



Kingsley Community Primary and Nursery School

Kingsley Community Primary and Nursery School is a warm, welcoming, fun and friendly school that provides high quality education for children aged 2-11.

It is our aim that our children feel happy, safe, valued, and experience the best education possible no matter what their ability.

Kingsley Community Primary and Nursery School teach children according to the following values: Safe, Ready, Respect.

Our mission statement is "Inspiring Positive Futures".

Special Education Needs Information Report

September 2022

Introduction

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA 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 Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of need are:

Communication and Interaction.

Cognition and Learning.

Social, Emotional and Mental Health Difficulties.

Sensory and/or Physical.

What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. Kingsley CP follow the requirements set out within this and the SEN Code of Practice (2015). From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. For further information please go to <https://www.livewell.cheshirewestandchester.gov.uk/>.

What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of pupils with SEND as determined by school policy and the provision that the school can provide. Schools refer to this as 'The Special Education Needs Information Report.'

Questions

Please read the questions below for more information about the Special Education Needs Information Report for Kingsley Community Primary and Nursery School.

Our school's SEND contact details:

Miss Marianne Speed (SENDCo) - senco@kingsleycp.cheshire.sch.uk

Mrs Sarah Harrison (Head) - head@kingsleycp.cheshire.sch.uk

Mrs Bev McColl (Learning Mentor) - bmccoll@kingsleycp.cheshire.sch.uk

Mrs Emma Morris (Chair of Governors) - Emma.Morris@kingsleycp.cheshire.sch.uk

Mrs Karen Neal (Governor Responsible for SEND) - KNeal@lymmhigh.org.uk

School contact telephone number - 01244 259690

Question 1

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?

The Class teacher is the first point of contact. They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need. This could be things like targeted work or additional resources.
- Communicating any concerns or issues with the SENDCo.
- Writing 'Learning Goals' and 'SMART' targets which are used to plan and develop an individualised curriculum in order to allow for continued progress of your child.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo – Miss Marianne Speed

Miss Marianne Speed has dedicated out of class time for working as the SENDCo and will endeavour to support you and your child as best as she can. Whether this be a chat regarding your concerns, advice for any difficulties you may be experiencing, or contacts for where to go with any queries you may have.

It is the SENDCo's responsibility to:

- Develop and review the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you, as a parent, are:
 - ✓ Involved in supporting your child's learning
 - ✓ Kept informed about the support your child is getting
 - ✓ Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in our school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.
- Work closely with other members of staff and the SEND Governor, communicating effectively and reporting necessary updates (staff and governors mentioned above).

The Head Teacher – Mrs S Harrison

It is the Head Teacher's responsibility to:

- Ensure the day to day management of all aspects of the school is effective - this includes the support for children with SEND.
- Give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- Make sure that the Governing Body is kept up to date about issues relating to SEND.
- Work closely with the SENDCo, ensuring progress is well monitored and systems and support are effective

The Learning Mentor – Mrs Bev McColl

It is the Learning Mentor's responsibility to:

- Work alongside the SENDCo, class teachers and teaching assistants to coordinate and lead the Nurture Room.
- Lead interventions with identified groups of children
- Liaise with class teachers and parents to help support children with their learning.
- Coordinates TAF (Team Around the Family meetings).

The SEND Governors – Mrs Emma Morris and Mrs Karen Neal

It is the SEND Governors' responsibility to:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.
- Liaise with the SENDCo to offer support and ensure good practice.

Question 2

What are the different types of support available for children with SEND in our school?

We pride ourselves on delivering Quality First Teaching for all children, including those with SEND.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning for the kinaesthetic learner.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn. A 'SEND profile', or an 'Individual Support Plan' may be used in order to ensure the best possible resources, environment, tools and routines are used to support children through Quality First Teaching. Advice is given by the SENDCo to teachers about how to create the best learning environment according to a variety of needs.
- The Graduated Approach is followed to support children with making progress.
- If necessary, a personalised/individualised curriculum will be in place to meet the needs of your child. Pre-Key Stage standards and the Engagement Model are used to guide the pupil's targets and curriculum.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. This is closely monitored by both the SENDCo and Head Teacher.

Specific Intervention Programmes which may be:

- Run in the classroom or outside.
- Run by a teacher or a Teaching Assistant (TA).

Your child may receive support from Specialist groups run by outside agencies e.g. Speech and Language Therapy SEN Code of Practice 2014: School Support (SS)

This means they have been identified by the SENDCo/ class teacher as needing some extra specialist support in school from a professional outside of the school.

