

# Special Educational Needs and Disabilities (SEND) Information Report for Parents

## Kinlet C of E Primary School

### Introduction/ Overview

At Kinlet we are a fully inclusive school which aims for all pupils to 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 needs). This information report is intended to answer questions regarding the ways in which we strive to support all of our pupils, including those with SEND. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils. To support us in this we have provision maps for each class which list interventions used for children identified with SEND. If you require any further information please contact:

Our SENCo Mrs Anita Raymond [senco@kinlet.shropshire.sch.uk](mailto:senco@kinlet.shropshire.sch.uk)

Local Authority SEN Information and the local offer: <http://shropshire.gov.uk/the-send-local-offer/>

### Who do I talk to school about any concerns I may have about my child's progress?

At Kinlet Primary School we strive to work with all parents to ensure that the best possible provision is put in place for all pupils. Parents are consulted at each stage in their child's education and their views and wishes are extremely important to us.

- If you have concerns about your child you should initially speak to your child's class teacher. Class teachers will work with parents and children to make sure provision supports progress.
- If you feel you need further support/information/advice/guidance you can contact the Special Educational Needs Coordinator (SENCo), Mrs Anita Raymond: [senco@kinlet.shropshire.sch.uk](mailto:senco@kinlet.shropshire.sch.uk)
- SEND Governor: Katie Hicks who would be available as appropriate

## **What are the different responsibilities of people in school who support children with SEND?**

### **Summary of responsibility:**

#### **Class Teacher:**

He / She is responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (such as targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary.
- Writing learning outcomes; sharing and discussing these with parents and children at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and make progress in the school.
- Ensuring that all staff working with your child in school are supported in delivering the planned work / programme for your child so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Practice is followed in their classroom and for all the pupils they teach with any SEND.

#### **SENCO (Special Educational Needs Coordinator):**

He / She is responsible for:

- Coordinating all the support for children with SEND, and making sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that as parents you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing their progress
  - involved in planning their next steps for learning
- Liaising with all the other agencies that may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...

- Ensuring that all records of your child's needs, provision and progress are reviewed and updated at least termly.
- To provide specialist support for teachers and support staff in the school, so they can help your child (and other pupils with SEND) achieve their potential.
- Supporting your child's class teacher to write learning outcomes for your child to achieve.

#### **Teaching Assistant (TA) :**

A TA may be allocated to a pupil with special educational needs and/or disabilities. As a TA, under the instruction and guidance of the class teacher, they are responsible for carrying out the programmes that support your child and on occasions helping to carry out assessments. Their observations and assessments as well as their knowledge of the child will help to inform the outcomes for your child. Our TA's have received training in a number of strategies to help support individual children. Where necessary we will send TA's on additional training courses to help develop their areas of expertise.

#### **Head teacher:**

He / She is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND. He / She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with special educational needs (SEN) and or disabilities.
- Monitoring the support your child is getting.
- Monitoring training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- To provide specialist support for teachers and support staff in school so they can help pupils with SEND in the school to achieve their potential.
- He / She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

#### **SEND Governor:**

He / She is responsible for:

- Making sure that the school has an up to date SEND Information Report.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.

- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school.
- Reporting to governors on SEND provision within the school.

### **How does the school liaise with the parents of children who are on the SEND register at school support or with an Education Health Care Plan (EHCP)?**

If your child is currently on the school's SEND register and is receiving additional, targeted support, the school will consult with you about your child's progress in the following ways:

- Termly meetings, to discuss the additional provision the school has arranged for your child, including intervention programmes (additional targeted support). During these meetings targets are reviewed and progress is discussed. It is also an opportunity to discuss how you can support at home and any concerns or ideas you may have. These meetings will also include the Annual Review meeting for those pupils with a current Statement/Education Healthcare Plan (EHCP).
- Parents' evenings twice a year, Summer term report and open day.
- We arrange for you to meet with outside professionals in the school setting where appropriate.
- We have an 'open door' policy where you can meet with staff about concerns.
- Parent workshops are run to inform you about current teaching practices and methods.

