



# Kingsway Infant School

'Every Child Matters'

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## *SEND Information Report 2019*

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Reviewed March 2019



### **Introduction**

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs make the best possible progress in school and education.

All schools are supported by a number of services to be as inclusive as possible in order to meet the needs of pupils with SEND within mainstream education and settings.

There are four broad areas of need that are named with the SEND code of practice 2015.

The four broad areas are as follows:

- ✚ Communication and Language
- ✚ Cognition and Learning
- ✚ Social ,Emotional and Mental Health Difficulties ( SEMH)
- ✚ Sensory and Physical Needs.

## What is the Local Offer?

The Children's and Families Bill (2014) requires local authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is the local offer.

The intention of the local offer within an authority is to inform children, young people and families of those with SEND of available services to them within their local area /authority. It is an important resource for parents and carers in understanding the range and availability of services and provision within a local area.

To find out about Hertfordshire's Local Authority offer and services available to young people with SEND click in the links below:

[www.hertfordshire.gov.uk](http://www.hertfordshire.gov.uk) and search for SEND. Once the search is entered this will take you to the main SEND page where links about the local offer and SEND strategy and other information can be found in relation to SEND in Hertfordshire. Below are some questions parents or carers of pupils with SEND may find helpful or useful to have the answers too. Please see the information provided on the following pages on how pupils with SEND and their families can be supported at Kingsway Infant School.

1: What kinds of Special Educational Needs are provided for at Kingsway Infant School?

2: What should I do if I think my child has Special Educational Needs?

3: How does the school know if a child will need extra help /support?

4: How are decisions made about the type and amount of support my child will receive?

5: How will staff at Kingsway Infants support my child?

6: What is the school's approach to teaching, learning and the development of pupils with SEND?

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

8: How will I know how my child is doing and how will the school help me to support my child's learning?

9: What support will be available for my child's overall well-being?

10: How will the school prepare and support my child to join the school, transfer to a new setting or move to the next stage of their education?

11: How are facilities that are available accessed by pupils with SEND?

12: How will my child be included in activities outside of the classroom setting including school trips?

13: What training have staff supporting pupils with SEND had or what training are they receiving?

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

15: How is the effectiveness of special educational provision assessed and evaluated in the school?

16: Who can I contact for further information?

## 1: What kind of Special Educational Needs are provided for at Kingsway Infant School?

Kingsway Infant School is a Local Authority fully inclusive mainstream infant school and aims to:

- ✦ Ensure all pupils reach their full educational potential and pupils make good progress regardless of any special educational need, learning difficulty, disability or disadvantage.
- ✦ Recognise and assess additional needs through early identification and timely intervention to ensure that everything possible is implemented to remove barriers to learning at the earliest opportunity.
- ✦ Personalised provision enabling all pupils to access the curriculum and achieve their full potential.
- ✦ Actively involve parents and carers in any decisions affecting their child's education.
- ✦ To ensure that these aims are achieved staff at Kingsway will ensure that:
- ✦ All staff and adults have the highest aspirations and expectations for every child.
- ✦ That provision is adapted accordingly using reasonable adjustment. That provision is responsive and matched to individual pupil's needs.
- ✦ Extended and outreach services provision make a difference to outcomes for children and their families.
- ✦ Pupil voice and views are used to inform school improvement planning.
- ✦ Every child is able to access all areas of school life.

Provision is made to meet the needs of children and young people with SEND within the four broad areas of

1: Communication and Language

2: Cognition and Learning

3: Social, Emotional and Mental Health Difficulties (SEMH)

4: Sensory and Physical Needs.

## 2: What should I do if I think my child has Special Educational Needs?

If you should have any concerns regarding your child's progress or well-being you can discuss these with your child's class teacher in the first instance. It is best to speak with class teachers at the end of the school day as this does not then impact on teaching and lesson time. You can also speak to the Inclusion Co-ordinator (Inco) Donna Byrne, call the office and arrange a suitable appointment or discuss via the telephone. If you have any concerns or wish to discuss anything then please call or arrange an appointment via the school office.

