The background of the slide is a photograph of the Kislingbury C.E. Primary School building. The building is a two-story brick structure with a red roof. A vibrant rainbow is visible in the sky above the building. In the foreground, there is a wooden fence and a sign that reads "Kislingbury C.E. Primary School".

# Kislingbury C.E Primary School

## Special Educational Needs Information Report

Reviewed –  
Oct 2021

What Areas of Special Needs are provided for in this school?

Who do I talk to if I think my child has Special Educational Needs?

How will my child's needs be identified?

How will teaching be adapted to meet my child's needs?

Will my child be able to take part in clubs and trips?

How will my child's progress be assessed?

What support is there for my child's emotional and social development?

How will I and my child be involved?

How are children with SEND supported?

How is the effectiveness of the provision for children with SEN evaluated?

What skills do the staff have to meet my child's needs?

What do I do if I have a complaint?

How will my child be supported when moving between phases of education?

What external agencies might provide support?

How will equipment and facilities to support children with SEND be funded?

Glossary of Acronyms





# Glossary of Acronyms

**SEND** = Special Educational Needs and disabilities.

**ADHD** = Attention Deficit Hyperactive Disorder

**ASD** = Autism Spectrum Disorder

**EHA** = Early Help Assessment

**IEP** = Individual Education Plan

**EHCP** = Education, Health and Care Plan

**EP** = Educational Psychologist

**SALT** = Speech and Language Therapy

**CAMHS** = Child and Adolescent Mental Health Service

**IASS** = Information Advice Support Service

**OT** = Occupational Therapy

**SSS** = Specialist Support Services



# What areas of Special Needs are provided for in this school?

**At Kisingbury we provide for children within the four broad areas of SEND**

**Communication and Interaction e.g.**

- ASD
- Speech and Language difficulties

**Social, Mental and Emotional Health e.g.**

- ADHD
- Attachment
- Anxiety

**Cognition and Learning e.g.**

- Specific Learning Difficulties including: Dyslexia, Dyscalculia, Dyspraxia
- Moderate Learning Difficulties

**Sensory and/or physical e.g.**

- Visual or Hearing Impairment
- Physical Difficulties



# Who do I talk to if I think my child has Special Educational Needs?

If you have concerns about your child's progress, you should initially discuss these concerns with your child's class teacher.

A meeting may then be arranged with the Special Educational Needs Coordinator (SENCo) – See next page for contact details.

If appropriate, a referral to an outside agency may be made for further support.

[Continued](#) 



# Who do I talk to if I think my child has Special Educational Needs?

- **Name of SENCo:** Mrs Jenny Lunn
- Dedicated time weekly:** 1 day weekly
- **Contact email:** [senco@kislingbury.northants-ecl.gov.uk](mailto:senco@kislingbury.northants-ecl.gov.uk)
- **Phone Number:** 01604 831172
- **Name of SEN Governor:** Mrs Julie Rowley



# How will my child's needs be identified?

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.

The SEND Code of practice 2015 states that a child has SEND if:

- They have a learning difficulty or disability which calls for special educational provision to be made
- If they have significantly greater difficulty in learning than the majority of others the same age
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Continued 



# How will my child's needs be identified?

All teachers closely monitor the progress of children in their class through observation and questioning as well as pre and post topic assessments (cold and hot assessments). They will then ask the SENCo for advice as soon as they have any concerns. The SENCo may then suggest a small intervention group or additional resources to try and discuss concerns with parents. If, after intervention, there are still concerns the SENCo will suggest further assessment and/or additional support. Following this the child may be placed on the SEND register.

The following assessment tools may also be to identify young people with SEN:

- Classroom observations conducted by SENCO
- Students support / behavioural records
- Medical or other outside agency reports
- Nessy Dyslexia Screener
- Salford Reading Comprehension Test
- Sandwell Maths Assessment
- Boxall Profile





# How are children with SEND supported?

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 teacher and SENCo will create a plan to support the children in accessing the learning. This may include:

- some additional adult support in the classroom;
- providing additional scaffolding of work;
- using additional practical resources or technology in the classroom;
- altering or simplifying the language that is used;
- accessing a small group or 1:1 intervention.

