



**Kingsthorpe Primary School**

**Information Report**

# What types of Special Educational Needs do we provide for?

Kingsthorne is a mainstream primary school. We aim to meet the needs of all our children including those who may have special educational needs or a disability. For example –

## Communication and Interaction

### Speech and Language

Children having difficulty with:

- Spoken language (expressive language)
- Understanding language (receptive language)
- Processing language

### Autistic Spectrum Condition (ASC)

Children having difficulty:

- Interacting and socialising
- Managing sensory needs
- Coping with change
- Understanding and processing language

## Cognition and learning

Children with:

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD) - need support in all areas of the curriculum
- Specific learning difficulties (SpLD) - difficulty in learning to read, write, spell or manipulate numbers, e.g. dyslexia, dyscalculia. May also have problems with short-term memory, organisation and co-ordination, e.g. dyspraxia.

These children learn at a slower pace and will need support to fully access the curriculum.

## SEND AREAS OF NEED

## Social, emotional and mental health difficulties

Children and young people may experience a wide range of social, emotional and mental health difficulties which show themselves in many ways, for example, they may be:

- withdrawn or isolated
- disruptive and disturbing
- hyperactive and lack concentration
- immature in relation to social skills
- exhibiting challenging behaviour arising from other complex special needs

These may lead to barriers in their learning.

## Sensory and/or physical need

Children with:

- vision impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI)
- physical disability (PD)

Children with sensory and/or physical need may find it difficult to access the curriculum and may require additional ongoing support and equipment to access all the opportunities available to their peers.

## Identification and assessment (continued).

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, in order to overcome the barrier to their learning

The support provided consists of a four – part process:

### **Assess - Plan - Do - Review**

This ongoing cycle enables the provision to be refined and revised as understanding of the needs of the child grows. This cycle enables the identification of interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Parents are involved in this process and they are encouraged to share information with the school.

**Who is our special  
educational needs  
coordinator  
(SENCO)?**

At our school **Mrs Lee** is the SENCO.

She works with children, teachers, teaching assistants, parents and outside agencies.

We have other staff in school who support pupils with additional needs.

Our SEN governor is .

**Mrs Lee** can be contacted by phone on 0121-675-3897 or by email at [enquiry@kingsthorne.bham.sch.uk](mailto:enquiry@kingsthorne.bham.sch.uk)

**What is our approach  
to teaching children  
with SEN?**

**Assess**

We analyse the child's needs using teacher's assessment and experience of working with the child, previous progress and attainment, comparisons with peers/national data, as well as the views of parents.

The child's views are also considered. We regularly review this analysis to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are effective.

Where school feels the child requires additional assessment external agencies can be contacted, following discussion and agreement from parents.

**What is our approach  
to teaching children  
with SEN?  
(continued).**

**Plan**

Planning involves consultation between the teacher, SENCO and parents to agree adjustments, interventions and support that are required.

Parental involvement may be sought, where appropriate, to reinforce progress at home. All those working with a child, including support staff, will be informed of their individual needs, the support being provided, any strategies/ approaches that are being employed and the outcomes that are being sought.

**What is our approach  
to teaching children  
with SEN?  
(continued)**

**Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching.

**Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the child.

## **How do we adapt the curriculum and the learning environment?**

Teachers are responsible and accountable for the progress and development of all the children in their class.

High quality teaching is our first step in responding to children who have SEN. This will be differentiated for individual children. All children with SEND have a one-page profile, which gives a full, in depth understanding of the child, their SEN and how they will best access and be supported in their learning. Some children will also have an 'Access to Learning Plan' which highlights routine adjustments that need to be made to the learning environment consistently.

As part of our SEN provision children may benefit from:

- Direct Instruction and precision teaching.
- Social and self-esteem activities, e.g. the use of social stories
- Gross and Fine Motor groups
- Additional reading interventions
- Additional spelling interventions
- Additional maths interventions
- Language groups



**How do we adapt  
the curriculum and the  
learning environment?  
(continued).**

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

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, task boards etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, iPad, coloured overlays, visual timetables, larger font, etc.
- 1:1 or small group interventions

**How do we adapt  
the curriculum and the  
learning environment?  
(continued).**

The next step, if required, is to use a set of criteria to assess children to help us identify any targets they may need to make progress. As a school we use the Birmingham Toolkit Continuums for Literacy and Numeracy in order to track and assess children with SEN.

We use the criteria to make an Individual Target Plan (ITP). This plan is shared with you and your child and sets out what needs to be in place for your child to make as much progress as possible.

We will share these plans with you each term and talk about what has gone well and what might still need to be worked on.

All staff will use these plans in the classroom to help your child to succeed and make progress. These plans are regularly reviewed.

**How do we enable children with SEN to engage in activities with other children who do not have SEN?**

All our extra-curricular activities and school visits are available to all our children.

All children are encouraged to go on our residential trips.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, prefects etc.

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

Please read the school's **Accessibility Plan** for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEN or a disability access our school.

**How do we consult children with SEN and their parents and involve them in their child's education?**

We will have an early discussion with the child and their parents when identifying whether they need special educational provision.

Pupil voice is central to our ethos and this encourages our children to become independent and confident learners.

These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty.
- Parental concerns are considered.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Following discussions between parents, class teachers and the SENCO, we will then formally notify parents when it is decided that a child will receive SEN support.

**How do we consult  
children with SEN and  
their parents and  
involve them in their  
child's education?  
(continued).**

If your child has been identified as having additional needs relevant targets will be put in place. These will be shared with you, your child and appropriate staff.

