



West Kingsdown CE Primary School
SEND Information Report
June 202
Review Date June 2022

West Kingsdown Church of England Primary School is a welcoming and nurturing environment, where everyone is supported to develop morally, spiritually, socially, culturally, and academically. Our extended community, through our Christian values of Love, Courage, Trust and Respect encourage each other in faith to 'Let your light shine.' (Matthew 5).

Mission Statement

We value every child, ensuring that they develop their individual talents and skills to become happy and successful learners, founded upon our Christian values and Christian vision of 'let you light shine' and practice within our caring school community.

Introduction

West Kingsdown CE Primary School is an inclusive school which strives to put the needs of all pupils at the centre of everything.

Upon entry all pupils are monitored continuously by their class teachers. This information is communicated to the SENCo to ensure that provision is appropriate and that all pupils are making progress.

West Kingsdown CE Primary School

The range of support identified by West Kingsdown CE Primary and external agencies, is tailored to the needs of the individual.

The Local Authority Local Offer

Since the publication of The Children and Families Act in September 2014, Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is referred to as the 'Local Offer'.

The intention of the Local Offer is to improve choice and provide transparency regarding provision for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Local Authorities Local Offer can be found at:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school can meet.

Your child has a Special Educational Need or Disability. What can West Kingsdown CE Primary offer?

At West Kingsdown CE Primary, we embrace every child as an individual and understand that their educational needs can be different. The questions below provide information about the Local Offer from West Kingsdown CE Primary and how your child will be supported.

Who do I talk to about my child's SEND needs?

The SENCo: Mrs R Stoneham - Rstoneham@west-kingsdown.kent.sch.uk

Responsible for:

- Developing and reviewing the school's SEND policy.
- Monitoring progress of students with SEND alongside the Senior Leadership Team.
- Liaising with outside professionals supporting children.
- Updating the SEND register (a system for ensuring that all the SEND needs of pupils in the school are known) and making sure that records of your child's progress and needs are met.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing your child's progress.

The Headteacher - Mr B Hulme

Responsible for:

- Overseeing the SENCo and class teachers in ensuring your child's needs are met.
- Keeping the Governing Body up to date about all SEND issues.

The SEND Governor: Mrs H Wilder

Responsible for:

- Ensuring the necessary support is given for any child with SEND who attends the school.

What are the different types of support available for students with SEND in our school?

Class teacher input, via quality first teaching

The teacher has the highest possible expectations for your child and all pupils in the class. All teaching is built on what the child already knows, can do and understands and different styles of teaching are in place so all children can be fully involved in learning within the classroom environment.

Specific strategies are used in the classroom to support children's learning and the class teacher carefully checks on all children's progress and will assess gaps in understanding / learning and any additional support required to help them make the best progress possible.

Specific group work

Interventions may be run by the class teacher, teaching assistant, SENCo or another designated member of staff.

Specialist groups run by outside agencies

Where an identified need has been identified a child may access:

- Local Authority Services
- Educational Psychologist
- Speech & Language Therapist
- Volunteer agencies

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional e.g., Educational Psychologist, Speech and Language Therapist or the Specialist Teacher Service.

This will help the school and you to understand your child's needs better and enable us to be able to support them effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

How can I let the school know that I have concerns about my child's progress in school?

If you have concerns about your child's progress, you should speak to your class teacher initially.

If you continue to be concerned that your child is not making progress, you may wish to speak to the SENCo.

How will the school let me know if they have concerns about my child in school?

If your child is identified as not making progress or having an identified need in school, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.
- Meet with you on a termly basis to discuss your child's progress at termly meetings.

How is extra support allocated to children and how do they progress in their learning?

The head teacher decides on the deployment of resources for SEND in consultation with the school governors based on the requirements of needs in the school.

The SENCo and Senior Leadership Team discuss all the information they have about SEND in the school, including:

- The children getting extra support already.
- The children needing extra support.
- The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of pupils with SEND through pupil progress meetings held with the class teacher and SENCo. Through these meetings the needs of all pupils in each class are discussed. Any child who is receiving extra support will be tracked and recorded on the class provision map so that the impact of interventions can be measured. The provision maps highlight all support given within school. It is reviewed regularly, and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible

Who are the other people providing services to children with SEND in the school?

School provision

All teachers are responsible for teaching all pupils within their classes. Teaching Assistants work in a supporting role in all classrooms, and they may deliver interventions throughout the school.

Local Authority provision delivered in school

Specialist Teacher Service

External agency support delivered in school

Educational Psychologist

Speech and Language Therapist

Counselling

Health provision delivered in school

School nurse

External expertise and support

Alternative educational provision

SEN support services

Social work

How are the teachers in school helped to work with children with SEND and what training do the teachers have?

Teachers are trained in child protection, the understanding of the SEND Code of Practice and the recognition of different areas of need within SEND. Further training on the different categories of need is updated as and when it is needed.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will endeavour that your child's needs are met.

Teaching assistants work with the class teacher's planning to ensure that lessons are adapted through questioning and appropriate resources.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted daily if needed to meet your child's needs.

What support is on offer for you as a parent of a child with SEND?

Parent's evenings occur on a termly basis and parents are welcome to contact the SENCo for updates on their child's progress. The SENCo will provide all parents with the opportunity to meet on a termly basis and advice from external agencies will be shared with parents and staff as appropriate.

How will we measure the progress of your child in school?

Your child's progress will be continually monitored by their teacher.

Their progress will be formally reviewed by the SENCo, class teacher and head teacher every term in maths, reading and writing.

The progress of children with an education, health care plan will be formally reviewed at an annual review with all adults involved with the child's education.

The SENCo will also check that your child is making progress within any individual work and in any intervention group they take part in.

Regular book scrutinies and lesson observations will be carried out by SLT and the SENCo to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Progress meetings for each class are held on a termly basis.

How is West Kingsdown CE Primary accessible to children with SEND?

The school is a one storey building and is accessible via a ramp or steps.

Corridors are white, wide, well-lit, and bright.

How will your child be supported when joining the school? Leaving the school? Or changing to another year group?

Extended transition is provided for identified vulnerable pupils in Year 6 transferring to secondary school.

Reception staff visit feeder pre-schools and nurseries in the summer term.

New reception children and parents are invited into school in the summer term to ensure a smooth transition, including parent meetings and the children spending some time in the class.

What support will there be for my child's overall wellbeing?

All pupils are supported by their class teacher and allocated teaching assistant.

Close liaison between all members of staff ensures the wellbeing of children is always high on the agenda and discussions between the class teacher, SENCo and SLT identifies pupils who may need extra support.

Pupils with medical needs/significant health condition will have a health care plan to record and monitor their needs being met at school.

We safeguard the wellbeing of all children and staff training is provided to ensure there are first aiders available to deliver and record the necessary treatment.

How will my child be included in activities outside the classroom?

All pupils with additional needs are encouraged and supported to be fully involved in all areas of school life.

All clubs and trips are open to all children and individual arrangements can be planned to ensure they are able to participate.

For pupils with medical/physical needs a care plan will be discussed and set up between the school and parents.

For children with SEND the school and parents will discuss the best way to support the child.