# KINTBURY ST MARYS SCHOOL

*Our Christian values of hope, friendship and respect support our caring ethos. With our rich and diverse curriculum these underpin our belief that everyone in our school community can develop a sense of self and understanding of their place in our world in order to achieve and flourish throughout life.*

*'Love thy neighbour as thyself' Luke 10:25-37*

# SEN Information Report/ Local Offer

https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=Udew6XxQmaE

## 1. Identification of SEND

**1.1: How does the school identify children/young people with special educational needs and disabilities?**

The school uses the definition of Special Educational Needs from the Code of Practice.

Children may have special educational needs either throughout, or at any time during their school career. Children with Special Educational needs are identified in many ways including:

- Liaison with a pre-school setting or previous educational setting
- Concerns raised by parents
- Concerns raised by staff working alongside the children in school
- Results from assessments highlighting children working below age expectations
- Liaison with or diagnosis through outside agencies e.g. Speech & Language Support Services

**1.2: What should I do if I think my child has SEND?**

If you have concerns about your child, you should initially ask for a meeting with your child's class teacher and discuss any concerns that you may have. They will the take the necessary steps to monitor your child. If they have concerns they will arrange a follow up meeting involving the SENDCo.

## 2. Support for children with special educational needs

**2.1: If my child is identified as having SEND, who will oversee and plan their education programme?**

Class teachers will monitor the progress of all children in their classes. For children on the SEND register, the SENDCo will liaise closely with the class teacher to ensure appropriate provision for that child within the main classroom setting and ensure that they are accessing high quality teaching. The SENDCo will monitor any specific intervention in place and will track progress towards intervention outcomes. The SENDCo will also liaise with any outside agencies on behalf of your child.

**2.2: How will I be informed / consulted about the ways in which my child is being supported**?

Throughout the year, Kintbury St Marys will provide a variety of ways in which we will inform/ consult parents on their child's progress:

- Parents' Evenings
- Home-school book with your child's class teacher if necessary.
- If your child has an EHCP, there will be an annual review meeting, where all involved agencies are invited and asked to provide a report of current objectives.
- Informal 'catch-up' after the school day.

**2.3: How will the school balance my child's need for support with developing their independence?**

All adults supporting your child throughout their time at our school are trained and experienced in encouraging independence whilst providing the appropriate level of support. Within the school day, the class teachers will provide a mixture of group guided work either with the class teacher or learning support assistant, independent work time and paired work. Lessons and resources are planned to support each child's individual needs and encourage independence.

**2.4: How will the school match / differentiate the curriculum for my child's needs?**
All children learn in different ways and at Kintbury St Mary's our teachers offer a wide and varied curriculum through a range of differentiated activities. We recognise children's individual needs and use a variety of teaching approaches to ensure that children can access our curriculum successfully.

**2.5: What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?**
Teaching strategies are personalised for SENDCo children. The strategies employed vary depending on the individual's needs, lesson content and context. We seek advice from other professionals when necessary to support the individual's specific needs through

- Adapted tasks
- Adults support where possible
- Mixture of visual, auditory and practical tasks
- Personalised motivation systems
- Pre-teach and additional explaining and modelling.
- Specific equipment suggested by outside agencies
- Use of sensory tools
- A variety of concentration tools
- Visual timetables

**2.6: What additional staffing does the school provide from its own budget for children with SEND?**
The school employ a SENDCo, who works to support children with Special Educational Needs. Where extra support is needed within the classroom with SEND, we treat each individual case differently. We put in place the necessary support using a range of adults and their skills. Staff are assigned to support and provide interventions for children with SEND on a needs basis.

**2.7: What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?**

| Type / Title | Intervention Type |
|---|---|
| Colourful Semantics | Small group |
| Precision Teaching | Small group |
| Numicon: Breaking Barriers | Small group |
| The Five Minute Box: English | One to one |
| The Five Minute Box: Maths | One to one |
| Number Stacks | One to one |
| ELSA | One to one |

These may vary from time to time depending on the needs of our children.

**2.8: What resources and equipment does the school provide for children with SEND?**
We treat all children with SEND as individuals and seek professional advice from outside agencies and professionals to put resources in place specific to a child and their individual needs.