Some of the interventions we use are:

- |                                 |                                  |
|---------------------------------|----------------------------------|
| • PAT                           | • Plus 1 / Power of 2            |
| • Reading Reflex                | • Colourful semantics            |
| • Toe-by-Toe, Word wasp, Hornet | • Time to Talk                   |
| • Spelling Made Easy            | • Play Buddies                   |
| • Precision teaching            | • Drawing and Talking            |
| • Memory magic                  | • Bearing away and Dancing bears |
| • 1st class@ Number             | • Nessy Reading and Spelling     |



# How will teaching be adapted to meet my child's needs?

**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, we endeavour to provide different ways for all learners to access the same learning experience.**

Pupils are also encouraged to think about how they themselves learn and what support works best for them. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

Some adaptations that we may make to ensure all pupils' needs are met include:

- Visual timetables.
- Now and Next boards.
- Coloured overlays or using different coloured paper.
- Larger fonts or enlarging provided texts.
- Using talk tins and word processing software
- Giving longer processing times,
- Pre-teaching of key vocabulary,
- Reading instructions aloud,
- Scribing work.



# What skills do the staff have to meet my child's needs?

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).

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.

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

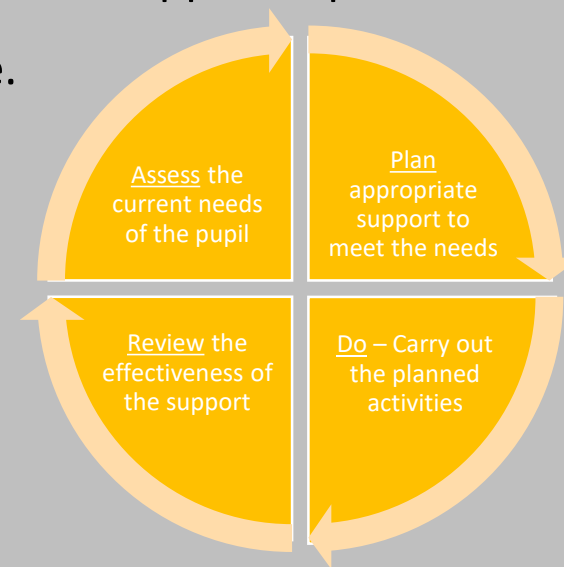
Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer.



# How will my child's progress be assessed?

All children are assessed regularly as part of normal classroom practice through pre and post learning assessments (Hot and Cold quizzes); Teacher questioning, observations and marking. As well as more formal termly assessments.

We use the assess, plan, do, review model to ensure that appropriate support is provided and progress is being made.



For children with SEND, their personalised targets will be assessed through observations or appropriate formal assessments.



# Will my child be able to take part in clubs and trips?

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

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

- 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 put themselves forward for school council and house captain
- All our pupils take part in events such as: sports day, house events, special theme days, school plays and assemblies.

Where additional resources are required to make these trips/activities successful, a discussion will be held with parents to plan appropriate support.





# How will I, as a parent, be involved?

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.

Continued 



# How will my child be involved?

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.



# How is the effectiveness of the provision for children with SEN evaluated?

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.

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.





# How will my child be supported when moving between phases of education?

As a school we endeavour to ensure a smooth transition into our school from the Early Educational settings. As well as a smooth transition from our school into Secondary 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. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.

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.



# How will equipment and facilities to support children and young people with special educational needs be funded?

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.



# What support is there for my child's 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.





# What external agencies might provide support?

Where appropriate the school will work with outside agencies to provide the appropriate level of support for children with SEND. These include:

