

Kingsfleet Primary School

'Be the best you can be'



SEN Information Report

Special Educational Needs and Disability (SEND)

At Kingsfleet we pride ourselves on our commitment to being an inclusive school. Our intention is to help every child who comes to our school to enjoy positive learning experiences and achieve their full potential. We offer a calm, caring and nurturing environment with committed and compassionate staff, who are keen to help your child succeed, whilst forming a close working partnership with parents.

From time to time, some children require additional support for a set period to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support.

Children who require support in terms of their acquisition of English are not considered SEND pupils, but as they may require additional support, their needs are reflected in what support the school can offer them.

This document describes the range of provision and support available to support identified children as and when appropriate. This is subject to change depending on budgetary constraints and policy review.

Matching the curriculum to your child's needs

Our intention will always be to provide support that allows your child to work within the normal class setting and to have access to the whole curriculum. Their work will be modified as appropriate so it has the correct level of challenge. They may also be given some additional adult support.

In some cases, to help children access the curriculum, it may be more appropriate for your child to work in small groups and very occasionally on a 1:1 basis away from class.

Resources will be allocated on a needs basis, taking into consideration the school's budget.

Provision to facilitate/support access to the curriculum/independent learning:

- Small group support in class from teacher or Teaching Assistant
- Facilitating access to learning through the appropriate differentiation of tasks and activities
- Extensive use of visual support
- Provision of individual/visual timetables and checklists
- Provision of sand timers where appropriate
- Individual targets
- Scaffolding e.g. writing frames, story maps
- Additional resources if appropriate

Access to a supportive environment - IT facilities/equipment/ resources (inc preparation):

- Extensive and consistent use of visual support both in and out of the class to support understanding and facilitate access to the school environment and learning
- Use of interactive whiteboards
- Regular access to computers, laptops and I Pads
- Provision of resources to enhance independent learning including high frequency word lists, easy grip writing tools and multi-sensory resources.
- Supportive computer programmes

Strategies to support/develop Numeracy:

- Targeted small group support in class
- Withdrawal of small groups or individual pupils for additional Numeracy support
- Use of resources to support independent learning
- Provision of table top resources to ensure that learning is multi-sensory and practical

Strategies to support/develop literacy including reading:

- Small group reading support in class through guided reading and individual reading
- Reading support outside of class from volunteers
- Additional small group literacy support from a Teaching Assistant
- Differentiated and multi-sensory activities
- Provision of table top prompts, containing high frequency word mats and phonics sound mats, when required

Strategies to support/modify behaviour:

- Consistent school wide implementation of the school's behaviour policy
- SEN registration of those pupils whose behaviour difficulties are persistent and constitute a barrier to learning. Provision will include close collaboration with parents/carers, home/school book to ensure daily communication between home and school, daily behaviour oversight by school staff
- Wide range of pastoral support to support children's behaviour in and beyond the classroom
- Where a pupil's behaviour deteriorates because of inadequate response to the above provision a referral will be made to one or more of the following agencies: the Educational Psychologist, Children and Adolescent Mental Health Service (CAMHS) or County Inclusive Support Service (CISS)

Strategies to enhance self esteem/promote emotional well being:

- Time to Talk (Key Stage 1)
- Socially Speaking (Key Stage 2)
- Regular liaison between staff when there are concerns regarding individual families/children.
- Collaboration and communication with all external professionals involved with children as appropriate e.g. GPs, CAMHS and external agencies.
- Educational Psychologist works closely with referred children and their parents.
- Open door policy for parents

Support/supervision at unstructured times of the day including personal care:

- Trained midday supervisors in the lunch hall and playgrounds
- Play Leaders initiating and supporting activities during lunchtime
- Play Leader support (Year 6 children) helping in playground

Strategies/programmes to support Physical needs:

- Assessment by and intervention from an occupational therapist on referral.
- Implementation of recommendations by occupational therapist or physiotherapist by staff members
- Provision of support resources such as writing slopes, pencil grips, coloured overlays, caring cutlery (for additional support required when eating), Mov 'n' Sit cushions etc
- Gym Trail intervention (to improve fine and gross motor skills)

Access to medical interventions:

- Regular meetings between Special Educational Needs Coordinator (SENCo) and other professionals
- All staff trained in basic First Aid and named staff members trained with a further, higher First Aid qualification
- Staff training in the administration of support and/ or medication for conditions such as Anaphylaxis, Epipen use and Diabetes awareness (when and where appropriate)
- Liaison with medical professionals for children with ongoing treatment
- Folder with photographs of child and detailing the child's condition and required medication displayed in the staffroom, classrooms, first aid area and school office
- Individual care plans for children with significant medical needs

Strategies/programmes to support Speech and Language:

- Assessment by and intervention from a Speech and Language therapist on referral
- Additional support and intervention within class and outside with small group/1:1 support
- Implementation of Speech and Language programmes by Elklan trained Higher Level Teaching Assistant (HLTA)

Staff training

There is ongoing training for staff to increase or refresh skills. This is done both internally and through external agencies. The types of training staff receive include:

- approaches to teaching reading
- understanding and working with children on the autistic spectrum
- Dyslexia awareness
- understanding attachment
- Elkan trained school
- A Communication Friendly school
- SENCo has National SEN accreditation award

Planning and assessment:

- Intervention provision maps
- Individual/class provision maps and targets
- Differentiated learning activities
- Multi-sensory opportunities
- Guidance or advice provided by external professionals with regards to supporting individual pupils is taken into account when planning learning opportunities
- CAF referrals to external agencies/social care as required
- Coordinated planning between SENCo, class teacher and teaching assistant for pupils with SEN
- Regular assessment of progress and achievement against national expectations and individual targets

Engagement with parents/carers - Liaison/communication with parents:

- Opportunities to meet the teacher at the start of the academic year
- Open door policy for parents to meet class teacher or senior management
- Regular progress meetings with parents/carers by class teacher and SENCO if required
- TAC meetings convened where a pupil's/family's needs are assessed as significant
- Support for parents who have concerns
- Opportunities to volunteer in school
- Opportunities to be a Parent Governor
- Opportunities to become a member of the Kingsfleet parent association (KSA)

Accessibility to the school grounds:

- The grounds are fully wheel chair accessible
- There is a disabled toilet

(For more information please click the link below to view our Disabled Access Guide)

<http://www.kingsfleetps.onesuffolk.net/parents/disabled-access-guide/>

Joining the school or transfer to a new school:

We have effective transition arrangements:

- All records and information about your child will be discussed and passed on between schools
- Extra pre-joining visits for children as appropriate
- Continuing care from outside services, if possible
- Meeting with parents if appropriate or requested

We also have effective transition arrangements with secondary schools:

- All records and information about your child is discussed and passed on between schools
- Extra pre-joining visits for children as appropriate
- Continuing care from outside services, if possible
- A 'stepping up' programme for children requiring additional support during transition
- A range of activities with the High School throughout Years 5 and 6

Arrangement for specialist expertise in and outside school:

- Early identification of needs requiring referral to external professionals
- Regular communication and information sharing with an extensive range of external agencies
- Sharing of professional reports with parents
- Outside agencies as appropriate (e.g. Educational Psychologist, Suffolk County Advisors, Speech and Language Therapy service)
- Other specialists such as; a parent support advisor, Autistic Support Services (CISS), Physiotherapy and Occupational therapy through the NHS and English as an Additional Language Service

Monitoring and evaluating the impact of the 'additional and different' arrangements - on progress and outcomes for pupils with SEND:

- Regular pupil progress meetings between class teacher and Senior Leadership Team
- Monitoring of individual targets by SENCo and class teacher
- Pupil interviews conducted with regards to learning and progress made
- Teacher and TA observations to inform assessments
- Analysing data through in school tracking system
- Regular meeting with parents/carers to review child's progress by class teacher and SENCo if required

Who can I contact for further information?

All staff can be contacted on 01394 277897 or via E-mail:
admin@kingsfleet.suffolk.sch.uk

The class teacher is the first point of contact. If they are unable to answer your query the following staff can be contacted:

Deputy Head teacher/SENCo: Mrs. McCarthy
E-mail: rebecca.mccarthy@kingsfleet.suffolk.sch.uk

Head teacher: Mrs. Beattie
E-Mail: admin@kingsfleet.suffolk.sch.uk

Reviewed: March 2022

Next review: March 2023