### **How do we consult with our pupils with Special Educational Needs?**

- The children are involved in creating and reviewing their targeted outcomes as part of the 'plan, do, review' process. As children move to years 4, 5 and 6 they are encouraged to become more involved in setting challenging outcomes for themselves and constantly reviewing their progress towards these.
- All children with an EHCP or at school support have a one page profile. The children decide themselves what goes onto this under the headings: What do people like and admire about me? What are my aspirations? How can you help me?
- With younger children we adopt a multi-sensory approach to learning and we integrate these strategies into our daily classroom routines to ensure that children with SEND are included.

- We have a school council where the children's voices are heard.
- We have a Personal, Social and Health Education (PHSE) programme where the children have time to think and speak. Alongside this we run a SUMO programme (Stop Understand Move On) and we also adopt the principles of Building Learning Power where the children learn the life skills of resilience, resourcefulness and reciprocity. Interventions for targeted groups including No Worries and Lego are also used.

## How do we support our pupils at times of transition?

We ensure continuity between classes and between schools by setting up and planning several opportunities for children to get used to their new class or school. We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

### **Moving to secondary school:**

Our planning for children moving to secondary school starts when your child is in year 5. We invite the SENCo from the school your child is planning to move to, to the annual review meeting. This will give everyone an opportunity to liaise well in advance. During year 6 the SENCo from the secondary school will also attend the annual review meeting which will take place during the Autumn term or at the very beginning of the Spring term. During this meeting we will set long term outcomes for your child's first 3 years in secondary education. We will also discuss any special arrangements or support that needs to be put in place for your child. Where possible your child will visit their new school on several occasions and, in most cases, staff from the new school will visit your child at Kinlet school. We participate in a transition support programme run by Woodlands Outreach to give extra support to those who need it. At Year 6 all children do focused learning about aspects of transition to support their understanding of the changes ahead. If a child needs additional support in this area, this can be arranged.

**From playgroup/nursery into reception:** Mrs Raymond (Reception/year1/year 2) liaises with the playgroup prior to the pupils induction days. During the summer term we plan weekly visits from Kinlet Playgroup so that the children become familiar with the setting and the staff to discuss concerns. The school has arrangements in place to support EYFS pupils with SEND. Staff who work in Acorn Class (R/1/2) are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. As part of our induction process we arrange home visits. Where a child has been identified with SEND during their time at Kinlet Family Playgroup or another early years setting, the Senco/Acorn class teacher works closely with the family and the previous setting to ensure smooth transition and that the school is ready to meet the child and their parent's needs.

**From class to class within school:** The children have taster sessions in their new class and extra sessions can be arranged as needed. Teachers liaise and share progress made in relation to the 'plan, do, review' process and other general information about a child including progress data. Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. If your child needs additional familiarisation with the new class before they move this can be arranged.

## **How do we adapt our curriculum and learning environment to include pupils with Special Educational Needs?**

Kinlet C of E School endeavours to make reasonable adjustments, both in terms of the learning and physical environment, to ensure that all pupils can access the facilities and opportunities on offer. We will strive for all children who are identified on our SEND record to have their curriculum and learning environment adapted to meet their needs. This may include additional resources such as particular equipment, adapted programmes of learning or teaching assistant support. Throughout the school, at assessment times, children with SEND may be supported in being able to do assessments through readers, scribes, extra time, rest breaks, modified resources etc.

- As part of the Disability Equality Scheme, the school's Accessibility plan provides details regarding our ongoing commitment to making reasonable adjustments for disabled pupils. These adjustments include modifications to building and site, as well as the provision of specialist equipment to support the inclusion and participation of disabled pupils.
- Up to date access plan-disabled access, disabled toilet facilities and ramps.
- Lessons are planned to incorporate a range of learning styles so that all children can access the curriculum.
- Computing is used to enhance the curriculum where appropriate.
- Classrooms are well resourced. Resources are easy to find and are stored in labelled trays many with pictures of the contents.
- Teaching assistants support children with SEN on a 1-1 basis or in small groups in each class.
- All classes have a visual timetable.