This may be from:

- Local Authority central services such as the Autism Team.
- Outside agencies such as the Education Psychology Service (EPS), the SALT (Speech and Language Therapy) team or Sue Leigh (Family Support Worker) may be involved.

You may be asked to give your permission for the school to refer your child to a specialist professional e.g., a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

This type of support is available for children whose learning needs are, severe, complex and lifelong. This is generally present in an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside of the school. This may be from:

- Local Authority central services such as the Autism Team
- Outside agencies such as the Education Psychology Service (EPS), the SALT (Speech and Language Therapy) team or Sue Leigh (Family Support Worker) may be involved.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If

this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- Sometimes, the 'Panel of Professionals' will decide that your child does not require an EHCP, but does require some further adult assistance. This is called 'Top-Up Funding'. If your child is in receipt of this, you will be notified by the LA and/or school and a meeting will be held with you to discuss the plan of action which will support your child in the best way.

Question 3

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

We always have an 'open door' policy so that you can ask for help and support as you need it. If you have concerns about your child's progress, you should speak to your child's class teacher initially either by contacting them directly or via the school office to arrange an appointment. If you continue to be concerned that your child is not making progress, you can speak to the headteacher who will then speak to the SENDCo if required. The school SEND Governor can also be contacted for support. It is likely that the class teacher will invite you to speak with the SENDCo if necessary in order to establish any further action to be taken. If you wish to contact our SEN Team, please refer to the contact details at the top of this report.

Question 4

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

It is important to us that you, as a parent, feel confident with the communication you receive regarding your child's progress. Therefore, if we have any concerns about your child's progress, we will organise a meeting to discuss this with you in more detail. We will also:

- listen to any concerns that you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning.

Question 5

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Cheshire West and Chester LA, includes money for supporting children with SEND.

- The Head Teacher in conjunction with the SENDCo decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children receiving support already
 - the children requiring extra support
 - the children who have been identified as not making expected progress.

They will then decide what resources/training and support is needed.

- Your child's view is very important and will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development.
- The Head Teacher and SENDCo will identify the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training; support is reviewed regularly and changes are made as needed.

Question 6

Who are the other people providing services to children with SEND in this school?

We work hard to ensure that we have effective relationships with all the services outlined below:

School provision

- Teaching Assistants
- Treehouse staff (before and after school club)
- Lunchtime staff
- School clubs run by staff and external agencies

Local Authority Provision

- Educational Psychology Service
- Parent Partnership Service
- Child Development Team

Health Provision

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- Paediatricians
- CAMHS
- Family Support Worker

Question 7

How are the teachers in school helped to work with children with SEND and what training do they have?

It is the SENDCo's job to support the class teacher when setting targets and planning for children with SEND. She will also monitor children's progress to establish whether the correct support and resources are being made available. When supporting staff, the school will:

- Provide in school support to enable all staff to improve the teaching and learning of children, including those with SEND.
- Provide the opportunity for teachers and support staff to attend training courses run by outside agencies that are relevant to the specific needs of children in their class e.g., from the Autism Outreach Team service.
- Provide necessary links with the Speech and Language Service (SALT).

Question 8

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. This may be done by:

- Support staff, under the direction of the class teacher, adapting planning and creating specific resources to support the needs of your child where necessary.
- Specific resources and strategies - through differentiation - will be devised to support your child individually and in groups.
- Planning and teaching being adapted daily if necessary to meet your child's learning needs.
- Where appropriate, a One Page Profile will be completed for your child, which identifies how they are best supported. All adults who work with your child will receive a copy to ensure they are consistent in their approach when supporting them.

Where children are not ready to learn within the classroom (this may be for a range of reasons) they may be supported in our Nurture Room by our Learning Mentor. This is a designated room which provides significant personalised intervention/support to provide high quality pastoral support.

Question 9

How will we measure the progress of your child in school?

It is our aim that all children make at least good progress from their starting points and that we, as a team, can ensure that this takes place. Your child's progress is continually monitored by his/her class teacher and actions put in place where necessary. We review the progress made:

- Every term in reading, writing and numeracy by both the class teacher and head teacher.
- At the end of each key stage (i.e., at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to complete, and the results are published nationally.
- Regarding personal learning goals, a future plan will be made using a plan, do, assess, review approach, in the local authority's SEND profile format.
- By holding meetings between the Teacher, SENDCo and Head Teacher on a termly basis as part of SEND pupil progress meetings.
- Reviewing any EHC Plans/Top Up funding at an Annual Review, with all adults involved with the child's education.

