

Kimpton, Thruxton and Fyfield Primary School

SEN Information Report

Kimpton, Thruxton and Fyfield CE Primary School is a mainstream school setting. It is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Kimpton, Thruxton and Fyfield Primary School children are identified as having SEN through a variety of ways, usually a combination of some of the following:

- Liaison with previous school.
- Child performing below age expected levels, as discussed through half termly pupil progress meetings.
- Child not making appropriate progress as discussed through half termly pupil progress meetings.
- Use of Hampshire SEN criteria.
- Concerns raised by parent.
- Concerns raised by teacher.
- Liaison with external agencies e.g. physical/ sensory issue.

2. HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child's class teacher about your concerns

3. HOW WILL BOTH YOU AND I KNOW HOW MY CHILD/YOUNG PERSON IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S/YOUNG PERSON'S LEARNING?

- All children with SEND may have an Individual Education Plan (IEP) which is produced by the class teacher in discussion with the child and their parents. Targets are agreed and a review date set at each meeting. Reviews of IEP's will happen at least once a term and will include class teacher, child and parents. It may also include the Inclusions Manager.
- All children with SEN will have a 'provision map' provided by the class teacher that outlines any adaptations to the classroom environment that have been put in place to support their specific need. Provision maps are regularly reviewed and updated by the class teacher. Provision maps are shared with parents on a regular basis.
- If your child has complex SEND they may be part of an Inclusion Partnership Agreement (IPA) or have a Statement of Special Educational Need or an Education, Health and Care Plan (EHCP). This means that a formal meeting with parents, school staff and other professionals involved in the education of your child, will take place to discuss their progress and to agree on the next steps. A report will be written at least annually.
- As a school we measure and analyse children's' progress in learning against national standards and age related expectations on a half termly basis.
- The progress of all children is regularly reviewed by class teachers in half termly Pupil Progress Meetings (PPMs). Through these meetings children with additional needs can be identified and fully catered for in subsequent lesson planning by class teachers.

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry into the reception class through to year 6, using a variety of different methods and include:
 - SATs
 - Standardised reading and spelling tests.
 - Assessing Pupils Progress (APP) continual assessment in maths, reading and writing.
 - Ongoing assessment against the National Curriculum levels of attainment in all further national curriculum subjects.
 - Dyslexia Screening Tests – Infant and Junior
 - Phonological assessments.
 - Phonic assessments.
 - Boxall Profile – to assess emotional learning.
 - Hampshire Criteria for SEND
- Where there may be further concern, the school may invite other professionals to make further assessments. Such professionals may include:
 - Educational Psychologist (EP)
 - Speech and Language Therapist (SLT)
 - Occupational Therapist (OT)
 - Physiotherapist
 - Primary Behaviour Service
 - Specialist Advisory Teachers
 - Outreach support from local specialist schools.
- The Inclusions Manager reports to the Headteacher and governors regularly to inform them about the progress of children with SEND and how resources are used. This report does not refer to individual children and confidentiality is maintained at all times.
- One of the governors is responsible for SEN and meets regularly with the Inclusions Manager. They also report to the whole governing body to keep them informed.
- The governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

3a HOW WILL THE EDUCATION SETTING STAFF SUPPORT MY CHILD/YOUNG PERSON?

- The class teacher will oversee, plan and work with each child with Special Educational Needs and Disabilities (SEND) in their class to ensure that progress is made in every area.
- Our Special Educational Needs Co-ordinator (Inclusions Manager) oversees the progress of any child requiring additional support across the school. The Inclusions Manager works with class teachers to ensure that children with SEN are catered for inclusively within the classroom environment.
- There may be a learning support assistant (LSA) working with your child within the class setting on an individual or group basis. An LSA may also work with your child on specific programmes to support their learning. These sessions will be explained to parents when support starts.
- There may be additional support from other professionals such as Speech and Language Therapists, Occupational Therapists, Educational Psychologist or Specialist Advisory Teachers for a specific physical need such as hearing or visual impairment, or outreach support from local specialist schools.

3b WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you at least on a termly basis to discuss your child's needs, support and progress. This meeting may be as part of a parent consultation evening or an additional meeting arranged between the parent and class teacher.
- The Inclusions Manager is also available for meetings with parents to give additional information and support.

3c HOW WILL THE CURRICULUM AT YOUR EDUCATION SETTING BE MATCHED TO MY CHILD'S / YOUNG PERSON'S NEEDS?

