



Kingsley Primary School Local Offer SEND Information Report.



How does our school arrange and support the transfer of SEND pupils to another school/educational establishment?

How does our school identify that children have special educational needs and disability (SEND)?

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How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?

Local Offer Provision at Kingsley Primary School (KPS)

How have we made our school accessible to children with SEND?

How does our school provide support to improve the emotional and social development of our SEND pupils?

Where can you find our SEND policies and what is the role of the governors?

Who will be working with your child? What training do they have?



What are the first steps our school will take if special educational needs are identified?

When a teacher or a parent has raised concerns about your child's progress, and highly scaffolded, targeted teaching has not had the desired impact, the teacher will speak with the Special Educational Needs coordinator (SENCO) to discuss what the next steps may be.

Every term each class teacher and the senior Leadership team monitor progress to ensure that all children are making good progress from their starting points. This is another way your child may be identified as not making as much progress as they could be. From here, our identification process will begin and through close monitoring, the specific needs of your child will be established.

Targeted teaching or interventions may be used, whereby your child may receive additional support in small groups either in or outside the classroom. These are run by teacher or teaching assistants under the direction of the class teacher and in liaison with the SENCO. If the teacher still feels that a child is not making progress, the school will set up a meeting to discuss this with the parents in more detail.

The SEND Code of Practice (2014) describes support of this type as SEND Support and the cycle of Assess, Plan, Do and Review is called a "graduated approach." Kingsley Primary School adopts this way of working in order to ensure that any difficulties are identified early and the appropriate support is put into place.



When a child arrives at KPS, and has already been identified with SEND, we work with the people who already know them and use the information already available to identify what the support needed will look like in our school. We will discuss this support with parents and review it regularly.

If a parent tells us that they think their child has SEND we will discuss it with them and look into it. We will share what we discover with parents and agree the way forward with them. We will discuss what parents can do as well to help their child.

If a staff member feels that a child may have SEND this may be because they are not making the same progress as other children; for example, they may not be able to answer questions, retain information or are finding learning generally difficult. The school will carry out an observation, assess their understanding of the learning in school, and gather information to find out what might be causing the difficulty. If we require further advice, we will contact specialists from external services following a discussion with parents.

Kingsley Primary School has experience of a wide range of SEND needs including ASD, speech and language, physical difficulties, learning difficulties, attachment issues, medical needs and social and emotional needs.

How does our school identify that children have special educational needs and disability? (SEND)



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

If your child is moving to another school:

We will contact the school SENCo and make sure he/she knows about any special arrangements and support that needs to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

In school we will work with your child to help them prepare for the move.

When moving classes in school:

Information will be passed on to the new class teacher, in advance and a planning meeting will take place with the new teacher.

Some children benefit from having a transition book to support them understand moving on, and this will be available for all children who need it.

In Year 6

The SENCo will discuss the specific needs of your child with the SENCo of the new secondary school, or their designated representative.

Your child may be invited to additional visits at their new school. These visits are designed for pupils with SEND or other additional needs..

How do we arrange and support transfer to another school/educational establishment?



If you have concerns about your child's progress, you should speak to your child's class teacher in the first instance.

The SENco will also support you and will liaise regularly with the class teacher. If you are not happy that your concerns are being heard, and your child is still not making progress, you should speak to the headteacher.

If you are still not happy, you can speak to the school SEND governor.

What should parents/carers do if they think that their child has SEND?
How can they raise concerns?

As a parent, you know your child best, and as such, you are one of the school's greatest resources in addressing their special educational need or disability. We aim to involve parents/carers and where appropriate pupils, at every level of support.

The SENco is available to meet with you to discuss your child's progress or any worries/concerns you may have.

All information from outside professionals will be discussed with you, sometimes in a report, and sometimes in a meeting with those professionals.

How will our school include parents and pupils in planning support?



How will
KPS teach
and support
children with
SEND?

Class teacher – through excellent targeted classroom teaching, also known as Quality First Teaching.

- Ensuring that the teacher has the highest possible expectations for all children in their class.
- Ensuring that teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning, or providing different resources adapted for your child.
- Putting in place specific strategies, which may be suggested by the SENco or external agencies, to support your child to learn.

Specific group work within a smaller group of children. This group may be in the classroom or outside of class, run by a teaching assistant.

- Your child's teacher will have carefully monitored your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- He/she will plan group sessions for your child with targets to help your child to make more progress which will be documented. (Graduated approach)
- A teaching assistant/teacher or outside professional (such as a physiotherapist) will work on the targets set for your child.

These groups are often called interventions or intervention groups.



External Agencies:

If your child has been identified as needing more specialist input in addition to excellent classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

Before referrals are made, your views will be sought and we will discuss your child's progress and help plan possible ways forward.

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 to understand your child's particular needs better and be able to support them better in school.

The specialist profession will work with your child to understand their needs and make recommendations which may include:

- making changes to the way your child is supported in class
- some individual support or changing some aspects of teaching to support them better
- support to set specific targets which will include their specific expertise
- a group run by school staff under the guidance of the outside professional– e.g. a social skills group and specific intervention.
- A group or individual work with an outside professional

The school may suggest that your child needs some agreed individual support in school. We will tell you how the support will be used and what strategies will be put in place.

How will KPS
teach and
support
children with
SEND?



