

Killigrew Primary and Nursery School

“Helping you spread your wings so that you can soar!”



Killigrew Primary's SEND Information Report

The purpose of this report is to inform parents and carers about how we welcome, support and make effective provision for children with SEND. We will keep our Information Report under review- asking parents/carers and children what is working well and what they want to improve. We welcome difference and diversity and believe all children should feel respected. At Killigrew we celebrate the achievement of all pupils and ask parents to help us to plan effectively for their education.

1. How does the school know if children need extra help and what should I do if I think my child may have special needs?

Pupil's attainment and progress is monitored frequently; teachers are responsible for the learning and progress of all children in their class. Children who are not meeting age related expectations or who are not making at least expected progress are identified at pupil progress meetings held termly between the class teacher and the Senior Leadership Team. Any child highlighted in this meeting will be discussed and strategies for the teacher and teaching assistant will be give

n so that the child is best supported. The Leadership Team closely monitors the quality of provision and provides support, advice and training for teachers and teaching assistants as appropriate. Following this review, some extra provision and support may be put in place. At Killigrew, we use a variety of different learning styles to support a range of learning needs and Quality First Teaching promotes children's achievement and successfully engages them in their learning. The school strongly prioritises the provision of high quality, whole class teaching throughout the school.

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCo) Mrs. Pita. If you require further support, please contact the Head Teacher Mr Ferguson. The school SEN Governor can also be contacted for support.

2. How will school staff support my child?

At Killigrew, the teachers have the highest possible expectations for your child and all pupils in their class and the teaching is built on what your child already knows, can do and can understand. The different ways of teaching are in place, so that your child is fully involved in learning in the

class; this may involve things like more practical learning. Your child's teacher will have carefully checked on your child's progress and will have identified 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. Your child will be continually assessed through daily observation, marking and feedback. We will keep you informed if we feel your child needs additional support and work alongside you to identify how best to support your child's needs. This process will involve discussing your child's difficulties together and assessing areas of need so a plan can be put in place to provide support. You will be involved in regular progress updates throughout the year.

At Killigrew, we follow an Assess-Plan-Do-Review model (referred to as a Pupil Profile) to meet individual needs; children who require this level of support will be recorded on our school SEND list. This profile identifies all support given within school and is reviewed regularly and changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. The support and intervention detailed on these plans may range from weekly to daily sessions depending on the child's needs. It is the teacher's responsibility to provide for children with SEND. The SENCO provides advice, monitoring, organises training and links with outside agencies that may need to be used to offer further guidance.

Additionally, the school (or you) can request that Local Authority 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 or 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 set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The EHC Plan will outline the 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. Any additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

3. How will I know how my child is doing?

At Killigrew Primary School, we believe that your child's education should be a partnership between parents, teachers and indeed your child. Therefore, we actively encourage parents to be involved in their child's learning.

- You are welcome to make an appointment to meet with either the class teacher or SENCO to discuss how your child is progressing. We look forward to working with you and can offer advice and practical ways of helping your child at home.
- We may use a home/link book to share information between home and school.
- In the autumn and spring terms we have parents' evenings to discuss progress and your child's next steps. We also send home a written report at the end of the summer term.
- If your child is on the SEND register, they will have a pupil profile (Assess-Plan-Do-Review) provision. This is reviewed termly, and regular updates are given as appropriate.

- If your child has complex SEN, a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written once a year. At the meeting, your child will be banded according to their named SEN area/s of need- this is completed by parent/s alongside staff working with your child.
- Parents of children in Reception, Year 2 and year 6 will be provided with further details of assessment in July. For pupils in Reception, this will be on the Early Learning Goals and SATS/teacher assessments/results for pupils in Year 2 and 6.

4. How will the learning and provision be matched to my child's needs?

Class teachers tailor lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs; teachers assess throughout lessons to challenge pupils further or adapt the lesson if the child is having difficulty accessing the learning. All children have access to materials and apparatus to support them in lessons; they may range from concrete resources in maths to speaking and writing frames in Literacy. Teachers will take advice from the school SENCO as well as professional advice from external agencies, where appropriate.

We value the views of our pupils and parents and our aim is to remove any barriers to learning to ensure effective provision has been put in place for all children.