Some of the resources that we are currently able to provide include;

- Body socks
- Coloured overlays
- Concentration tools
- Ear defenders

- Peanut therapy balls
- Pencil grips
- Stress toys
- Theraputty
- Timers
- Weighted Blankets
- Wobble cushions
- Writing slopes
- Small garden areas
- Calm corners
- Spelling dictionaries
- High frequency word prompts
- Maths manipulatives

**2.9: What special arrangements can be made for my child when taking examinations?**
We seek advice from professional agencies based on children's individual needs and refer to the National Guidance for Key Stage 1 and Key Stage 2 SATS, the Phonic Screening Test for Year 1 and the Multiplication tables check for Year 4.

## 3. My child's progress

**3.1: How will the school monitor my child's progress and how will I be involved in this?**
At key points during the year, class teachers collate and analyse progress data, which is then discussed in pupil progress meetings with the senior leadership team. This process aids us in identifying a child's strengths, progress and areas for development. This information is used to plan any additional support required.
Interventions that are put in place are regularly reviewed to ensure progression and discuss the impact of provision.
Parents' evenings are an opportunity for parents to meet with the class teacher to discuss and review progress and celebrate successes.
The use of a support and achievement plan (SAP) will be used to monitor progress of those children with Special Educational Needs identifying outcomes, strategies to achieve these and evidence of where these have been achieved. At all of these stages parents are involved in discussions with the class teacher, SENDCo and if necessary the Head Teacher.
At the end of academic year, each child will received an annual report that summaries their progress across the year. The reports are shared with parents and parents are encouraged to discuss with their child's class teacher.

**3.2: When my child's progress is being reviewed, how will new targets be set and how will I be involved?**
New targets and outcomes will be set through liaising with class teachers and if necessary outside agencies, these will then form the basis of the personalised plan, which children and parents will be involved in creating. All targets will be SMART i.e. Specific, Measurable, Achievable, Realistic and Time scaled. Parents and teachers will meet three times a year to review these targets and create new outcomes.

**3.3: In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?**
Class teachers can be contacted via the school office and appointments to meet with them can be made usually within a few days of being requested by parents or telephone appointments are also available. Requests for other members of staff to attend meetings including the Headteacher and SENDCo can be made via the school office.

**3.4: What arrangements does the school have for regular home to school contact?**
Each class teacher releases their class to parents and carers at the end of the day when informal, brief conversations can be had. If a longer appointment is necessary, appointments can be made through the school office.

**3.5: How can I help support my child's learning?**
Your child's class teacher will provide guidance and strategies to help you support your child and these may be noted on the personalised plan.

Here are a few ways in which you can support your child's learning at home:

- Daily Reading
- Practise Spellings Weekly
- Practise Timetables Weekly (KS2)
- Meet with your child's class teacher regularly
- Follow advice and recommendations from teachers and professionals.

**3.6: Does the school offer any help for parents / carers to enable them to support their child's learning, eg. Training or learning events?**
The school works with Local Authority professionals to support parents through coffee mornings and training sessions such as parenting courses. Throughout the year the school can offer a range of events to parents to support with phonics, numeracy, reading and writing methods used to teach throughout the school.

**3.7: How will my child's views be sought about the help they are getting and the progress they are making?**
Through daily lessons the class teacher will regularly assess progress and discuss any additional follow-up and support that is needed on an individual basis.

**3.8: What accredited and non-accredited courses do you offer for young people with SEND?**
N/A

**3.9: How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?**
Special Educational Needs Audits are completed yearly to evaluate SEN provision, along with regular meetings with the Head Teacher, Senior Leadership Team and school Governors. The school monitors provision through lesson observations, learning walks, book and planning scrutinises and pupil conferencing.
The views of parents are collected through questionnaires.

## 4. Support for my child's overall well being

**4.1: What support is available to promote the emotional and social development of children with SEND**?
We offer a range of clubs, activities and groups to support children with their emotional and social development. We have an ELSA (Emotional Literacy Support Assistants) who is able to work on a weekly one to one basis with children as well as Nurture Lunch where children are able to eat, play and socialise in a smaller setting.
As a school, we follow SCARF PSHE. This encourages the children to develop a positive, mindful attitude of respect and tolerance.

**4.2: What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?**
We have a behaviour policy which can be found on our school website and is followed by all staff at school.

https://www.kintbury.w-berks.sch.uk/topic/our-policies

We are able to support all children through looking at individual needs and effective classroom and behaviour management strategies. If needed risk assessments are carried out by school staff, parents, and head teacher as well as with appropriate staff.