## 3: How does the school know if a child will need extra help/support?

At different times in their school life, a child may have a Special Educational Need (SEN). The Code of Practice 2014 defines SEN as below:

"A Child or Young Person may have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has significantly greater difficulty in learning than the majority of others of the same age  
or
- b) has a disability which prevents or hinders him or her from making use of the facilities of a kind that are provided for others of the same age in mainstream schools setting and post- 16 institutions.

Where a child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that they could be identified as having SEN. Information will be gathered including seeking the views of parents/carers and the child, as well as from teachers and ongoing assessments.

## 4: How are decisions made about the type and amount of support my child will receive?

If a child is identified as having SEND, the school may provide support that is **additional to or different** from the differentiated approaches and teaching and learning approaches normally provided as part of Quality First teaching within the classroom environment. Some pupils may require more personalised teaching that supports any barriers to learning and further strategies to support this will be set out in Individual Personal SEN Support Plans (PSP's).

In ensuring that additional support and provision is matched effectively to individuals needs which may be *additional to or different from* a four stage cycle (known as the graduated response process). This approach is known as the four stage cycle of **Assess, Plan, Do and Review**.

The majority of children with SEN will have their needs met in the above way using the four stage cycle reviewed at regular intervals and any relevant changes made to provision. In some circumstances it may be necessary to request the support of a number of external agencies and in these cases it may be necessary to determine whether or not a request for an Education Health and Care needs assessment would be beneficial. A request for an Education Health and Care needs assessment can be made to the Local Authority in accordance with Education, Health and Care. Any request made by school for an Education, Health and Care plan is made in liaison with parents/carers and professionals. Parental requests can also be made to the Local Authority.

### **The Assess, Plan, Do, Review Cycle**

**Assess**- This is the first step in the process and involves taking into consideration all of the information from discussions with parents or carers, the child, the class teacher assessments and or any other relevant support services inclusive of previous settings attended.

**Plan**- the second stage identifies barriers to learning, any intended outcomes and details of what additional support will be planned and provided to overcome the barriers to learning. Any decisions made are completed with the parents', carers', and pupil and relevant staff. Decisions to implement any intervention plan will be discussed and recorded on personal support plans which will be reviewed each half term.

**Do**- Any additional support or interventions that have been discussed and decided as part of a pupil's support plan will be implemented through provision of additional support for learning/additional aids or resources that will enhance learning and, if necessary, referrals to outside services and support. All of the above will be set out in the initial intervention support plan.

**Review**- Regular reviews of the impact of any support provided will be measured and where necessary any changes to the support plan will be made. All those involved will contribute to the review at this stage - the child, parents, carers, learning support assistants, class teachers and Inco. The review will then inform the next stage of the cycle. Pupil progress reviews are held with teachers and Senior Leaders every half term. These meetings will inform next steps in pupils learning and pupils are involved in having a voice as to what is working well for them and what next steps are for them in their learning and what will help overcome barriers.

### **5: How will staff at Kingsway Infants support my child?**

The Headteacher has overall responsibility for provision for pupils with SEND. Kingsway Infant School has a designated Inclusion Co-ordinator who is responsible for the leaderships and day to day management of provision for SEND.

**The Inclusion Co-ordinator (Inco) responsible for SEND: Donna Byrne.**

**Kingsway Infant School also has a named Governor for SEND: Julia Walters.**

Class teachers are responsible for checking on the progress of all pupils and identify, plan and deliver any additional support that a pupil may need in liaison with the Inco. Class teachers will share and review any intervention plans with parents and carers each half term. Class teachers have responsibility for personalising teaching and learning as identified in class provision maps and through Quality First Teaching. All staff have a responsibility to ensure that Kingsway Infant's Inclusion and Special Educational Needs and Disability Policy is followed in their classrooms and implemented for all pupils.