## What is our current provision for pupils with SEND?

### Communication and Interaction:

#### 1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Liaise with pre-schools to find out if a child has had any involvement with Speech and Language Therapy (SALT) prior to entry into school.</li> <li>• Baseline assess children within the first half term of starting in reception.</li> <li>• Observe children in class and at playtimes, lunchtimes etc.</li> <li>• Look at progress through the Early Years Foundation Stage (EYFS).</li> <li>• Look at the impact that speech, language and communication needs have on other areas of the curriculum and the child's self-esteem.</li> <li>• If we have concerns we refer the child to Speech and Language therapists (SALT) to develop strategies to support children.</li> <li>• Where an intervention is required this is recorded on a 'plan, do review' sheet.</li> <li>• We use guidance/assessment sheets from the Speech and Language Therapy Service to help us to identify which children may need some support from them.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetable.</li> <li>• Clear learning targets.</li> <li>• Make sure instructions are simple and clear.</li> <li>• Provide support for children to make sure that they understand what is expected.</li> <li>• Provide support for children through experienced teaching assistants in the class.</li> <li>• Children may have a specific speech and language programme to follow. Trained teaching assistants will administer these programmes with children on a one to one basis or in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• TA support in class. We have TA's in school who have received ELKLAN training (training which helps them to support children with speech and language problems in school).</li> <li>• Provide trained teaching assistants to run speech and language programmes in school that have been devised by SALT.</li> <li>• Refer children to the speech and language service for support and advice.</li> <li>• Opportunities for talk time in class including talk for writing and during Read Write Inc sessions.</li> <li>• Follow advice from external agencies to support individuals or in groups, using resources such as Language for Thinking.</li> <li>• Feedback to parents/carers and giving suggestions of how they can help their child at home.</li> </ul>

## 2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Liaison with pre-school settings prior to starting school.</li> <li>• Visits to pre-school setting prior to induction sessions in school. Foundation stage staff to attend mid-term and annual reviews as part of the transition into school.</li> <li>• Baseline assessment.</li> <li>• Progress through the EYFS development matters stages of development.</li> <li>• Tracking progress through the national curriculum and identifying the barriers to learning.</li> <li>• Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these.</li> <li>• Seek support from external agencies if we have concerns.</li> <li>• Working with specialists to develop strategies for supporting children.</li> <li>• Observing children in class, at playtimes and lunchtime.</li> <li>• Providing a person centred plan. This includes: a</li> </ul>	<ul style="list-style-type: none"> <li>• Provide adaptations to the curriculum or style of teaching to cater for the individual needs of the pupil.</li> <li>• Give the children support in class so that they can make sense of situations (teaching assistant time would be allocated).</li> <li>• Use social stories in small groups or on an individual basis.</li> <li>• Using a visual timetable.</li> <li>• Preparing children if there is likely to be a change of routine.</li> <li>• Refer to transition arrangements for strategies that support children in the move to a new setting.</li> </ul>	<ul style="list-style-type: none"> <li>• T A support in class.</li> <li>• 1:1 and group interventions as necessary.</li> <li>• We may refer children to Spectra for advice and support.</li> <li>• We may refer children to the educational psychology service for advice.</li> <li>• Set up an Early Help Plan</li> <li>• Refer to CAMH's for advice.</li> <li>• Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.</li> <li>• Advice from Autism West Midlands.</li> </ul>



one page profile where your child can tell everyone about themselves, plan, do, review plans and regularly reviewing progress and outcomes.