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

We recognise that at some times children may have additional emotional and social needs that need to be supported and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative. All classes follow a structured PSHE (Personal, Social and Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we may offer:

- A number of social skills groups, run by teaching assistants.
- Brain Buddies.
- Lunchtime and playtime support through planned activities and groups
- HUB provision for nurture in KS1/2

If your child still needs extra support, with your permission, the SENCO will access further support through the TAF process. Support can be discussed with our mental health/wellbeing lead Miss Connolly and our Behaviour Support Lead Miss Walsh.

All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after our children. We ensure that all children feel safe by having strong, clear routines, consistent expectations and consistent adults in every class. Pupil voice is essential to decision making. We teach children to respect each other and their environment and to always behave appropriately. We do not tolerate bullying or discrimination of any kind and act immediately to stop such behaviour. School exclusions are administered rarely, and only ever as a last resort.

We have a positive approach to behaviour management (STEPS) and have a very clear reward system in place, which is followed by all staff and pupils. If a child has a behavioural difficulty, an Individual Behaviour Management Plan (IBMP) is written with the child and parents. We can get advice and support from the Behaviour Support Team, who will provide support and advice to school staff and parents, as well as working on a 1:1 basis with the child. We have a School Family Worker who can offer parents support in managing difficult behaviour at home. Every child's attendance is monitored on a daily basis. Lateness and absence are recorded and monitored and addressed by the Head teacher. Parents may be invited to meet with the local authority Attendance Improvement Officer.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be your first point of contact. If further support is necessary, the class teacher liaises with the mental health lead, Miss Connolly, or SENCO for further advice and support. This may be working alongside outside agencies such as Health and Social care and the Behaviour Support Team. Class teachers may also address specific issues through whole class circle time. We celebrate children's achievements from both in and out of school in assembly. There are many opportunities for our children to take part in the wider life of school. We have sports teams who take part in many events in our community. We have many opportunities to celebrate all aspects of children's achievements, including class assemblies, weekly positive notes and positive contact with parents via Marvellous Me. Most classes have their own motivational reward systems which are at the teacher's discretion, and we have a house point system in the juniors. We have a School Council & Eco Council where children discuss important issues in school. We offer a wide range of after school activities. We have a number of qualified first aiders on our staff to deal with first aid matters. Staff have annual Epi- pen training. Prescribed medication can be given to the office and administered by a member of staff, in close consultation with the parents. Individual care plans are written with parents where needed. There are members of staff who oversee child-protection issues in the school. The whole staff receives child-protection training on a regular basis.

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

School provision

- Teachers responsible for teaching SEN groups/individuals.
- Teaching assistants mainly working with either individual children or small groups.
- Teaching assistants offering support for children with emotional and social development through social skills groups.
- HUB nurture provision for KS1/KS2

Local Authority Provision that may be delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Physical and Neurological Impairment Team

We work with an Outreach team from The Collett School to support any pupils with complex learning difficulties.

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

7. What training have the staff, supporting children with SEND, had or having?

The school strives to provide effective and comprehensive training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This may include whole school training on SEN issues, such as autism spectrum disorder (ASD), ADHD, Specific Learning Difficulties and Speech and Language Difficulties. Staff work on continuing their professional development. The Senior Leadership Team will assess the level of expertise amongst the staff team and organise training to ensure we have a staff team that are able to support all the pupils in our school. We regularly monitor need. We regularly send staff on external training and invite professionals into school.

Our Foundation Stage staff make careful observations of your child on entry to school and throughout the year. This information is shared regularly with parents throughout the Nursery and Reception year at school (via Learning Journals) and early identification of difficulties can often be remedied early on. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team service.

All staff are trained in safeguarding. Most support staff are first aid trained and we have at least six members of staff that have further First Aid training and are Paediatric First Aiders. We have designated staff (DSPs) for safeguarding concerns. A list of DSPs is on our school website and in photos around the school.

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

The class teacher is available via appointment to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. They can also discuss the progress made with interventions.

Curriculum meetings are held at the beginning of each year to inform parents about what the children will be learning. Curriculum maps are posted on the school website along with any other key information. Google Classroom is regularly updated for each class to share current learning and set home tasks.

The SENCo is available for more complex concerns to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, via a report. A home-school contact book may be used to support communication with you if this has been agreed to be useful for you and your child.