At Kingsway Infant School we have a highly qualified team of Support Staff who are able to provide additional support. This can be with individual pupils or in small groups using a variety of interventions. Our team includes staff trained in Elklan Speech and Language interventions, Autism and in Link Support work for pupils with Social and Emotional difficulties, staff trained in delivering Drawing and Talking Therapy and Maths and English catch up programmes. All of the staff at Kingsway Infants are committed to continuing professional development. As well as a very committed team

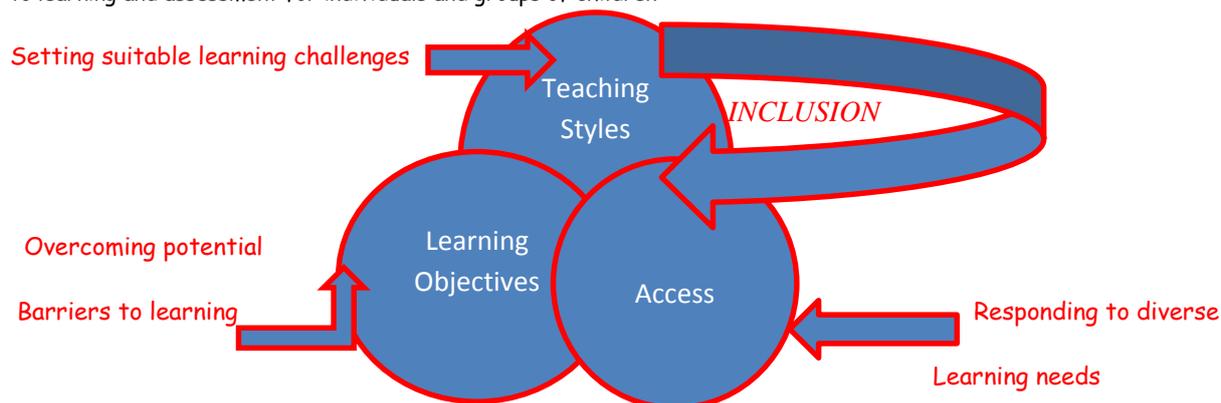
of Support Staff we also have a Learning Support Assistant (LSA) / mentor who works with all pupils across the school and is able to support family liaison.

## 6: What is the Schools' approach to teaching and learning and development of children with SEND?

At Kingsway Infant School, all staff recognise and have responsibility for providing a broad and balanced curriculum for all children.

In accordance with the SEND code of Practice 2014

Teachers will: set suitable learning challenges; respond to children's diverse learning needs; overcome potential barriers to learning and assessment for individuals and groups of children



Curriculum planning for children with SEND will take into consideration the type and the extent of any difficulties or barriers experienced by the child. In most cases the action necessary to respond to an individual's requirements will be met through greater differentiation of tasks and materials. In some cases it may be necessary for a pupil to need access to specialist equipment, approaches or alternatively adapted activities. Teaching and support staff will liaise with and follow the advice and recommendations from external professionals as and when necessary in such cases. Teachers and TA's will, as and when appropriate, work in close liaison with parents/carers and other external agencies that may support the child and family.

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

**"Leaders ensure that the curriculum for all pupils is broad and enriching"- Ofsted 2017**

All additional support will be adapted and tailored to meet the child's needs and specifically target areas of difficulty that have been identified. Additional support may be provided in class or in another area of the school on a 1-1 individual basis or as part of a small group intervention for pupils with similar needs. Interventions may be run by a number of staff trained in specific areas of need. Some pupils may have needs that require access to sensory equipment or specific access to technology. There are a number of safe and quiet spaces in and around school where pupils can access the above. Pupils are also able to access the outdoor classroom where we have resident rabbits as well as a fishpond. All classrooms are fitted with sound fields and have Clever Touch screens (Interactive whiteboards). Pupils have access to I pads, class computers and notebooks.