## Cognition and Learning:

### 1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>Liaison with pre-school settings prior to starting school to find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>Baseline assessment during the first half-term of reception.</li> <li>Progress through the EYFS development matters stages of development.</li> <li>Tracking progress through the national curriculum and identifying the barriers to learning.</li> <li>Observing children in class, at playtimes and lunchtime.</li> <li>Half-termly tracking of progress and then setting</li> </ul>	<ul style="list-style-type: none"> <li>Adapting to children by using different learning styles. Giving children first hand experiences so that their learning is meaningful and exciting.</li> <li>High quality dialogue and questioning promotes children's thinking and helps them to make links in their learning.</li> <li>Using a range of resources to support learning such as word banks, number lines, maths resources.</li> <li>Using computers/tablets when appropriate to support learning.</li> <li>Differentiating work.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted TA support in class.</li> <li>1:1 interventions including Read Write Inc phonics, Toe by Toe, Numicon Breaking Barriers, Fresh Start RWI, Wave 3 Maths.</li> <li>Group interventions including Read Write Inc, High 5, Fisher Family reading support KS1.</li> <li>We have computer programmes such as Penfriend and Clicker 6 to support children with their writing.</li> <li>Following advice from outside agencies.</li> <li>Regular feedback to parents/carers and giving parents/carers suggestions of how they can help</li> </ul>

of smart targets with termly reviews of progress.	<ul style="list-style-type: none"> <li>• Having children in targeted intervention groups.</li> <li>• Providing opportunities for pre and over learning.</li> <li>• Providing children with smart targets.</li> </ul>	<p>their child at home.</p> <ul style="list-style-type: none"> <li>• Targeted spelling practice, reading, phonics.</li> </ul>
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## 2. Specific Learning Difficulties eg Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Liaison with pre-school settings prior to starting school to find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• Baseline assessment during the first half-term of reception.</li> <li>• Progress through the EYFS development matters stages of development.</li> <li>• Tracking progress through the national curriculum and identifying the barriers to learning.</li> <li>• Analyse year 1 phonics screening results and end of KS1 assessments.</li> <li>• Half-termly tracking of progress and then setting smart outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Follow advice from external agencies.</li> <li>• For dyslexia making adaptations such as: coloured paper, clear fonts, phonically decodable reading scheme, reading rulers.</li> <li>• For dyscalculia; a range of models and images are used across the school to support the development of number sense, multi-sensory approaches, computers and other technology used to support learning.</li> <li>• Targeted support 1:1 and through small group interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Training is shared with TA's so that they can support children.</li> <li>• Interventions to support children include: Toe by Toe, Wave 3 and precision teaching maths materials, High 5, Read Write Inc, Fisher Family year 1 reading intervention.</li> <li>• Memory Activities.</li> <li>• Liaison with parents to support their children's learning.</li> </ul>

# Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Liaison with pre-school settings prior to starting school to find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• Observe children in class, at playtimes, lunchtimes. Are the children experiencing behaviour problems, are they withdrawn, attention seeking etc?</li> <li>• Assess the need for a referral made through Early Help including a family webstar</li> <li>• If appropriate a referral may be made to Child and Adolescent Mental Health (CAMHS).</li> <li>• Parents can also refer their child for assessments or raise concerns by visiting their GP.</li> <li>• Pupils progress is regularly reviewed through internal tracking data, national assessments such as; end of Foundation Stage Assessments, SAT.'s and year 1 phonic screening</li> </ul>	<ul style="list-style-type: none"> <li>• When necessary liaise with a specialist teacher and follow their advice for aaptations.</li> <li>• Pupils are encouraged to work with others within a small group with the support of an adult.</li> <li>• Pupils are provided with clear guidance and expectations for expected behaviours (see behaviour policy). All staff are aware of these and reinforce the same consistent expectations.</li> <li>• Parents are aware of the behavioural expectations that we have so that these can be reinforced at home.</li> <li>• Children are involved in making their own class rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Signposting parents to support groups.</li> <li>• Refer to outside agencies as appropriate eg: Spectra, Educational Psychologist, CAMHS</li> <li>• Early Help Advice.</li> <li>• SEAL, SUMO and Building Learning Power resources used as part of PHSE sessions.</li> <li>• Counselling provided when needed.</li> <li>• No Worries intervention</li> <li>• Social Stories</li> <li>• One TA has received nurture group training</li> </ul>