Question 10

What support do we have for you as a parent of a child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have. Sharing information about what is working well at home and in school is always encouraged to allow for similar strategies to be used offering consistency.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- We will provide suggestions and ideas for ways that you can support your child at home.
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.
- SMART targets are reviewed at least termly by the class teacher and this information will be shared with you. The class teacher will speak with the SENDCo during the review process to establish next steps and support. Future goals will be set and outlined in your child's SEND profile. These goals will be shared with both you and your child.
- Homework 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.
- For those children who receive funding or have an EHC Plan, reviews are held annually and involve the school, child, and parents. These reviews are a time to discuss success in both in school and at home as well as discuss next steps. We always ensure that the next teacher is fully aware of any SEND provision that is in place and where necessary, the class teacher will arrange a meeting with you to discuss this further.

Question 11

How is Kingsley Community Primary and Nursery School accessible to children with SEND?

- There is a disabled toilet with handrails.
- There are ramps allowing access to all parts of the school building.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for all children including those with SEND.
- Classrooms are set up to promote and enhance the learning for all children including those with SEND.

Question 12

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and therefore we take the necessary steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will arrange for the SENDCo to visit your child whilst at our school
- We will arrange a meeting between SENDCos to discuss any special arrangements or support
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- We provide two days of transition for all children, ensuring pupils feel comfortable with their new classroom environment and teacher.
- Where necessary, a meeting will be arranged between the new teacher and yourselves to discuss any worries or concerns.
- Information will be passed on to the new class teacher in advance and a detailed transition planning meeting will take place with the new teacher. SEND Profiles will be shared with the new teacher and targets set ready for the start of the new year
- If your child would be helped by a leaflet, or a social story to support them understand moving on, then it will be made for them.
- Additional transitions/ meetings with the new class teacher will be planned in.

In Year 6:

- The SENDCo and Year 6 class teacher will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will complete focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in most cases staff from the new school will visit your child in this school.
- All children have the opportunity to visit their new school for a two-day transition period. If appropriate and needed, additional visits are made, with a familiar teaching assistant or teacher where vulnerable areas have been identified.

Question 13

What Emotional and Social Development support do we have for a child with a SEND?

We recognise that pupils with SEND may well have emotional and social development needs that will require support in school.

- The emotional health and wellbeing of all our pupils is of the up most important to us.
- We have a robust Safeguarding Policy in place; we follow National & LA Guidelines.
- We have a current, fair, and motivating Behaviour Policy in place.
- The Headteacher and SLT along with all staff continually monitor the Emotional Health and Well - being of all our pupils.
- We are an anti-bullying school. Our school council meet and report termly on bullying and behaviour within our school, ensuring that the voice of pupils is heard. We value our school council and the views and opinions that they offer. We always listen to our pupil's voice and address any issues promptly and positively.
- We have a designated safeguarding lead (the Headteacher, Sarah Harrison), and deputy leads (Mr Stephen Latham, Lindsay Lambert, Jake Powell, Beverly McColl) who work closely with the SENDCo to ensure children are well supported in their wellbeing.
- We have an ELSA trained member of staff (Mrs Paula Carswell).
- We have a member of staff who is trained in Lego-Therapy (Mrs Bev McColl).
- HRE (Health and Relationships) lessons are taught weekly, which cover all aspects of personal, social, health and citizenship education. We follow the National Curriculum, using the Coram programme. We also follow the 'No Outsiders' programme, which enforces our philosophy that nobody is an outsider, and everyone is welcome at Kingsley Community Primary and Nursery School.

Question 14

What are our areas of expertise in supporting children with SEND?

- All staff are trained to deliver quality first teaching to all pupils including those with SEND.
- All staff adapt and differentiate lessons to suit the needs of all children including those with SEND and use individual support plans where necessary.
- Teaching assistants are well trained to support children with SEND in a classroom, in small groups and in a 1:1 situation. They have received training on specific interventions to support children with literacy and numeracy difficulties.

- Miss Marianne Speed regularly attends SENDCo cluster meetings and training to keep abreast of current thinking in SEND. She is in the process of completing her National Award for Special Educational Needs Coordination, due to finish Autumn 2022.
- We review cases as they arise ensuring the best possible support for all our children and families and we will endeavour to ensure training is available where necessary.

Question 15

How do we deal with complaints from parents of children with SEND about the provision we offer?

At Kingsley we are continually monitoring and adapting our practices with the provision we offer to children with SEND.

If you have a concern, we ask that you first approach your child's class teacher. If the class teacher is unable to resolve the issue, you can arrange a meeting with our SENDCo and/or Head Teacher. We will try to work alongside you to resolve any issues with the best interests of your child at heart.