A photograph of a two-story brick school building with a red roof. A vibrant rainbow arches over the building against a clear sky. 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

This document has been reviewed in consultation with  
Parents and Governors – October 2024.

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?

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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?

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** = SEND Support Services



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

**At Kislingbury 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.pdet.org.uk](mailto:senco@kislingbury.pdet.org.uk)
- **Phone Number:** 01604 831172
- **Name of SEN Governor:** Mrs Joanna Grant



# How will my child's needs be identified?

The SEND Code of Practice states that a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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 / academies.

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.

## Guidance 2022

The SEND ranges are used to assess and identify the needs of pupils and to put into place the appropriate support.

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. Reasonable adjustments are made for individual pupils where necessary.

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:

- |                                 |                                  |
|---------------------------------|----------------------------------|
| • Little Wandle phonics         | • 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             | • Nesy 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.

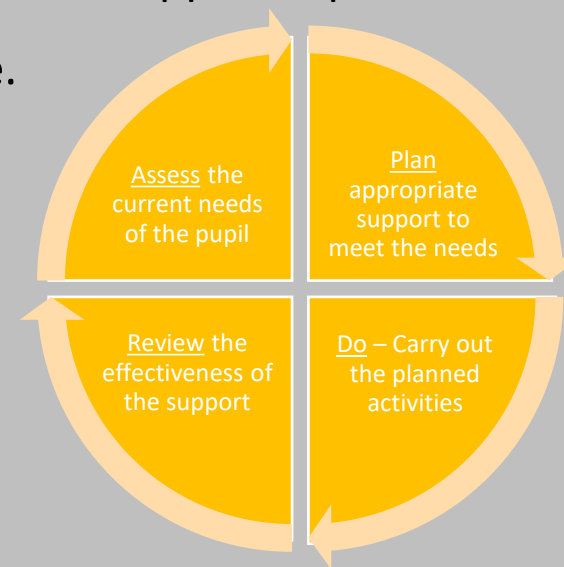
Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer.



# 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 you and your child when identifying whether they need Special Educational Provision. These conversations will make sure that:

- Everyone develops a good understanding of your child's area of strength and difficulty
- We take into account your concerns
- Everyone understands the agreed outcome sought for your 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.

- 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 Executive Head teacher, Head of School, 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 Annemarie Helmn, 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 Helmn runs self-esteem intervention groups.

The Principle, Mrs Sophie Wells, 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 – Child and Young Persons Mental Health services.

SALT – Speech and Language

Jogo  
Behaviour  
Support

SSS - SEND  
Support services

School  
Nurse

Community  
Paediatrician

Dyslexia  
specialist

Thrive  
Occupational  
Therapy

Mosaic  
Educational  
Psychology



# 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)***

Effective working links will also be maintained with:

- Educational Psychology Service

<https://www.westnorthants.gov.uk/educational-psychology-service/educational-psychology-service-information>

- Parent Partnership Service

[West Northants SEND IASS | \(iassnorthants.co.uk\)](http://iassnorthants.co.uk)

Continued



# Where can I get additional support?



- **SSS – Specialist SEND support service.** The SEND Support Service offers advice and support to children, young people, families, carers and a range of educational establishments for children with a wide range of special educational needs and/or autism, aged 0 to 19 years.

[SEND Support Service | West Northamptonshire Council \(westnorthants.gov.uk\)](https://www.westnorthants.gov.uk)



- Virtual School for Looked After Children

<https://www.westnorthants.gov.uk/virtual-school/about-virtual-school>

- 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](#)

West Northamptonshire Council

Children with special educational needs and disabilities (SEND)

## Local Offer

Find services for children and young people (aged 0 to 25) with special educational needs and disabilities in West Northamptonshire

[Search the Local Offer Directory](#)

Welcome to West Northamptonshire's Local Offer. This website was launched in August 2022 and is still being developed and improved.

The Local Offer:

- provides information for families with children who have a special educational need or disability
- improves choice and transparency for these families
- helps professionals to understand the range of local services and provision
- improves joint commissioning arrangements for services to setting out (in a single place) what is available locally

**About the Local Offer** | **Activities and leisure** | **Disabled children's progress**

**Early years** | **Education** | **Finance and funding**

**Health** |  **Housing** | **Preparation for adulthood**

**Social care and early help** | **Transition** |  **This page is under development**

**Follow the Local Offer on social media**

We post regularly on social media about news and events.

Find us on:

- Facebook
- Instagram
- Twitter

**Contact the Local Offer team**

If you have any questions or feedback, you can get in touch with us via:

- online form
- email: [localoffer@westnorthyants.gov.uk](mailto:localoffer@westnorthyants.gov.uk)
- telephone: 01938 206129

If you leave a message, the phone system will send the Local Offer team an email with your recorded message.

Publication on the Local Offer does not endorse a provider, so please take reasonable steps to ensure that any service found on the Local Offer is suitable for your family member.

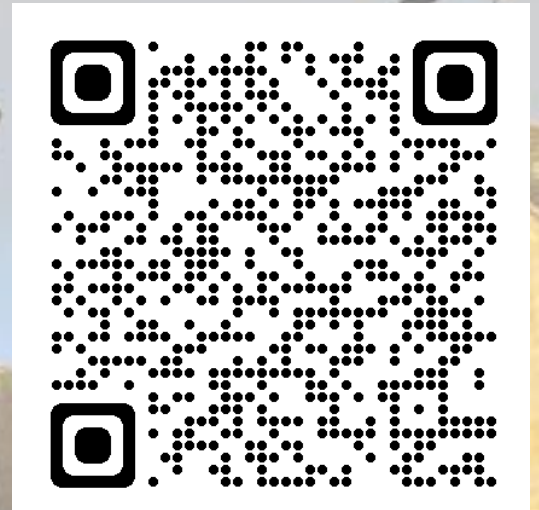
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Information on where the local authority's local offer is published.

[Local Offer | West Northamptonshire Council](https://www.westnorthyants.gov.uk)  
[\(westnorthyants.gov.uk\)](https://www.westnorthyants.gov.uk)





# 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 Principle. 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).