



## **SEND Information Report (2022-2023)**

This has been written in accordance with our School Mission Statement:

***‘At Kineton Green we create a safe, enjoyable and exciting community in which every person is valued and encouraged to explore their potential in an infinitely changing world.’***

### **Our school’s approach to supporting pupils with SEND**

Kineton Green School values all pupils and celebrates diversity of experience, interest and achievement.

We believe that all children have a common entitlement to a broad and balanced academic and social curriculum. In keeping with our ethos and ‘Five Bees’, we believe that all children should be equally valued in school and strive to develop in an environment where all children can flourish. This does not mean that we treat all children the same way, but will respond to each in ways which take account of their varied life experiences and needs.

This report (which runs alongside the Special Educational Needs and Disability Policy) explains how we cater for the needs of pupils with SEND.

## **What different types of SEN (Special Educational Needs) does our school cater for?**

### **Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

### **Cognition and Learning**

Children with cognition and learning needs find learning, thinking and understanding harder than most other pupils. This difficulty may exist across the curriculum as a whole or be a specific learning barrier such as, dyslexia.

### **Social, Emotional and Mental Health**

This includes children who find it difficult to manage their emotions and behaviour in a way that affects their daily life. Some of the things they might find difficult include following rules set by others, sitting still for very long, understanding how they are feeling and making friends.

### **Physical and/or Sensory Needs**

Children who have a disability that may make it difficult for them to manage their everyday life. This may be because of hearing or visual difficulties, physical disabilities or other medical needs. The school is on one level and has an accessible toilet in the main school building.

## The Special Needs Coordinator (SENCo)

Our school has a Special Educational Needs co-ordinator; we usually call her the SENCo. Her name is Mrs. Jane Markham.

Whilst the class teacher is responsible for the ongoing progress of children with SEND, the SENCo monitors the progress of each child's journey through the school and advises as required.

She holds the following qualifications:

Postgraduate Certificate in Special Educational Needs Coordination

Master of Education (*Focus: Difficulties in literacy development and Understanding children's development and Learning*)

Telephone: 0121 706 3873 Email S33senco@kineton-green.solihull.sch.uk

## How is the governing body involved with SEND provision?

In our school we have a designated governor, Mrs. Kate Kearney, who is responsible for special educational needs. The Head Teacher and SENCo report to her and the rest of the Governing Body on a regular basis. The governors will challenge, support and advise to ensure appropriate provision is being provided.

## **How are children with SEND identified?**

All children's progress, including those with special educational needs, is tracked using the school's assessment system. The progress each child is making is discussed at pupil progress meetings with the head teacher and SENCo (Special Educational Needs Coordinator). As a result, it may be felt that a barrier or barriers are present. In cases when a child's needs are not directly related to academic performance teachers liaise with the SENCo directly about any concerns identified.

Parents/carers of pupils are encouraged to share any concerns that their child may have a special educational need with their child's teacher who will liaise with the SENCo to explore the concerns raised.

## **Inclusivity**

The school follows a curriculum that teaches all pupils about celebrating difference and tolerance of others' needs in order to foster an ethos that is inclusive.

We take into account pupils' needs and will make reasonable adjustments to the physical environment, activities and timetables to enable all pupils to have equal access to the curriculum and social events.

## How are SEND children supported at Kineton Green Primary School?

In order to ensure that pupils get the right support at the right time, the school follows a structured system which we call 'The Graduated Response'. This involves completing assessments, putting a plan together, carrying out the plan and reviewing the impact of this in order to ensure that pupils are supported in the right way.



The support (also called provision) is dependent on the needs of each child. Provision may include changes to the physical environment, access to equipment and resources in addition to changes in teaching styles. In most cases this can be achieved at classroom level, but in some cases the use of additional intervention may be required. If required, external agencies will be involved to carry out further assessment and advise on what provision needs to be put into place.

We carry out a minimum of three cycles of assess, plan, do and review over an academic year but will review plans early if concerns are raised.

## **How will I know what type of provision (support) my child is receiving and the impact of this?**

Parents/carers of pupils will be encouraged to share their knowledge of their child with contributions being valued and acted upon.

Biannual meetings (at the start of the autumn and spring terms) take place with the SENCo, parents/carers, teachers to plan and review the provision. This will be recorded on personalised inclusion plans. A third inclusion plan will also be shared with you (at the start of the summer term) along with an opportunity to make an appointment to meet with your child's class teacher to discuss this.

In addition to this, longer parent evening appointments will be offered to parents/carers to discuss the impact of the support put into place and discuss any concerns.

If your child has an EHC plan an annual review of the plan will also take place which will be coordinated by the SENCo.

## **What information will be on the inclusion plans?**

Inclusion plan will be personalised and include;

- Their strengths and difficulties/needs
- Targets that will be a focus for work in the classroom.
- Any adjustments to the environment or strategies staff should use.
- Any equipment or resources that your child needs.
- Any intervention that your child will receive.
- When the inclusion plan is reviewed, the impact of the support/provision will be recorded along with any further actions that are required.