## 8: How will I know how my child is doing? How will the school help me to support my child's learning?

Your child's class teacher is available to discuss your child's progress or any concerns that you may have. You can speak to your child's teacher preferably at the end of the school. Alternatively you can call the school office and make an appointment or speak to your child's teacher via the telephone at a convenient time.

The school's Inco is also available to meet or speak with you to discuss your child's progress or any concerns that you may have. Should you wish to make an appointment please call the school office to arrange this.

Your child's progress will be continually and regularly monitored by his/her class teacher as an ongoing part of the Four Stage Assess, Plan, Do, Review cycle. The half termly reviews will ensure that any intervention is having the impact on

progress and achieves the outcomes set out in the initial plan. The review process will involve parents /carers /the child and class teachers.

Progress of any pupil's with an Education, Health and Care Plan will be reviewed annually in line with Local Authority Guidelines and all support services involved within the plan will contribute to the progress review.

### 9: What support will be available for my child's overall well-being?

It is recognised that some children may have additional emotional and social needs or medical needs that may require additional support for a variety of reasons.

For pupils requiring support in this area of need we have access to a range of services for example School Health , Behaviour Support Teams, trained Link Support Workers within the LA, School based Family Support Workers, Play Therapist, staff trained in Drawing and Talking Therapy and a Learning Mentor.

If a pupil requires additional support, the Inco will access support from external agencies with the consent of the parents/carers.

### 10: How will the school prepare and support my child when starting the school, transferring to a new setting, or move to the next stage of their education?

Transition is a process that all children experience at different times throughout their lives; it can involve moving from class to class, right through to moving on to a new school. It is recognised at Kingsway Infant School that transition is an important time for both pupils and parents/carers and even more so for pupils with SEND. Staff at Kingsway Infant School work closely with parents/carers, pupils and other settings to ensure that ALL transitions are well supported and information shared to support moving on.

Planning for transitions within the school begin in the second half of the Summer Term. Where it is possible pupils will visit their new classes, teachers, and schools. Kingsway Infants liaises closely with Kingsway Junior School and Kingswood Nursery as well as other local schools and early years settings in the local area. New parents information meetings are held during the Summer Term and the meet the teacher session is planned in the first few weeks of school starting.

For pupils with SEND the Inco will liaise closely with staff and Inco's from other settings to ensure that any additional visits/ meetings that need to be arranged prior to transition are planned in advance and well supported by all services supporting the child and family.

### 11: How are facilities that are available accessed by pupils with SEND?

Kingsway Infant School is fully compliant with the Disability Discrimination Act. All staff ensure that wherever possible, equipment used is accessible to all pupils regardless of their need.

All after school clubs and extra-curricular activities are accessible to ALL pupils, including those with SEND.

Please contact the school office or Donna Byrne (Inco) if your child has any specific requirements in regards to their needs.

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

Kingsway Infant School believes that ALL children are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all pupils.

### 13: What training have staff supporting pupils with SEND had or what training are they receiving?

The Staff at Kingsway Infant School are fully committed to enhancing their skills through continued professional development that enhances the teaching and learning as well as the spiritual, moral, social and cultural well-being of ALL pupils, including those with SEND.

Training has included:

- ✦ First Aid Training, including Paediatric First Aid
- ✦ Health and Safety and Offsite Visits
- ✦ SEND reforms
- ✦ Child Protection
- ✦ 2 Teaching Assistants fully trained in Eiklan Speech and Language delivery
- ✦ 2 Teaching assistants trained in Link Support Work
- ✦ Autism
- ✦ Literacy and Numeracy Interventions and catch up programmes
- ✦ Training in Emotional Resilience and Well-being
- ✦ Attachment Awareness /Trauma and Resilience
- ✦ Behaviour Strategies
- ✦ ICT and use of new technologies.