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Specified Individual support – Education, Health and Care Plan. (EHCP)

The school (or parents) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process.

After the school have sent in the request to the LA (with information about your child, including some information from parents) they will then decide whether they think your child's needs 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.

After the report have all been sent, the LA will decide if your child's needs are severe, complex and lifelong and that they meet the criteria for range 4 upwards.. If this is the case, they will write an EHC plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to help your child to make as much progress as possible.

The EHC plan will outline the provision your child will receive and what strategies must be put in place. It will also have long and short-term goals for your child.

An additional adult may be used to support your child with whole class learning, run individual programmes or small groups to support their needs.

For further information about the EHCP process, please speak with the SENco in the first instance or contact IASS (information and Advice Services)

<http://www.iassnorthants.co.uk/Pages/home.aspx>



Who will be working with your child?

Within our school your child will have access to a class teacher and teaching assistants within their key stage. Other teaching assistants may also carry out interventions with children. Your child may also be assessed by the SENCO and may work with other professionals who are monitoring outcomes of SEND provision, including the SEND governor

Other people or external agencies who may be involved include:

- Community paediatrician
- Specialist support service
- Educational psychologist
- Occupational Therapy
- Physiotherapy
- Speech and Language Service
- School Nurse
- CAMHS



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

The SENCO's role is to support the class teacher in identifying your child's strengths and difficulties and ensuring that planning is scaffolded for children with SEND.

The school has a duty to provide continual professional development opportunities for all staff to improve the teaching and learning of all children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia, etc.

Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach to children with SEND.

Individual teacher and support staff can attend training courses that are relevant to the needs of specific children in their class. Training takes place on a regular basis.



How does our school provide support to improve the emotional and social development of our SEND pupils?

Our school considers that the emotional and social development of children is of great importance and invests a significant amount of resources to pastoral care. All staff in school support children's emotional and social development but more direct work is carried out by our Family Support Worker, who works closely with children and families who need additional emotional and social support.

Our school has a policy of zero tolerance towards bullying and all relevant policies are available on the school's website.



The school is accessible to children with physical disabilities via wide corridors, disabled toilets and disabled parking spaces. There is a lift to the second floor of the KS2 building. The KS1 building has two very short flights of stairs.

We ensure that equipment used is accessible to all children regardless of their needs.

Enrichment activities are extended to all pupils irrelevant of their needs.

All extra-curricular clubs are fully inclusive and if necessary extra arrangement can be made. We have before and after school provision on site that is available to all.

As part of our inclusive curriculum, all school trips (including residential trips) are available to all pupils with extra SEND provision being made where applicable.

How have we made the school accessible to children with SEND?



How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?

Progress in additional intervention groups is monitored and tracked continuously by the adult leading the intervention and this is overseen and monitored by the SENCO.

National Curriculum outcomes are tracked and used to measure progress made by SEND pupils.

Pre-Key stage statements are used to measure progress for some SEND pupils

Termly pupil progress meetings are held with the class teachers and members of the senior leadership team.

A provision map is used to record provision across all year groups and progress is tracked in a variety of ways.

Inclusion meetings and Annual Review meetings are held for some SEND pupils.

Information is shared with parents at Parent's Evenings and through your child's annual report.



Where can you find our SEND policies and what is the role of the governors?

Kingsley Primary School is part of Inspire Multi Academy Trust (InMAT) and are accountable to InMat and the governing body. Parent and staff representatives are elected to the governing body. In addition, they can appoint their own community governors and it is traditionally these posts which the governing body uses to cover skills gaps, hence these posts are often offered to governors from the business community.

InMAT and the governing body are responsible for the conduct of the school and must promote high standards of educational achievement at the school.

The SEND Governor must liaise with the SENCO to ensure that the school makes the necessary provision for every pupil with SEND. The SEND governor provides the link between the governing body and the school in relation to pupils with SEND. It is their role to help raise awareness of SEND issues at governing body meetings and to give up to date information on SEND provision.

All SEND and Inclusion policies can be found on the school website.



What to do if you are not happy?
Key contacts.

If you have any concerns about the provision your child may be receiving or the progress that they are making, your first point of contact should be your child's class teacher. If you wish to discuss your concerns further, you can ask to speak with the SENCO, Key Stage Leader, Assistant Head or Headteachers.

If you are still not happy, you can request a meeting with our chair of governors or SEND governor who can be contacted through the school.

Contact names of staff are below. Staff can be contacted via the school office on 01604 713822

Mr Liam Cox – Executive Head
Mr Tom Griffiths – Head of School
Mrs Lynne D'alessio – Assistant Head
Mrs Catherine Windus – SENCO
SEND Governor –Abbi Williams

How can the Local Educational Authority support me?

In line with the new SEND Code of Practice (2014) all Local Educational Authorities must display their own Local Offer of Support for Children and Young People with Special Educational Needs and Disabilities (SEND) and the families that support them. Please follow the link below to see Northamptonshire's Local Offer.

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

Information Advice and Support Service for Special Educational Needs and Disability in Northants (IASS)
<http://www.iassnorthants.co.uk/Pages/home.aspx>

Northants Parent Forum
<https://www.npfg.co.uk/>

Nationwide support for professionals within SEND
<https://nasen.org.uk/>