- All work within class is pitched at an appropriate level so that all children are able to access their learning according to their specific needs. Class teachers planning identifies where children require differentiation in order to fully access their learning.
- All class teachers ensure their classroom environment supports the learning of all children. For children with SEN, the class teacher will provide a 'provision map' to show the way in which the classroom environment has been adapted to support their particular needs.
- The class teacher alongside the Inclusions Manager will discuss the child's needs and what support will be appropriate.
- There may be a learning support assistant (LSA) working with your child within the class setting on an individual or group basis. An LSA may also work with your child on specific programmes to support their learning. These sessions will be explained to parents when support starts.
- LSA's attend training in specific areas of support such as Speech and Language including Cued Articulation, Emotional Literacy Support and hearing impairment. Where an LSA is allocated to support a specific pupil, additional training can be provided in the specific need of the pupil. Where a particular programme has been identified as appropriate support, staff will be trained to deliver the programme.
- There may be additional support from other professionals such as Speech and Language Therapists, Occupational Therapists, Educational Psychologist or Specialist Advisory Teachers for a specific physical need such as hearing or visual impairment, or outreach support from local specialist schools.
- Children with SEND may be entitled to extra time during SAT tests at the end of KS1 and KS2. They may also be entitled to a 'reader' during some SAT tests. If your child is entitled you will be informed of this by the class teacher.

3d HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- By reviewing children's targets in Individual Education Plans (IEPs) and ensuring they are being met.
- Ensuring the child is making progress academically against national/age expected levels and the gap is narrowing between them and their peers.
- By verbal feedback from the child, the parent and the teacher.
- Through children moving off the SEN Register when they have made sufficient progress.

3e HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

- The class teacher and possibly the Inclusions Manager will meet with you at least on a termly basis to discuss your child's needs, support and progress. This meeting may be as part of a parent consultation evening or an additional meeting arranged between the parent and class teacher.
- Your child may have an Individual Education Plan (IEP) which will have individual/group targets. This is discussed and reviewed with you and your child on a regular basis and you will be given a copy to keep.

- When your child's IEP is reviewed comments are made against each target to show what progress your child has made.
- If your child has complex SEND they may be part of an Inclusion Partnership Agreement (IPA) or have a Statement of Special Educational Need or an Education, Health and Care Plan (EHCP). This means that a formal meeting with parents, school staff and other professionals involved in the education of your child, will take place to discuss their progress and to agree on the next steps. A report will be written at least annually.
- You are welcome to make an appointment to meet with either the class teacher or Inclusions Manager and discuss how your child is getting on. We can also offer advice and practical ways that you can help your child at home.

4. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the Inclusions Manager for further advice and support. This may involve working alongside outside agencies such as health, social services, and the Primary Behaviour Service.
- The school also has two Emotional Literacy Support Assistants (ELSAs) who work under the direction of the Inclusions Manager with vulnerable children during the school day.

4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines on the school site which is available to parents.
- Parents need to contact the school if medication is recommended by health professionals to be taken during the school day.
- On a day to day basis the administrative staff will normally oversee the administration of any medicines.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.

4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- If a child has significant behaviour difficulties an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher. There are various incentive schemes used in the school for classes and individuals.

4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have IEPs or IBMPs discuss their progress and their targets with their class teacher or LSA. Children may also be included in the meetings between parents and teacher/Inclusions Manager so that their views may be heard and included in any decisions.
- If your child has an IPA, Statement or EHCP their views will be sought before any review meetings.

5. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our Inclusions Manager is fully qualified and accredited
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
 - Health services including GPs, school nurse, clinical psychologist, paediatricians, speech and language therapists, occupational therapists and physiotherapists.
 - Social Services including locality teams and social workers.
 - Educational psychologists.
 - Specialist advisory teachers.
 - Primary Behaviour Service.

6. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- Kimpton, Thruxton and Fyfield C of E Primary School will ensure all of the staff working with children with SEND are trained to support the children they work with.

7. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

8. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school's Accessibility Plan recognises the need to make reasonable adjustments for pupils with SEND so that they are not at a substantial disadvantage.

9. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We use social stories where appropriate with children if transition is likely to prove difficult
- When children with SEND are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. All our 'feeder' secondary schools run programmes specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with the staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an IPA, statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.

10. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- The first point of contact will be your child's class teacher
- You can contact the Inclusions Manager: Mrs Charmagne Ahl
Kimpton, Thruxton and Fyfield CE Primary School
Tel: 01264 772297
Email: charmagne.ahl@kimpton.hants.sch.uk

- You can contact the Headteacher or SEN governor.
- You might also wish to:
 - Look at the school's SEN and related policies on our website
 - Contact parent partnership www3.hants.gov.uk/parentpartnership
 - Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/

13. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school admin office to arrange a meeting with the Headteacher