



SEND Information Report

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) outlines how we cater for the needs of pupils with SEND.

What different types of SEN (Special Educational Needs) does our school provide 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 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, Mr Paul Thomas, who is responsible for special educational needs. The Head Teacher and SENCo report to him 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 staff in school helped to work with children with SEND and what training do they have?

In our school we believe that all staff should be involved in supporting pupils with special educational needs, disabilities and medical needs so we make sure that staff have relevant training to help them do this.

Training is reviewed by the SENCo and arranged as required to meet the needs of the pupils. Staff are trained in a range of evidence based interventions. Recent training has included: Whole school Autism training (level 2), Speech Sound and language development, gross motor, Precision Teaching, Success @arithmetic, Number sense, First @Number 1, First @Number 2, Catch-up Maths and relationship based play. We also have two members of staff who are Mental Health First Aider Trained.

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. If this is the case, your child's class teacher will meet with you (often alongside the SENCo). Here the nature of the barriers will be discussed, in addition to the provision that is to be put in place. It is at this point that placement of your child on the Special Needs Register (this is a list of the pupils in the school recognised as having additional needs) will be discussed.

What are the different types of support available for children with SEND at Kineton Green Primary School?

This is dependent on the needs of each child. It 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 provide advice.

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 will I know what type of provision (support) my child is receiving?

At Kineton Green each child who has been identified as having Special Educational Needs has a personalised inclusion plan which outlines;

- Key information about your child's needs.
- Targets that will be a focus for work in the classroom.
- Any adjustments that are required- this may be to the environment or strategies used by staff to enable your child's needs to be met.
- Any equipment or resources that your child needs.
- Any Intervention that your child will receive. This will include the type of intervention, the reason for the intervention, how frequently it will take place.

You will have the opportunity to talk to your child's class teacher when a plan is formulated and also when it is reviewed.

Which external services does the school call upon?

Educational Psychology

SISS (Specialist Inclusion Support Service)

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

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)

How will we measure the impact of the provision?

Inclusion plans are reviewed by the class teacher and SENCo at least on a half termly basis as part of the plan, do and review cycle. Should it be felt that the provision in place is not fully meeting your child's needs further interventions, and in some cases, further assessment will be considered.

You will have the opportunity to talk to your child's class teacher each time a plan is reviewed. Extended appointments are also made available at parents' evenings to allow more time for your child's needs to be discussed.

If your child has an EHCP (Education, Health and Care Plan) this will be reviewed formally on an annual basis. This will be a dedicated appointment using a person centred approach with the SENCo, your child's class teacher and the input from any other professionals involved.

Who are the best people to talk to about my child's Special Educational Needs or Disability at Kineton Green?

If you have concerns about your child the first step would be to talk with their class teacher.

The SENCo holds surgeries each Wednesday where you will be able to talk to her if you have any questions that your child's class teacher is unable to answer. Appointments can be arranged by contacting the school office.

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

Birmingham SENDIAS

Telephone 0121 303 5004 email: sendiass@birmingham.gov.uk

Links for both are on the school's website.

How do I know which branch to contact?

You will need to contact the one linked to the LA where you live rather 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 to inform parents of what will be going on in the school.
- 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 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.

If appropriate, when starting at our school we:

- Meet with the child and their parents to talk about their needs and answer any questions about our school.
- 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.
- 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:

- Introduce the child to their new teacher individually (where appropriate).
- Talk to the child and their family so we can answer any questions they may have about the new year group.
- 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:

- Arrange extra visits to the new school, if appropriate.
- Talk to the child and their family so we can answer any questions they may have about the new school.
- 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.

The Local Offer

The Local Offer is a Local Authority's publication which gives information about the provision 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:

www.mycareinbirmingham.com.

A link for these can be found on the school's website.

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 Complains Policy which can be found on the school website.