**4.3: What medical support is available in the school for children with SEND?**
We have a school policy to support children with medical needs which can be found at our website.
https://www.kintbury.w-berks.sch.uk/topic/our-policies

Provision for each child in meeting their medical needs is personalised and regularly reviewed, taking advice from professionals and qualified first aiders. If the need changes we would look to organise further support.

**4.4: How does the school manage the administration of medicines?**
In line with our school policy, the Head Teacher is responsible for deciding whether the school can assist a pupil who needs medication in school.

All medication is kept securely in school in named bags. All medical treatment plans are signed and regularly updated by parents.

**4.5: How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?**
Depending on the needs of the individual child, we will seek advice for resources, training, and equipment and act appropriately.

## 5. Specialist services available / accessed by the school

**5.1: What SEND support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc,?**
Depending on a child's individual needs we are able to access the support of SEN services within the local authority. If appropriate we are able to refer your child to the following specialist services.

- Educational Psychologists (EP)
- Cognition and Learning Team (CALT)
- Autistic Spectrum Disorder (ASD) Team – We are only able to access this service once a diagnosis has been given.
- Therapeutic Thinking Support Team (TTST)
- Specialist Inclusion Support Service (SISS)
- Speech and Language Therapists (SALT) in West Berks
- Sensory Consortium
- Emotional Health Academy (EHA)

Further information on all these services can be found on the West Berkshire Local Offer

**5.2: What should I do if I think my child needs support from one of these services?**
The first step would be to speak to your child's class teacher and discuss the need for specialist teacher involvement. If after putting support in place and reviewing impact, it was still felt that specialist provision was needed a meeting with the SENDCo would be arranged to discuss criteria for a referral. It is worth noting that waiting times for these services can vary. It is possible to contact your GP for support in getting specialist advice and we would work closely with parents in exploring this.

**5.3: How are speech and language therapy, occupational therapy and physiotherapy services provided?**

**Speech and Language Services**:

As a school, we are part of the Every Child A Talker (ECAT) initiative run by West Berkshire Council. We monitor children's speech and language development throughout their early years. If a delay is identified, we can signpost parents to support services to help obtain an assessment with a speech and language therapist.

Referrals for further support can be made through the West Berkshire Children, Young People and Families Integrated Therapies (CYPIT) service.

**Occupational Therapy Services**:

If your child already has an EHCP (Education, Health and Care Plan) for their learning needs, the school can make a referral for support and advice via Children and Young Peoples Integrated Therapies (CYPIT). If your child does not already have an EHCP, then unfortunately, the school cannot make a referral. As a parent/carer, you will need to visit their GP.

**Physiotherapy Therapy Services**:

If your child already has an EHCP for their learning needs, the school can make a referral for support and advice via CYPIT. If your child does not already have an EHCP (Education, Health and Care Plan), then unfortunately, the school cannot make a referral. As a parent/carer, you will need to visit their GP.

For more information on the referral criteria for speech and language therapy, occupational therapy and physiotherapy services please check the CYPIT website.
https://cypf.berkshirehealthcare.nhs.uk/referrals/

**5.4: What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?**
If you are concerned and would like your child to be seen by a therapist please speak to your child's class teacher.

In some cases we are able to make the referral for you. If we are unable to do so, we can write a short accompanying letter outlining our observations for you to take to your child's doctor. We are also available to talk to your child's GP over the phone.

**5.5: What arrangements does the school have for liaison with Children's Social Care services?**
The school liaises with Children's Social Care Services in response to safeguarding concerns, to receive specialist advice or as part of the support given to families in need. Where families join our school already under the remit of Children's Social Care services then we liaise with the relevant local authority and provide documentation as well as attend meetings as required.

## 6. Training of school staff in SEND

**6.1: What SEND training is provided for teachers in your school?**
When any new member of staff joins they will receive an induction with specific SEND training included. Staff receive whole school training through staff meetings, training given by the SENDCo or other local authority specialists. Staff are appropriately trained to deliver interventions relating to a group or a specific child
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**6.2: What SEND training is provided for teaching assistants and other staff in your school?**
Learning Support Assistants have regular training and meetings with the SENDCo. They are also appropriately trained to deliver interventions relating to a group or a specific child.

**6.3: Do teachers have any specific qualifications in SEND?**
The SENDCo has recently achieved their National Accreditation for SEND.