You will be invited into school each term to discuss progress with the class teacher and you will be able to give your views. Your child's views will also be listened to.

We operate an open-door policy and you can make an appointment to speak to your child's teacher or the SENCO at any point during the year.

**How do we assess and review children's progress towards their outcomes?**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENCO to carry out an analysis of the pupil's needs. This will draw on:

- The teacher's assessment and their experience of the pupil
- The child's previous progress and attainment.
- 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 child 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 children's progress.

## How do we support children preparing for adulthood?

If your child has special educational needs or a disability and is in a **pre-school setting**, we liaise with the relevant staff to find out as much information as possible about your child's needs. This may include any targets and paperwork that establishment holds and liaisons with any agencies which might have been involved in supporting your child. We may arrange for additional meetings and visits.

During your child's education at our school their annual transition will be supported by all staff/parents and carers/outside agencies involved with your child.

When your child transitions to **secondary school**, or another school, we ensure that all information regarding your child's special educational needs or disabilities are passed on to the new SENCO. Extra visits to the school may be arranged and usually the new SENCO or support staff from the new school will come to review meetings held at our school before the transition happens.

**How do we support children with SEN to improve their emotional and social development?**

We recognise that some children have extra **emotional and social** needs which have to be addressed. Where this is identified, we have trained staff who provide pastoral support or put in place specific interventions. Where appropriate, the advice of outside agencies is sought e.g. Communication Autism Team, Educational Psychology.

All children participate in personal, social and health education (PSHE) lessons which is taught through the 'Jigsaw' scheme and will provide them with the knowledge, skills and understanding they need to lead confident, healthy and independent lives. These lessons, together with school assemblies and circle times, aim to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.



**How do we support children with SEN to improve their emotional and social development?  
(continued).**

In their 'Jigsaw' (PSHE) lessons your child will learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health and well-being; these lessons will also encourage their emotional and social development.

Our Behaviour Policy includes guidance on expectations, rewards and sanctions and is employed by all staff; we do not accept bullying in any form.

We regularly monitor attendance and take the necessary actions to prevent prolonged 'unauthorized' absence.

We also have an active School Council who meet regularly.

**What expertise and training do our staff have to support children with SEN?**

All school staff receive appropriate training so that they have the knowledge and confidence to support children's needs e.g. Meeting the Needs of all Learners, Autism Tier 1-3 training etc.

Regular staff meetings are used to ensure staff have up-to-date knowledge to teach children of all abilities.

Sometimes training is run by specialists e.g. anaphylaxis training or training from a member of the Communication and Autism Team or Pupil and School Support.

The SENCO is available to support and assist all staff in school regarding SEND.

**How will we secure specialist expertise and involve other organizations in meeting the needs of children with SEN and supporting their families?**

**How will we secure equipment and facilities to support children with SEN?**

The SENCO will contact or make referrals to outside agencies, with parental support, as required.

We work with the following agencies to provide support for children with SEN:

- Pupil and School Support
- Communication Autism Team
- Birmingham Educational Psychology Service
- Sensory Support Service
- School Health Advisory Service
- Speech and Language Therapy

Other agencies may be used when deemed appropriate.

The school uses its own budget to provide the majority of resources and facilities that are needed. In some cases, school will apply for additional 'Top-up' funding from SENAR where an individual has a higher level of need.

**How do we assess the effectiveness of our SEN provision?**

We evaluate the effectiveness of provision for children with SEN by:

- Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.
- Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Asking our children if they feel the adjustment or intervention is helpful and making a difference.
- Monitoring by the SENCO.
- Regularly using a tracking tool to update targets and measure progress.
- Holding termly reviews for children who are on ITPs.
- Holding annual reviews for children with Education Health Care Plans.

**Who can parents  
contact if they have  
concerns?**

Your child's class teacher is your first port of call if you have any concerns about your child's learning or if you suspect they have SEN. They know your child best as they are in contact with them every day. They will be constantly planning for you and assessing your child throughout the year and will be happy to discuss them with you. Following these discussions, they may wish to involve the school SENCO or Family Support Worker.

Parents may wish to take their concern directly to the SENCO, Mrs Lee.

They can of course take their concern directly to the Head Teacher.

**What outside agencies  
are available to support  
your child in school?**

**Educational Psychologist (EP) – Aiofe Hayden**

- Observe and monitor children with specific learning difficulties
- Observe children to help identify strategies to help support them
- Work with pupils, parents and staff to help children access the curriculum
- Contribute to the writing of an Educational Healthcare Plan

**Pupil and School Support – Sarah Reid**

- Support staff in helping to better access the curriculum
- Monitor and assess children showing barriers to learning in English and Maths
- Identify where children are struggling and offer suggestions and strategies to support
- Train staff within school in supporting children with SEN

**Communication and Autism Team – Dawn Jenkins**

- Help the school to identify whether children may be on the autism spectrum
- Observe, monitor and support children with a diagnosis
- Support staff with strategies in helping children with autism

**Speech and Language Therapy (SALT)**

**Physical Disabilities Support Services (PDSS)**

**Occupational Therapy**

**School Nurses Team**

**Where can the Local Authority's Local Offer be found?**

**How have we contributed to it?**

Birmingham Local Authority's local offer can found at the website below.

<https://www.birmingham.gov.uk/localoffer>

Our SENCO attends Pupil and School Support Group meetings termly. These provide a mechanism for effective communication between the local authority and schools.

Our SENCO also attends regular SENCO network meetings with other SENCOs from local schools and a representative from Pupil and School Support to share good practice and work together to develop training for staff on a variety of aspects of SEN within the locality.