9. How will I be involved with discussion about and planning for my child's education?

There are formal occasions such as Parent Teacher Consultation Evenings and Pupil Profile review meetings each term where parents are involved in important discussions about their child's education. It is very important to us that parents are involved in the planning process and are involved in the reviewing of strategies and evaluating the effectiveness of intervention. The Head Teacher will invite the parent forum representatives to a meeting each term where various topics will be discussed. These meetings have representatives from each class.

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

All children are included in school trips which are planned to provide an enriching and exciting curriculum. A risk assessment is carried out to ensure the children's safety and measures are taken where necessary to make reasonable adjustments to ensure all children can access activities. Additional staff and parent helpers may be required to accompany a class or a particular child. If a trip or activity was being delivered by an external guide, they would be made aware of a particular child's needs, if appropriate.

11. How accessible is the school environment?

The school is fully compliant with the Equalities Act 2010 requirements. The school is on a split-level with easy access and double doors and ramps. The school site is wheelchair accessible with two disabled toilets including hoisting facilities. There is also a disabled parking bay close to the school entrance. The front desk has a wheel-chair height section. We ensure wherever possible that equipment used is accessible for all children regardless of their needs. Extra-curricular activities are accessible for children for SEN wherever possible. Any child with a medical condition will have an individual medical care plan to ensure their health and physical needs are met within school.

Accessibility Plan:

<https://killigrew.herts.sch.uk/statutory-information/#>

12. Who can I contact for further information?

You may contact the school office at any point throughout the day to make an appointment with a member of staff. Alternatively, you can speak to your child's class teacher directly at the end of the day.

The school's Special Educational Needs Coordinator (SENCO), Mrs Pita may be contacted by telephoning the school office (01727 774200) or emailing the school on admin@killigrew.herts.sch.uk. (Available on Tuesday and Thursdays).

For any complaints the policy and procedure can be found under the school's website on <https://killigrew.herts.sch.uk/download/complaints-policy-and-procedure-2020-23/?tmstv=1693907808>

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

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

If your child is joining us from another school:

- The SENCo may visit pre-schools with the Foundation Stage leader when appropriate.
- The child will have a tour of the school with their parents before starting. After that, the point of contact will be the class teacher or the SENCo if they have additional needs.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCo and ensure they know about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed over on their last day at school.
- If your child would be helped by a book/passport to support them in understanding Killigrew, one will be made for them.
- If your child has an EHCP an early meeting with the SENCo is recommended so the receiving school can make adequate provision. The SENCo will have discussed this process with you in Year 5 if your child is transferring to secondary school.

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. Pupil profiles will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to 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 some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them.

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

The school budget, received from Hertfordshire LA, includes money for supporting children with SEN and is called the notional SEN budget. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, based on need in the school. The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:

- the children receiving extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed; this can include purchasing specialist equipment, books and provide specialist training for staff.

Each class has a teaching assistant allocated to them for varying amounts of time each week. Their role in the classroom is fundamental in supporting the children's learning as they support the main class teaching, work with groups of focus children in close liaison with the class teacher and provide additional intervention support for identified children. As a school we prioritise children having Quality First Teaching and believe the best place for children is in the classroom. The class teacher plans for intervention carefully to support the children in the class through pre and post teaching activities or specific focus activities.

In some cases, where pupils require a very high level of support, school may be able to apply for funding known as Lower High Needs Funding (LHNF) through the Local Authority. As of 2020, the level of need (band) will be decided at the child's Annual Review for any children who require this level of support and who have an EHCP (Education Health Care Plan).

15. How is the decision made about how much support my child with receive?

The amount and type of support offered to a child is determined by assessing the child's needs, barriers to learning and their age. This may be discussed with the class teacher, head teacher, SENCO and parents, given the level of need. The programme of support is regularly reviewed. Support may be extra help or specific intervention from the class teacher or teaching assistant to a child requiring 1:1 support from a Learning Support Assistant.

16. How can I find information about the local authority's Local Offer of services and provision for children with special educational needs and disability?

Full information about the local offer can be found at www.hertsdirect.org/localoffer

Please also see Hertfordshire's website:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds>

<http://dspl7.org.uk/>

Special Educational Needs and Disabilities Information Advice and Support Service can be contacted for impartial and confidential information, advice and support to parents and carers of children with special educational needs and disabilities (SEND), and young people and children with SEND. Email: sendiass@hertfordshire.gov.uk

Telephone: 01992 555847