## Who is available to support my child and what expertise do they have?

Teaching assistant support pupils in lessons during the morning moving to working with pupils on targeted and specialised interventions in the afternoon. In some cases, pupils are supported by a key adult on 1-to-1 basis.

Training needs are reviewed by the SENCo on an annual basis and to ensure that the needs of the pupils are met within the school. Staff are trained in a range of evidence based interventions. Recent training has included: Understanding Autism training (level 2), Precision Teaching, Success @arithmetic, Number sense, First @Number 1, First @Number 2, Catch-up Maths and Relationship Based Play (an intervention which supports pupils with Social, Emotional and Mental Health Needs) and managing challenging behaviours. We also have one members of staff who are Mental Health First Aider Trained.

## Which external services does the school call upon?

### **SISS (Specialist Inclusion Support Service)**

This is made up of five teams. They have specialist teachers who carry out assessments and provide advice and training.

*Communication and Learning Difficulties Team*  
*Social, Emotional and Mental Health Team.*  
*Autism Team*  
*Sensory and Physical Impairment Team*  
*Speech, Language and Communication Disorders Team.*

### **School Nursing Service**

**NHS Services** - Occupational Therapy, Physiotherapy, Speech Therapy, mental health services (SOLAR and Forward Thinking Birmingham)

## Who are the best people to talk to about my child's Special Educational Needs?

If you have concerns about your child the first step would be to talk with their class teacher. If they are not able to answer your questions the next step would be to arrange an appointment with the SENCo. This can be arranged by calling the school office or emailing the SENCo directly.

Email: [s33senco@kineton-green.solihull.sch.uk](mailto:s33senco@kineton-green.solihull.sch.uk)

## Who else can I talk to about my child's Special Educational Needs or Disability?

SENDIAS (Special Educational Needs and Disability Information, Advice and Support Service) is an independent service which supports children and young people with SEND and their parents/carers. It is free to access, confidential and provides accurate, comprehensive, understandable information.

### Solihull SENDIAS

Telephone: 0121 516 5173 email: [solihullsendias@family-action.org.uk](mailto:solihullsendias@family-action.org.uk)

### Birmingham SENDIAS

Telephone 0121 303 5004 email: [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

### How do I know which branch to contact?

You will need to contact the one linked to the LA where you live rather than where your child goes to school. If you are unsure, this will be the same LA where your council tax is paid.



## **How can I get involved and be supported as a parent of a child with SEND?**

This is done in a variety of ways including:

- Information on the school website.
- Newsletters and flyers.
- The class teacher is available to discuss your child's progress and concerns.
- Longer parents' evenings appointments are made available for parents of pupils with SEND in order to allow more in depth discussion.
- Access to the SENCo.
- When reports are received from outside professionals we will provide a copy for you. If required, further appointments with the class teacher and/or the SENCo can be made to discuss it, as appropriate.
- Additional meetings with class teacher, support staff and external agencies may be arranged (where relevant).
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We will also signpost information to parents where this is relevant.
- Having the opportunity to share your views about SEND provision via parental surveys.

## **How will we involve your child in decisions about their education?**

This is done in a variety of ways including:

- Having a voice via the school council.
- Collecting pupil voice.
- Having a range of equipment available for the child or young person to choose to use.
- The use of communication cards
- The use of a Person Centred Review

## How will we support your child when they are leaving this school or moving on to another class?

We aim to make times of transition as easy as possible.

When joining our school, these are some of the things we may put into place based on your child's needs:

- Meet with the child and their parents/carers to talk about their needs and answer any questions about our school.
- Talk to and/or read reports from people who have worked with the child.
- Arrange visits to our school so the child gets to see it before they start.
- Provide a transition book.
- Ensure that adults working with the child are aware of any needs.

Based on needs when moving to a new year group we may do some of the following:

- Plan additional transition activities.
- Talk to the child and their family so we can answer any questions they may have about the new year group and address any concerns.
- Ensure that adults working with the child are aware of any needs.
- Provide a transition book for the child.

When moving to a new school we may:

- Talk to the child and their family so we can answer any questions they may have.
- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school.
- Liaise with their new school in order for transition plans to be put into place.

## The Local Offer

The Local Offer is a Local Authority's publication which gives information about the services it provides and how to access this.

Solihull's Local Authority's Local Offer can be found at:

<http://socialsolihull.org.uk/localoffer/>

The Birmingham Local Authority's Local Offer can be found at:

<https://www.localofferbirmingham.co.uk/>

## What can I do if I am not happy with the provision for my child?

It is in everyone's interest that all complaints are resolved at the earliest possible stage. Initially, efforts will be made to deal with the concern informally via the class teacher, SENCo and Head Teacher. If matters are not resolved through this procedure, then parents or carers have the option to make a formal complaint. Information on how to do this is outlined in the Complaints Policy which can be found on the school website.

Date for review: September 2023