**Sensory and/or Physical:**

**1. Hearing Impaired**

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"><li>• Liaison with pre-school settings prior to starting school to find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li><li>• Observe children in class, at playtimes, lunchtimes. Are the children experiencing problems?</li><li>• Reception age children will have a hearing test in school.</li><li>• Contact parents/carers if we feel there is a problem and ask them to take their child for a hearing test.</li></ul>	<ul style="list-style-type: none"><li>• Children will sit closer to the teacher during lesson introductions.</li><li>• Be aware that the background noise in different environments may affect hearing.</li><li>• Pupils may need to work in a small group with the subtle support of an adult.</li><li>• Pupils are encouraged to wear hearing aids if appropriate and these will be monitored daily in a subtle and unobtrusive way.</li><li>• Pupils are encouraged to ask for instructions/tasks to be repeated or to be explained again if they have not heard or understood. TA support may be used for this.</li></ul>	<ul style="list-style-type: none"><li>• Follow advice from the hearing impaired service.</li><li>• Support where needed in sessions.</li><li>• Staff to attend training to enable them to support children who are hearing impaired.</li><li>• The school has a hearing loop system fitted.</li></ul>

## 2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Liaison with pre-school settings prior to starting school to find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• Observe children in class, at playtimes, lunchtimes. Are the children experiencing problems?</li> <li>• Reception age children will have a sight test in school.</li> <li>• Contact parents/carers if we feel there is a problem and ask them to take their child for an eye test.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that children who wear glasses are clear about when they are to be used. For younger children the class teacher is to liaise with the parents.</li> <li>• Pupils are encouraged to sit near the front of the class so that they can clearly see any visual information that is displayed.</li> <li>• Outside agencies to advise the school on any adaptations to the physical or learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain advice and support from outside agencies such as sensory inclusion.</li> <li>• Make adaptations to the environment as necessary.</li> <li>• Make sure the children wear their glasses when they are supposed to.</li> </ul>

### 3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Liaison with pre-school settings prior to starting school to find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• Observe children in class, at playtimes, lunchtimes.</li> <li>• Looking at progress through the EYFS development matters stages of development.</li> <li>• Liaise with the school nurse/health visitor or specific service such as diabetic nurse.</li> <li>• Liaise with or refer to occupational health.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide suitable equipment for children on the advice of outside agencies eg writing slopes, pencil grips.</li> <li>• Ensure tables and chairs are at the correct height for the child.</li> <li>• Regular PE sessions with extra adult support and differentiated activities.</li> <li>• Activities to promote gross and fine motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>• TA support during PE sessions.</li> <li>• Ramps to all classrooms.</li> <li>• Interventions: e.g. Teoderescu/Cod Kids</li> <li>• Interventions as suggested by the occupational therapy team.</li> <li>• Resources: Writing slopes, wobble cushions, wobble stools, lap tops, dance mat typing.</li> <li>• Some staff have participated in heartstart training.</li> </ul>

## **How do we assess and evaluate the effectiveness of our SEN provision and how do we involve parents, carers and pupils in this process?**

Our school evaluates its overall provision through:

- Half-termly pupil progress tracking (this involves pupils as appropriate)
- Comparing attainment and progress of SEND children at our school with non-SEND children and to children nationally (Governor involvement)
- Informal monitoring by the SENCo including book trawls and observing SEND pupils in class
- Evaluation of all intervention programmes termly
- SENCo report to Governors annually
- Feedback from parents with SEND children
- Pupil progress and tracking data provides some of the evidence of the effectiveness of SEN provision in the school.
- Daily assessment through marking, observations and evaluations which feed into the teaching cycle: plan, do assess, review.
- TA's feedback and note key observations, outcomes and next steps.
- Plan, do, reviews are monitored, the children are involved in the review process where appropriate and during review meetings information is reported back to parents.
- Lessons are observed termly by the head teacher.

## **How do we evaluate the effectiveness of the provision made for children and young people with SEND?**

- Information about SEN including pupil progress is reported to the governing body.
- Parental and pupil questionnaires are used to get feedback.
- Parents of pupils with SEN are consulted about the provision.

