



SEND Information Report

Introduction

At Kingstone and Thruxton Primary School, we welcome everyone into our community. All staff, governors, pupils, parents and carers work together to make Kingstone and Thruxton Primary School a happy, supportive environment where children can flourish and reach their potentials. We embrace the fact that each child is different, and, therefore, the educational needs of every child is different; this is certainly true for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, or would like to know more about what we offer at Kingstone and Thruxton Primary School, then please don't hesitate to contact us.

SEND Coordinator: Mrs Elissa Vigus (Head of Primary)

SEND Admin: Ms Sophie Hales

SEND Governor: Mrs Vickie Tomkins

What kinds of provision do we make for Special Educational Needs and who is involved?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

“A child or young person has SEND if they have a learning difficulty or a disability which calls for special education 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 a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”*

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory or physical conditions.

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made.

If a learner is identified as having SEND need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is “additional to” or “different from” we engage in a four-stage process:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEND Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENDCO and outside agencies contribute to this review. This stage then informs the next cycle.



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Head of Primary: Mrs Elissa Vigus

Kingstone and Thruxton Primary School adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Intervention:

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum; it is mapped out by teachers, support staff, the Learning Mentor in conjunction with the SENDCO. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

The SENDCO / Head of Primary: Mrs Elissa Vigus – responsible for:

- Providing professional guidance to colleagues and works closely with staff, parents and other agencies.
- Writing the SEND Information Report which MUST be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on a graduated approach to provide SEND Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEND
- Liaising with EYFS providers, other schools, Educational Psychologists, health and social care professionals and independent or voluntary bodies, Local Authority
- Managing the transition process
- Ensuring school keeps the records of pupils with SEND up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements
- ensuring that the Governing Body is kept up to date about issues relating to SEND.

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The class teacher – responsible for:

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the (SENDCo) know as necessary.
- Writing individual Action Plan for Inclusion /Individual target plans and One Page Pupil Profiles and sharing and reviewing these with parents at least once each term and planning for the next term.
- Celebrate achievement

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

Learning Mentor: Mrs Kelly Hanson – responsible for:

- Provide support for parents and children
- To act as liaison between home and school, carrying out home visits where appropriate
- To provide additional opportunity for each child to voice any concerns they may have about any aspect of their life and learning
- To provide specific interventions for children, especially those which help develop emotional and social skills
- To address specific barriers to learning, for example low attendance.

Inclusion TA: Miss Lara Brain – responsible for:

- to work alongside children in the classroom who might otherwise struggle to engage
- to liaise with the class teacher, support staff and parents to enable all children to access the curriculum
- to promote the inclusion of all children in all aspects of life at school.

Support Staff – responsible for:

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.

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The SEND Governor: Mrs Vickie Tomkins - responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school
- Supporting and challenging the Head of Primary / SENDCO in relation to SEND provision at the school

Assessment and Identification

Regular cycles of a range of assessments are used by staff at Kingstone and Thruxton Primary School. Additional and different assessment tools may be required when children are making less than expected

progress, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENDCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. See SEND policy for further information relating to behaviour support.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

Where it is deemed appropriate, the school employs the services of Learning Support specialist, Sue McManus and other professionals as appropriate.

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External Services

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- a child continues not to make adequate progress
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Support Staff, including Teaching Assistants and our Learning Mentor are assigned across the whole school to support SEND pupils according to need. Links with outside agencies are well established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools, especially with Kingstone High School as part of Kingstone Academy Trust. Colleagues from outside agencies and continue to advise and support our staff to better understand and address the needs of our pupils.

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Statutory Assessment: EHC Plan (Education, Health Care Plan) / Statement

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Herefordshire. Herefordshire's SEND Local Offer can be obtained from their website using this link:

<https://www.herefordshire.gov.uk/education-and-learning/local-offer>

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information includes where relevant:

- Individual Education Plans (IEPs) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

Statements / EHC Plans are subject to annual review which will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

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Transferring Statements to EHC Plans:

The legal test of when a child requires an EHC Plan remains the same as that for a statement.

It is expected that all pupils who have a Statement and who would have continued to have one under the current system, will be transferred to an EHC Plan. No child should lose their Statement and not have it replaced with an EHC Plan simply because the system is changing.

The transition period for transfer to EHC Plans has been extended to 2018.

Pupils

- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- comment on how they feel they are progressing when the IEP is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking and using feedback and response (purple polishing), they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to contribute to their support through 1:1 meetings where they are helped to write their One Page Pupil Profile. This is then regularly reviewed, and shared with all the relevant people working with the pupil.

Partnerships

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Head of Primary's letters, curriculum newsletters, annual reports, regular teacher – parent catch ups, SEND reviews and informal discussions.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Initially, when a child's special needs are identified, a letter is sent home to parents raising awareness and inviting them into school to discuss this further. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

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All parents are invited to contribute to their child's One Page Profile, which is regularly reviewed in consultation with the class teacher and pupil.

School Agency Partners include, but are not limited to:

Education Psychologist

Child Development Centre

Child and Adult Mental Health Service (CAMHs)

Speech and Language Therapy

Occupational Therapy

Physiotherapy

Social, Communication Outreach Service

Hearing Sensory Support

Visual Sensory Support

Learning Difficulties and Disabilities

Transition

All staff for the next academic year are invited to end of year review meetings, and designated time set aside to communicate information to new class teachers and support staff.

Excellent links exist between Kingstone and Thruxton Primary and Kingstone High School; both schools exist under the Kingstone Academy Trust umbrella and take full advantage of their location on the same site. Kingstone High School Staff deliver lessons throughout the year to Key Stage 2 children, in close liaison with the children's class teacher to ensure that adequate arrangements can be made in readiness for the end of Key Stage 2 transition.

All SEND information is passed on to new schools, whatever stage the transition, and conversations held between the relevant SENCOs.

Complaints

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints Policy should be followed (available on this website).

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