CAMHS

SALT

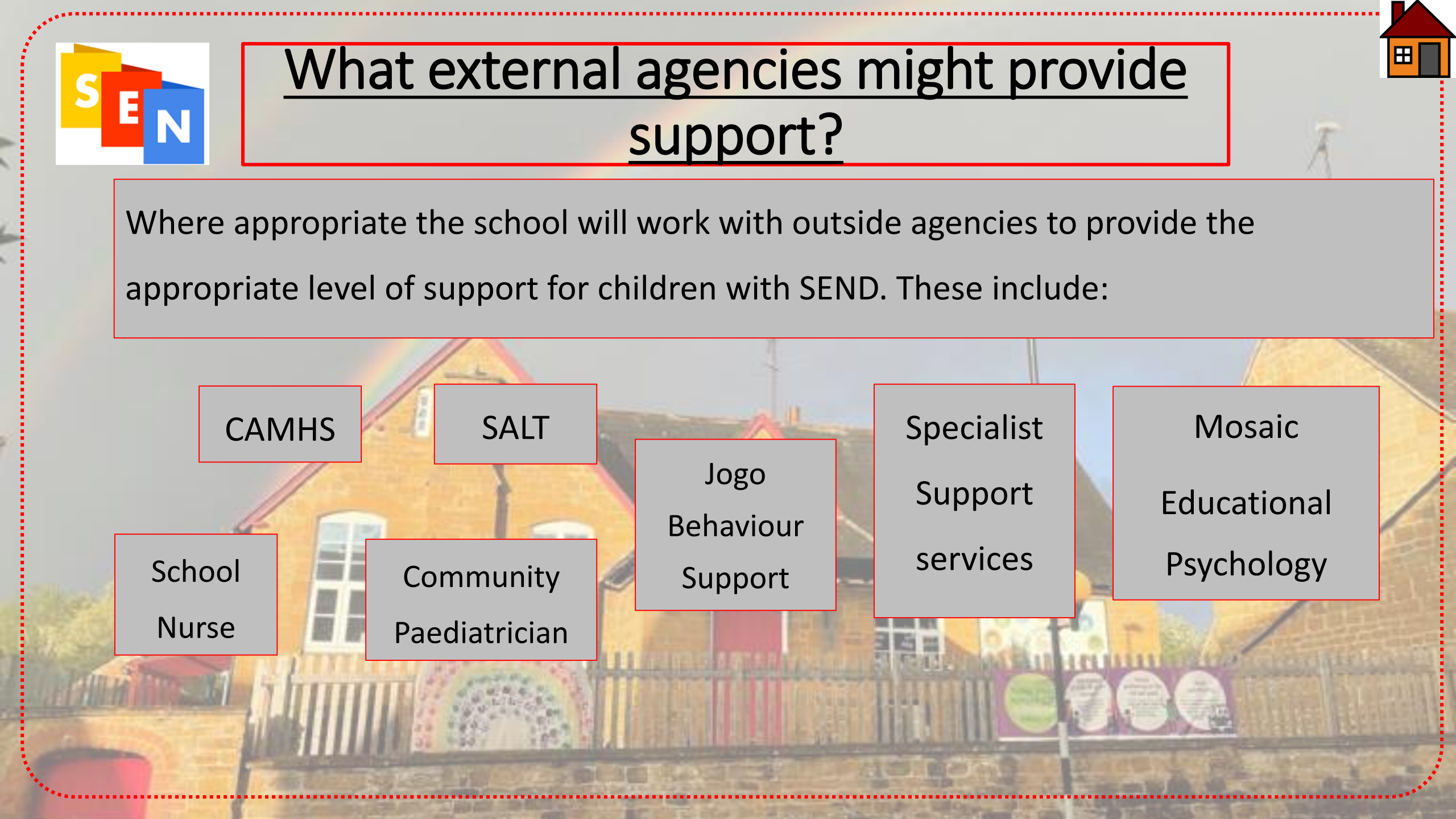
Jogo  
Behaviour  
Support

Specialist  
Support  
services

Mosaic  
Educational  
Psychology

School  
Nurse

Community  
Paediatrician





# Where can I get additional support?

- **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](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 on the next page for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

[Continued](#)



## Local Offer

Services for children and young people in Northamptonshire (aged 0-25) with special educational needs and disabilities.

[What is the Local Offer?](#) [Get involved](#) [What's on?](#) [Glossary](#) [Reading and games](#) [Education, Health and Care \(EHC\)](#) [Feedback](#)



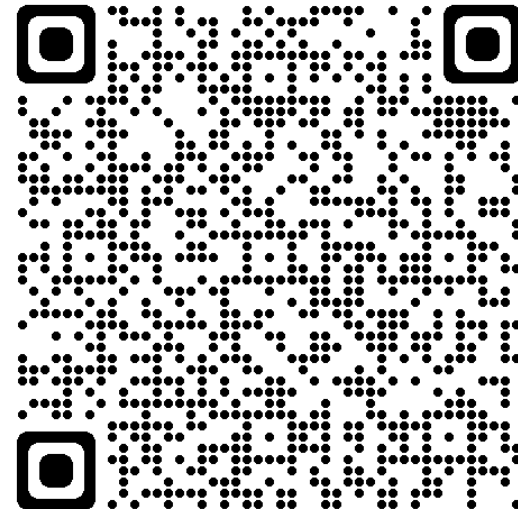
### Search

Select category  Where? Postcode Or Select Location

 Early years	 Education	 Health	 Community support services
 Finance	 Getting around	 Independent living	 Social and leisure
 My adult life	 Easy read documents		
<p>Let us know what you think</p> <p><b>Alternative formats</b> We can cater for different needs. If you need this information in a different format, please email us at <a href="mailto:LocalOffer@northamptonshire.gov.uk">LocalOffer@northamptonshire.gov.uk</a>.</p>			
<p><b>Local Offer playlist</b> Watch videos from our Local Offer playlist on YouTube</p>			

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

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





# What do I do if I have a complaint?

- 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).