<b>How we ensure access to our facilities for all of our pupils?</b>
<ul style="list-style-type: none"><li>• Please refer to our Equality Policy and Access plan.</li><li>• All activities are planned with the needs of all pupils taken into consideration.</li><li>• Support and adjustments are made so that all pupils have equal opportunities.</li></ul>



<b>What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?</b>
<ul style="list-style-type: none"><li>• SEN pupils have full access to all activities provided by the school including:</li><li>• After school clubs.</li><li>• Residential visits.</li><li>• Curriculum visits</li><li>• Off-site PE activities including swimming.</li></ul>



<b>What support is available for our pupils with Special Educational Needs?</b>
<ul style="list-style-type: none"><li>▪ Pupils have support from highly trained and supportive staff.</li><li>▪ Pupils have access to a broad and balanced curriculum which can be adapted to suit individual needs where appropriate.</li><li>▪ Pupils are referred to appropriate outside agencies when needed.</li><li>▪ The school provides a caring and supportive environment where children's achievements and contributions are valued.</li><li>▪ The school supports families and signposts organisations that may help children.</li><li>▪ Pupils have access to after school clubs.</li></ul>



<b>What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?</b>
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| <ul style="list-style-type: none"><li>▪ ELKLAN training – speech and language course</li><li>▪ Fischer Family Trust Wave 3 literacy intervention training – reading and writing intervention in years 1 and 2</li><li>▪ High 5 – Reading and comprehension intervention in years 5 and 6</li><li>▪ Precision Teaching</li><li>▪ Numicon Support (Maths intervention materials) Breaking Barriers</li><li>▪ Leo Therapy</li><li>▪ Nurture Group Training</li><li>▪ No Worries</li><li>▪ Managing Challenging Behaviour in the Early Years</li><li>▪ Handwriting support training</li><li>▪ Training and support for development of the new curriculum and SEND code of practice</li><li>▪ E-safety</li><li>▪ SEND network meetings attended termly</li></ul> |
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<b>Which services do we obtain to provide the services, provision and equipment required by our pupils with SEND?</b>
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<p>At the present time we use the following services however this may change depended on the needs of individual children.</p>
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| <ul style="list-style-type: none"><li>▪ Educational Psychology</li><li>▪ Spectra - behaviour and ASD</li><li>▪ Education Welfare officer</li><li>▪ Speech and Language therapy</li><li>▪ School nurse</li><li>▪ Early Help Team</li></ul> |
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<p>We have also referred children to the following services:</p>
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| <ul style="list-style-type: none"><li>▪ Occupational therapy</li><li>▪ Child and Adult Mental Health Services (CAMHS)</li><li>▪ EnHance - an early help provision commissioned to provide early help interventions for children, young people and their families when their needs can't be met by routine universal services, but they do not meet the threshold for a specialist service such as Children's Social Care or CAMHS.</li><li>▪ Diabetic Nursing Team</li></ul> |
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- Teacher for the deaf
- Life lines
- Play therapy
- Trained Counsellor

### **How do we support children and young people who are looked after by the local authority and have SEN?**

(We currently have no looked after children at Kinlet C of E School)

- We have an inclusive school ethos that values children and celebrates all kinds of achievement.
- Through PHSE and SUMO sessions that explore feelings and emotions and how to deal with them.

**If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs**

If you have a concern regarding your child you should in the first instance discuss this with your child's teacher. If you then have any questions, concerns, complaints or compliments about our provision for pupils with SEN please do not hesitate to contact the SENCo or head teacher by telephone or e-mail to arrange a meeting to discuss your questions or concerns. If after this discussion you feel the matters raised are not resolved then we would refer you onto the chair of governors and you would follow the complaints procedure as outlined in the complaints policy.

Please contact the school if you wish to talk to or make an appointment with:

Mrs Anita Raymond SENCo/Headteacher 01299 841210

**Glossary**

**AST – Approved Teacher Status**

**EP – Educational Psychology**

**PHSE – Personal, Health and Social Education**

**SENCo – Special Educational Needs Co-ordinator**

**SUMO – Stop Understand Move On**

**CAMH's – Child and Adult Mental Health Services**

**IEP – Individual Education Plan**

**SALT – Speech and Language Therapist**

**SEND – Special Educational Needs and Disabilities**

**TA – Teaching Assistant**