All training is refreshed and updated regularly. All opportunities for any additional training are sought to ensure that staff maintain up to date working knowledge of SEND issues and current legislation.

#### 14: What specialist services and expertise are available or accessed by the school?

Where difficulties persist despite first rate quality teaching, ranges of interventions and appropriate adjustments advice and support may be requested from other external professionals with the consent of parents/carers.

Kingsway Infant School has well established and effective partnerships with a number of external support services all of which have an important role in supporting the school identify, assess, plan and ensure there is effective and appropriate provision for pupils with additional needs.

Such services may include:

- ✦ Educational Psychologist
- ✦ Speech and Language Therapist
- ✦ Specific Learning Difficulties Outreach Service
- ✦ Occupational Therapist/Physiotherapist
- ✦ Specialist Advisory Teachers (Autism/Physical and Neurological Impairment/Deaf)
- ✦ Behaviour Support Teams and Outreach Services
- ✦ School Health Nurse/ Health Visitors
- ✦ Attendance Improvement Officer
- ✦ Play Therapist
- ✦ School Based Family Support Worker (South West Herts Partnership)
- ✦ Children's Services
- ✦ Local Children's Centre'

#### 15: How is e effectiveness of Special Educational provision assessed and evaluated in the school?

**"Leadership of special educational needs and or disabilities is outstanding. The school ensure pupils needs are catered exceptionally well "-Ofsted 2017**

Pupil Progress meetings are held with staff and the Senior Leadership Team every half term. Progress of individuals is discussed and any additional provision required to address potential barriers to learning is identified. Class provision maps and individual support plans are discussed alongside any additional support or intervention which will be implemented immediately following each pupil progress meeting. Interventions can be implemented at any point throughout the year. All staff have access to the support of the Inco/ Senior Leaders as well as other external professionals. This enables them to discuss interventions and review progress as part of the ongoing cycle. To ensure that support is of high quality and consistently inclusive across the whole school, the following ways of monitoring and evaluating best practice are regularly carried out by all staff and senior leaders;

- ✦ Lesson observations
- ✦ Work scrutiny
- ✦ Observations of Interventions
- ✦ Case Studies
- ✦ Pupil Progress Meetings
- ✦ Parent consultations/feedback
- ✦ Pupils are involved in planning and evaluating their support plans.

#### 16: Who can I contact for Further Information?

Should you have any concerns or dispute with support and provision being made for your child, class teachers should be the initial point of reference for parents or carers. If for any reason concerns continue or you are not happy with the provision you can call the school office to speak to the Headteacher or Inco to discuss further. If the difficulties are unable to be resolved, the school's Complaints Procedure will be followed. If independent disagreement resolution is requested, further information about this process will be made on request.

#### Parent Partnership Service

The Parent Partnership is an impartial service funded by Hertfordshire County Council.

They have expertise and training in special educational needs and disabilities (SEND) and disagreement resolution, which helps them to support parents to ensure they have access to the right support and services.

They offer a personalised, confidential service to help parents/carers ensure they are accessing and receiving the correct information, support and advice. They are able to assist and inform parents/carers in the processes of assessment and management of special educational needs, enabling them to make fully informed choices and decisions about their child's education.

Contact Details: **SEND IASS** - [sendiass@hertfordshire.gov.uk](mailto:sendiass@hertfordshire.gov.uk) Telephone: 01992 555847 - **Independent Support Service**

**Mon -Thurs: 9:30-3pm Friday-9:30-2pm**

**Other Useful Contacts: HANDS - Herts Additional Needs Database**

[hub.herts.org.uk](http://hub.herts.org.uk) [www.kids.org/hub](http://www.kids.org/hub)- a charity that works with disabled children and young people

**West Hub- 01923 676549**

You can find further information and support services for children and young people with SEND by following the link: [www.hertsdircet.org/localoffer](http://www.hertsdircet.org/localoffer). SEND section.

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