaks and extra time for specific interventions, as well as a range of other individualised resources. We may also seek advice from and utilise resources from specialist teacher advisors and other professionals.

Children with English as an additional language are supported through liaison with the Ethnic Minority and Traveller Achievement Service (EMTAS)

### **Transfers to a new setting or stage of education**

If children join us at the start of Reception as part of the normal admissions round, there are comprehensive induction procedures for both children and parents/carers. For parents/carers of children with special educational needs, there may be additional transition meetings with parents/carers, previous educational setting(s) and support agencies, if any are involved.

If children join us part way through the school year, or join a year group outside of Year R, induction procedures are matched to the need of the family and, where we are admitting a child with special educational needs, we will follow the procedures outlined above.

When our Year 6 children transfer to secondary school, we have comprehensive transition procedures in place, including liaison with receiving educational settings. If we feel a child with special educational needs requires additional transition meetings or visits, or a Transition Partnership Agreement, we will ensure this happens.

### **Staff training, support and expertise for children with SEN**

Senior leaders in the school provide teaching and learning support to staff or organise training for staff as appropriate regarding new initiatives and policy related to special educational needs. External providers training has linked to children's well-being and anxiety, use of language, behaviour management and co-regulation.

The school also has a trained Emotional Learning Support Assistant and a Speech and Language Support Assistant that support children's needs on a daily basis.

### **Specialist services accessed by the school**

Specialist support services play an important role in helping the school make appropriate provision for children with SEN. We request support from an outside agency if, after a period of assessment and intervention (e.g. a graduated approach of Plan, Do, Review), a medical problem, learning difficulty or social, emotional, or behavioural difficulty still remains. For some children joining the school, advice may be sought prior to the child starting school.

Specialist advice can be sought from various health professionals; school nurse, paediatric specialists, speech and language therapists and occupational therapists or the Child and Adolescent Mental Health Service (CAMHS).



In Hampshire, we can also seek advice from Educational Psychologists, Specialist Teacher Advisors, the Primary Behaviour Support Team and Special School Outreach Teachers.

For a child living in West Berkshire we can also seek advice from the Emotional Health Academy.

From time to time the school may also seek training from other outside agencies or specialists within Hampshire or West Berkshire.

### **Evidencing provision for children with Special Educational Needs**

There are clear policies and procedures in place to ensure appropriate provision for all children. The Governing Body is responsible for monitoring these policies and procedures. This is carried out through regular Headteacher reports, regular monitoring visits to the school and focussed pupil conferencing. The outcomes of these monitoring activities are reported at Full Governing Body meetings, minutes of which are available through the school office.

Teachers also track pupils progress through data drops and tracking children's learning objectives via INSIGHT (a data programme monitoring each child's progress). Diagnostic assessments are also put in place to help identify children's progress throughout each academic year.

### **Concerns about provision**

If parents/carers wish to discuss a matter about their child's special educational needs, the first point of contact is the class teacher. Concerns can also be raised directly with the SENDco or Headteacher.

If the matter cannot be resolved, parents/carers may follow the procedure outlined in the school's Complaints Policy, which is available on our website. At all stages, the aim is to resolve any issue as quickly as possible. Parents/carers may also contact support for SEND through the following links:

Independent Parental Special Education Advice (IPSEA): <https://www.ipsea.org.uk>

Hampshire SENDIASS: [www.hampshiresendiass.co.uk](http://www.hampshiresendiass.co.uk)

Hampshire Local Offer: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

### **Further reading**

This report should be read in conjunction with our Accessibility Plan, Equality Policy, Inclusion Statement, Supporting Pupils with Medical Conditions Policy and Special Educational Needs Policy.

If you have further questions about any area of school support, please contact our SENDco (Mrs Jo Messenger) or Headteacher via the school office [adminoffice@kingsclere.hants.sch.uk](mailto:adminoffice@kingsclere.hants.sch.uk)