

Kislingbury CE Primary School

Special Educational Needs Information Report



2021

Kislingbury CE Primary School

Welcome to our SEN information report which will tell you how we support children with special educational needs in our school. It may not list every skill resource and technique we employ at Kislingbury Primary School as these are continually being developed, modified and personalised to meet the changing requirements of individual children at our school.

At Kislingbury, we believe that every pupil, regardless of gender, race or disability, has the right to equal access to a broad and balanced curriculum.

We work together with everyone involved with our school community to provide an education that will help all learners reach their full potential.

If you feel that your child may have a special educational need or you wish to discuss your child's specific special educational needs, please speak to their class teacher or contact Jenny Lunn our SENCO on 01604 831172.

[What kinds of special needs are provided for in this school?](#)

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[What skills do the staff have to meet my child's needs?](#)

Name of SENCo: Mrs Jenny Lunn

Dedicated time weekly: 1 day weekly

Contact email: senco@kislingbury.northants-ecl.gov.uk

Phone Number: 01604 831172

Name of SEN Governor: Mrs Julie Rowley

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The kinds of Special Educational Needs which are provided for in our school



At Kislingbury we aim for every child to reach their full potential regardless of their religion, social circumstances or additional needs by making sure our lessons are exciting, challenging and meet the needs of all the children.

This encompasses the four main areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical
-

Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia.
- Autistic Spectrum Disorders.
- Down syndrome.
- Hypertonia.
- Hearing Impairment, including the use of FM systems and audio aids.
- Speech and Language Delay.

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

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Identifying children and young people with SEN and assessing their needs

At Kislingbury CE Primary School we strongly believe that early identification of any additional need is vital. Many of the children who join our school have already attended an early education setting and some children join us with their needs already assessed.

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In addition we use the following tools to identify young people with SEN:

- Teacher assessment data to monitor progress
- Classroom observations conducted by SENCO
- Parental comments
- Students support / behavioural records
- Medical or other outside agency reports
- Lucid screener
- Salford Reading Comprehension Test
- Sandwell Maths Assessment
- Boxall Profile

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Our approach to teaching children and young people with SEN.

Teachers are responsible and accountable for the progress and development of pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of approaches to address targets identified for individual pupils.

Stage 1 ~ Quality First Teaching

Teachers differentiate work as part of quality first teaching.

Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates.

Stage 2 ~ Additional SEN Support

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offered for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014. This may include small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised), individual class support / individual withdrawal and further differentiation of resources.

Stage 3 ~ Education Health and Care Plan

Pupils with an Education Health and Care Plan will be provided with sufficient opportunities to make progress towards their individual targets, as per their IEPs, whilst also ensuring that a differentiated curriculum is allowing them to participate in classroom based learning alongside their peers.

Some of the interventions we have available to use are:

PAT

Reading Reflex

Toe-by-Toe, Word wasp, Hornet

Spelling Made Easy

Precision teaching

Memory magic

1st class@ Number

Power of 2

Colourful semantics

Time to Talk

Play Buddies

Bearing away and Dancing bears

Nessy Reading and Spelling

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Adaptations to the curriculum and learning environment

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching styles, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN



All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs.

All pupils are encouraged to go on our residential trips to Kings Camp (in Year 5) and Rock UK, Irthlingborough (in Year 6).

All pupils are encouraged to take part in sports day, house events, special theme days, school plays and assemblies.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

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Arrangements for assessing and reviewing children and young people's progress towards outcomes.

Depending upon the stage of support being provided for individuals, the progress of our pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils. All children are assessed termly for their reading, writing and maths, with feedback being provided for parents during 'Parent-Teacher consultations' and 'School Reports'.
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need. Class teachers (and, where possible, the SENCO) meet termly with parents (and where appropriate the child) of children who receive 'SEN Support' those with Statements/EHCPs, to discuss progress against IEP targets, overall progress and well-being.

We also follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

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How our school evaluates the effectiveness of its provision for children and young people with SEN.

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCO and senior leaders.
- Ongoing assessment of progress made by intervention groups.
- Work sampling.
- Scrutiny of planning.
- Informal feedback from all staff.
- Pupil interviews when setting new IEP targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes).
- Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- Attendance records and liaison with Education Entitlement Service.
- Regular meetings about pupils' progress between the SENCO and the head teacher.
- Head teacher's report to parents and governors.

The SENCO works closely with the Head teacher, leadership team and the SEN Governor to evaluate the effectiveness of our provision for children with SEN. Data and progress of individuals is tracked closely. Liaison with parents is given high priority.

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Arrangements for consulting parents and pupils.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's area of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcome sought for the child
- Everyone is clear on what the next steps are.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new targets.
- For some pupils with special educational needs, monitor their success at achieving the targets on their Individual Education Plan.

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Support for improving emotional and social development.

We are an inclusive school that holds a child's emotional and spiritual development as a priority. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and at Kislingbury CE Primary we have an 'open door' policy whereby parents and carers can contact staff informally on a daily basis.

Our Family Support Worker, Mrs Leyla Lantsbery, provides additional pastoral support for pupils during the day where needed, and is available to offer support for parents throughout the week.

When necessary, Mrs Lantsbery runs self-esteem intervention groups.

The head teacher is also usually available at the beginning and end of the school day.

We have a zero tolerance approach to bullying.

Supporting children and young people in moving between phases of education and preparing for adulthood (effective transition).

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

A transition timeline will be produced, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

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Expertise and training of staff.

How specialist expertise will be secured.

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

Our current SENCO (Mrs Jenny Lunn) holds the required National Award for Special Educational Needs (NASENCO).

The SENCO will regularly attend local network meetings.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre

Securing equipment and facilities to support children and young people with special educational needs.

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

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Working with other agencies.

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging need and work closely with other agencies including:

CAF team

CAMHS

Mosaic Educational Psychology Service

Northamptonshire Parent Partnership Service

Specialist Support Service

NCC Sensory Impairment team

Local NHS services

Targeted Prevention Team

Education Entitlement Service

Early Years SEN support service (Inc. Portage team)

Multi-agency safeguarding hub

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc.).

We have a clear point of contact within the school that will coordinate the support from outside agencies for each pupil. This is the SENCo.

Complaints about SEN provision

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

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The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

(Please refer to our school's Safeguarding Policy for details of how we access the CAF team and Multi-Agency Safeguarding Hub)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number: 01604 630082

http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx#_ga=1.125181706.1076409422.1486028487

Parent Partnership Service ~ IASS: Contact Number: 01604 636111

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

Virtual School for Looked After Children: Contact number: 0300 126 1000

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>

Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team): Contact numbers Kings Meadow 01604 773730. Maplefields 01536 409040

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

Information on where the local authority's local offer is published.

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>