



KINGFISHER  
PRIMARY SCHOOL

# Special Educational Needs and Disability (SEND) Information Report

Date: September 2018  
Review Due: September 2019

Reviewed Annually

At Kingfisher Primary School we are committed to ensuring every child has the best provision for learning.

We work with a number of other agencies to draw on outside expertise as appropriate. We believe working in partnership with parents is vital for success.

## The SEND Team consists of:

Janey Denton (Executive), Sara Gascoigne (Head of School), Hannah Lawrence (SENDCO) and Alison Brightman (Home School Support Worker).

Our SEND team work closely with class teachers and teaching assistants who deliver small group or one-to-one interventions. At Kingfisher our teaching assistants are specialists in delivering BEAM, FIZZY, phonics, speech and language, mathematics and precision teach.

Our SEND team liaises with outside agencies, such as our counsellor, Educational Psychologist, Speech and Language Therapist, Occupational Therapist and Autism Outreach who support our children with a range of services.

## Roles and Responsibilities

### SEND Coordinator

- Overseeing the day-to-day operation of the school's SEND Policy and updating it annually.
- Liaising and advising fellow teachers and coordinating provision for children with SEND
- Maintaining the school's register and overseeing the records of all pupils with SEND.
- Liaising with parents of children with SEND and with external agencies, including the Educational Psychology Service and other support agencies, the Health and Social Services and voluntary bodies.
- Ensuring all practitioners in the setting understand and fulfill their responsibilities to children with SEND
- Advising and supporting colleagues
- Coordinating provision for children with SEND
- Liaising with the relevant designated teacher where a looked after pupil has SEND.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Monitor and support a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision, of support staff in our schools including Teaching Assistants, Behaviour Support Staff and others.
- Review the impact of targeted support for SEND pupils.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
- In School Review Lead.
- Early Help / TAF Lead & Practitioner.

## SEN Team

Our team is responsible for the operation of the Special Educational Needs and Disability (SEND) policy and coordination of specific provision made to support individual children with SEND.

We liaise with all members of staff to monitor child's progress and plan for further interventions where progress is slower than expected.

We regularly have contact with a wide range of external agencies that are able to give more specialist advice.

If you have any concerns regarding SEND matter please do not hesitate to contact any of the team.

## Educational Health Care Plans

The children and families act as well as the 2014 SEND Code of Practice, state that children with SEND will be supported from birth – 25 years. The emphasis is on children and young people as well as their parents/carers having greater control and choice in decisions and ensuring their needs are properly met.

Children and young people whose SEND requires exceptional circumstances may be granted an Education Health Care Plan (EHCP). This extends the rights and protections of children and young people in further education and training, including offering personal budgets so that families have more control over the support that they need. The children and families Act and SEND code of practice puts emphasis and importance on the cooperation between all the services needed to support children and their families, particularly requiring local authorities and health authorities to work together.

## What is the local offer?

The local offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from the services. With regard to education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group devised a set of questions for schools, below are Kingfisher's responses to the questions:

## How does Kingfisher Primary School know if children need extra help?

We know when children need help if:

- Concerns are raised by parents/carers, teachers or feeder pre-schools

- There is a lack of progress
- Poor attainment
- There is a change in the child's behaviour

## What should I do if I think my child may have SEND?

If you have concerns then please contact your class teacher or Miss Lawrence in the first instance.

## How will I know how Kingfisher Primary School support my child?

Each child's education program will be planned by the class teacher. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the teacher or teaching assistant in class. If a child has needs related to more specific areas of education, such as spelling, handwriting, numeracy and literacy skills etc. then the child will be placed in a small focus group or have a 1-1 intervention. This will primarily be run by a teaching assistant. The duration and frequency of the provision will be presented on the child's provision map. The interventions will be regularly reviewed by all involved. If you have any queries related to the interventions please do not hesitate to contact the class teacher or Miss Lawrence.

Raising Achievement Meetings are held every 6 weeks. This is a meeting where each child's progress is reviewed and future action planned. Occasionally a child may need more expert support from an outside agency such as the Children's Therapy Team or an Educational Psychologist. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a program of support is usually provided to the school and parents/carers. The Governors of Kingfisher Primary School are responsible for entrusting a named person, Mrs Brightman to monitor safeguarding and Child protection procedures.

## How will the curriculum be matched to my child's needs?

When a child has been identified with a SEND their work will be differentiated by the class teacher to enable them to access the curriculum more easily. If appropriate specialist equipment may be given to the child e.g. writing slopes, specialised cushions, pen/pencil grips or easy to use scissors.

## How will I know how my child is doing?

You will be able to discuss your child's progress at Parents' Evenings. Appointments can be made to speak in more detail to the SEN team or the class teacher by visiting the school office. Every child is given a home school reading record book in which messages can be exchanged between adults working with your child in school and yourself. Provision maps will be sent home each term and parents/carers will be encouraged to contribute their input to the provision map.