**6.4: Do teaching assistants have any specific qualifications in SEND?**
All Learning Support Assistants (LSAs) receive regular training on Special Educational Needs and Disabilities (SEND). In addition, one of our Higher Level Teaching Assistants (HLTAs) and one of our Learning Support Assistants are trained in Emotional Literacy Support (ELSA).

## 7. Activities outside the classroom including school trips

**7.1: How do you ensure children with SEND can be included in out of school activities and trips?**
Children's various needs will be met through a personalised approach and working closely with parents to ensure they can be included in out of school activities and trips. All trips are assessed for risk and any potential difficulties are discussed with parents.

**7.2: How do you involve parents / carers in planning the support required for their child to access activities and trips?**
Parents/carers are informed of the plans and arrangements for trips. If they have concerns they will be invited for a meeting with the class teacher to discuss the risk assessment and accessibility arrangements.

## 8. Accessibility of the school environment

**8.1: How accessible is the building for children with mobility difficulties / wheelchair users?**
All areas of the building are fully accessible: The school has two flights of stairs but also a lift and ramps to enable wheelchair users and those with mobility difficulties to access the building safely and securely.

**8.2: Have adaptations / improvements been made to the auditory and visual environment?**
All class teachers use Interactive White Boards to enhance the visual environment and enlarge text.
If further adaptations need to be put into place we will follow the advice of the appropriate outside agency.

**8.3: Are there accessible changing and toilet facilities?**
There are two disabled toilets in school.

**8.4: How do you ensure that all the school's facilities can be accessed by children with SEND?**
Please refer to our accessibility plan which can be found on our school website.
https://www.kintbury.w-berks.sch.uk/

**8.5: How does the school communicate with parents / carers who have a disability?**
Please refer to our accessibility plan which can be found on our school website.
https://www.kintbury.w-berks.sch.uk/topic/our-policies

**8.6: How does the school communicate with parents / carers whose first language is not English?**
We use the services of EMTAS (Ethnic Minority & Traveller Advise Service) to support pupils, with English as an additional language (EAL); they also act as interpreters, assisting us in discussions with parents with EAL. Our school website features a 'translate' function to enable EAL families to access the website.

## 9. Preparing my child to join a new school / next stage of education

**9.1: What preparation will there be for both the school and my child before he or she joins the school?**
Before starting all children will visit their new class and meetings will be arranged between the new class teacher and parents, as well as a meeting if the Head Teacher if desired. For identified SEND pupils we would offer additional transition arrangements, for example, further visits to familiarise themselves with the school. The SENDCo will make contact with the previous setting and organise the transfer of files and data for that child.

**9.2: How will my child be prepared to move on to the next stage within school, e.g. class or key stage?**
We have a clear transition plan for all children including class visits, teacher visits and a changeover morning. For children with more specific needs a more detailed transition plan is created to ensure a smooth and relaxed transition. Additional transition visits can be arranged if required.

**9.3: How will my child be prepared to move on to his or her next school?**
Alongside the usual process for transition, children with SEND may be given some Talk Time to support where they are able to discuss the big change ahead and how they may cope with that emotionally.

**9.4: How will you support a new school to prepare for my child?**
Parents are always encouraged to be part of the process and the school will liaise closely with the new setting to share expectations, support and guidance.

**9.5: What information will be provided to my child's new school?**
All transfer documents will be accompanied by reports on your child, including reports from outside agencies. Successful resources will be explained to the new setting and where appropriate will be sent with your child.

**9.6: How will the school prepare my child for the transition to further education or employment?**
N/A

## 10. Who can I contact to discuss my child?

**10.1: Who would be my first point of contact if I want to discuss something about my child or if I am worried?**

The first point of contact will always be your child's class teacher.

**10.2: Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)**

Unfortunately, we do not have a family support worker. However, we are able to direct parents to courses and support if necessary.

**10.3: What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?**

The school is able to support parents in seeking advice from other agencies and working together in deciding the next steps.

**10.4: What arrangements does the school have for feedback from parents, including compliments and complaints?**

The school actively seeks parents' responses through feedback forms and we also hold parents' evenings throughout the year. We are keen for parents to come and see us at the earliest opportunity before worries, or concerns escalate. The first point of call would always be the class teacher but if parents feel that they would like to discuss the concern in more detail, then an appointment with the Head Teacher can be made via the school office. The school also has a complaints policy which is available on the school website.