## How will you help me to support my child's learning?

The class teacher may suggest ways of supporting your child's learning through messages in a school contact book or at parents' evenings. Our SEN team can meet with you to discuss how best to support your child. This would usually follow on from an assessment by the class teacher. Suggestions and programs of study may be provided by the school, outside agencies or the Educational Psychologist that can be used at home to support your child's progress and development.

## What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for children who are encountering emotional difficulties.

These include:

- a) Members of staff such as the class teacher, SEN team, Mrs Brightman (HSSW), teaching assistants and referral to our school counsellor who are available to support children who wish to discuss issues or concerns.
- b) Children who find lunchtimes a struggle are able to join a lunchtime club run by an experienced adult.
- c) The adults on lunchtime duty will also be able to provide pastoral support for children who find lunchtimes difficult to access.

## Children with medical needs

If a child has a medical need a detailed Care Plan is compiled by the SEN team and HSSW in consultation with parents/carers and medical professionals when appropriate. The care plan is then discussed with all staff who are involved with the child. Training is received from medical professionals when a child at Kingfisher Primary School has a medical. Where necessary and in agreement with parents/carers, medicines or medical treatment is administered in school but only where a signed Medical Care Plan is in place to ensure the safety of both child and staff member.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Autism Outreach Team
- Child Protection Advisors
- Educational Psychologist (EP)
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner)
- Inclusions Team
- Social Services
- Children's Therapy Team
- MAGIC (Medway Autism Group & Information Centre)
- Play Therapy
- Individual Children's Support Service

An EP is allocated to each school. Their involvement is planned at the In-School Review (ISR). These are meetings held three times a year between school staff and where appropriate other professionals. The aim of an ISR is to gain an understanding of and try to

resolve a child's difficulties in order to help understand the child's educational needs better. The EP will offer advice to the school and parents/carers on how best to support the child's education and take their learning forward. In exceptional circumstances and Education Health Care Plan can be applied for if a child's SEND requires a significantly adapted or specialised provision.

## What training are the staff supporting children and young people with SEND had or are having?

All staff have received training relating to SEND. The training is tailored to the role they play within the school and the needs of our children.

Training sessions have included:

- Working with children with Autistic Spectrum Disorders
- Supporting children with Speech and Language Disorders
- Working with children with Attention Deficit Hyperactivity Disorder
- English and Mathematics interventions
- Positive handling (Team Teach)

## How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessments suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during activity in addition to the usual school staff.

## How accessible is the school environment?

In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Ramps into school to make the building accessible to all
- A toilet adapted for disabled users
- Wide doors in some parts of the building

## How will the school prepare and support my child when joining Kingfisher Primary School or transferring to a new school?

Kingfisher Primary School understands what a stressful time moving schools can be therefore many strategies are in place to enable a child's transition to be as smooth as possible.

These include:

- Additional visits can be arranged for children who need extra time in their new school

- The SEN team is always willing to meet parents/carers and children prior to their child joining the school
- During transition staff from Kingfisher Primary and the receiving secondary schools meet to pass in information regarding all SEND children
- Where a child may have more specialised needs, a separate meeting is arranged with the relevant adults at both schools, parents/carers and where appropriate the child

## How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The additional provision may be allocated discussion with class teacher or if concern has been raised by them at another time during the year.

## How is the decision made about how much support my child will receive?

When the children join the school support may be allocated on the information provided by the feeder pre-school, parents/carers or outside agencies. During their school life, if further concerns are identified due to a child's lack of progress or their well-being is a cause for concern other interventions will be arranged. Parents/carers will be informed about the support their child is receiving in school.

## How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Parents evenings
- Discussions with the SEN Team or other professionals

## Who can I contact for further information?

If you wish to discuss your child's educational needs or have any further questions please contact your child's class teacher or the SEN team via the school office.

## Appendix – Glossary

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties

CAF	Common Assessment Framework. This process enables the school & other professionals to gather & record information for a child who has a variety of needs. This information is then used to devise plans to support the child & family.
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan (These replace Statements of Educational Needs)
EP	Educational Psychologist
FSM	Free School Meals
G & T	Gifted & Talented
HI	Hearing Impairment
HSSW	Home School Support Worker
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC/CLA	Looked After Child/Children who are Looked After
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PD	Physical Disability
PM	Provision Map
PPG	Pupil Premium Grant
PSP	Pastoral Support Programme
RAM	Raising Achievement Meeting
SS	School Support-This replace the previous SEN categories of SA+(School Action Plus) & SA (School Action)
SALT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENDCO	Special Educational Needs and Disability Co-ordinator
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
VI	Visual Impairment
VRH	Volunteer Reading Helper