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## *SEND Information Report 2020*

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Reviewed June 2020



### **Introduction**

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs make the best possible progress in school and education.

All schools are supported by a number of services to be as inclusive as possible in order to meet the needs of pupils with SEND within mainstream education and settings.

There are four broad areas of need that are named within the SEND Code of Practice 2015:

- ✚ Communication and Language
- ✚ Cognition and Learning
- ✚ Social, Emotional and Mental Health Difficulties ( SEMH)
- ✚ Sensory and Physical Needs.

## What is the Local Offer?

The Children's and Families Bill (2014) requires Local Authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is known as the Local Offer.

The intention of the Local Offer within an authority is to inform children, young people and families of those with SEND, of available services to them within their local area/authority. It is an important resource for parents and carers in understanding the range and availability of services and provision.

To find out about the [Hertfordshire's Local Authority Offer](#) and services available to young people with SEND, click the link below and search for SEND.

[www.hertfordshire.gov.uk](http://www.hertfordshire.gov.uk)

## What is Delivering Special Provision Locally (DSPL)?

DSPL is a Hertfordshire-wide partnership approach where parents, carers, staff in Early Years settings and schools, further education colleges, LA officers and representatives from other agencies, work together as part of an Area Group, reviewing and developing the range of provision and support services available to their local community that:

- meet the needs of children and young people with Special Educational Needs and/or Disabilities (SEND), aged 0-25, as close to home as possible.
- improve outcomes for wellbeing and attainment.
- widens choice for children and parents/carers.
- removes barriers to learning.
- uses resources more effectively.

To find out about the [DSPL9 Local Offer](#) and services available to young people with SEND, click the link below and search for SEND.

[www.dsplarea9.org.uk/](http://www.dsplarea9.org.uk/)

Below are some questions/answers for parents and carers of pupils with SEND and how pupils and their families are supported at Kingsway Infant School.

### 1: What kinds of Special Educational Needs are provided for at Kingsway Infant School?

Kingsway Infant School is a LA fully inclusive mainstream infant school which aims to:

- ✚ ensure all pupils reach their full educational potential and make good progress regardless of any special educational need, learning difficulty, disability or disadvantage.
- ✚ recognise and assess additional needs through early identification and timely intervention to ensure that everything possible is implemented to remove barriers to learning at the earliest opportunity.
- ✚ personalise provision enabling all pupils to access the curriculum and achieve their full potential.
- ✚ actively involve parents and carers in any decisions affecting their child's education.

To ensure these aims are achieved, staff at Kingsway Infant School will ensure that:

- ✚ all staff and adults have the highest aspirations and expectations for every child.
- ✚ that provision is adapted accordingly using reasonable adjustment to the pupil's individual needs.
- ✚ extended and outreach services provision makes a difference to outcomes for children and their families.
- ✚ pupil voice and views are used to inform school improvement planning.
- ✚ every child is able to access all areas of school life.

### 2: What should I do if I think my child has Special Educational Needs?

Should you have any concerns regarding your child's progress or well-being you can discuss these with your child's Class Teacher in the first instance. It is best to speak with them at the end of the school day as this does not then impact on teaching and lesson time. You can also speak to the Inclusion Co-ordinator (Inco) Donna Byrne via the telephone or arrange a suitable appointment time via the school office.

### 3: How does the school know if a child will need extra help/support?

At different times in their school life, a child may have a Special Educational Need (SEN). The SEND Code of Practice 2015 defines SEN as:

*A Child or Young Person may have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a) *has significantly greater difficulty in learning than the majority of others of the same age, or*
- b) *has a disability which prevents or hinders him/her from making use of the facilities of a kind that are provided for others of the same age in mainstream school settings and post-16 institutions.*

Where a child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that they could be identified as having SEN. Information will be gathered including seeking the views of parents, carers and the child, as well as from teachers and ongoing assessments.

### 4: How are decisions made about the type and amount of support my child will receive?

If a child is identified as having SEND, the school may provide support that is **additional to** or **different from** the differentiated approaches of teaching and learning normally provided as part of the Quality First Teaching within the classroom environment. Some pupils may require a more personalised approach that supports any barriers to learning including any further strategies to help. This will be set out in an individual Personal Support Plan (PSP).

A graduated response process known as the four stage cycle of **Assess, Plan, Do** and **Review** ensures that additional support and provision are matched effectively to individual needs.

The majority of children with SEN will have their needs met using the four stage cycle, reviewed at regular intervals and any relevant changes made to provision. In some circumstances it may be necessary to request the support of external agencies and in these cases determine whether or not a request for an Education Health and Care (EHC) needs assessment would be beneficial. This request can be made to the LA in accordance with Education, Health and Care. Any request by the school for an EHC plan is made in liaison with parents, carers and professionals. Parental requests can also be made to the LA.

## The Assess, Plan, Do, Review Cycle

### **Assess**

This is the first step in the process and involves taking into consideration all of the information from discussions with parents, carers, the child, the Class Teacher assessments and/or any other relevant support services inclusive of the previous settings attended.

### **Plan**

The second stage identifies barriers to learning, any intended outcomes and details of what additional support will be planned and provided to overcome the barriers to learning. Any decisions made are completed with the parents, carers, the pupil and relevant staff. Decisions to implement any intervention plan will be discussed and recorded on PSP's which are reviewed each half term.

### **Do**

Any support or interventions that have been discussed and decided as part of a pupil's support plan will be implemented through provision of additional support for learning, aids and/or resources that will enhance learning and, if necessary, referrals to outside services and support. All of the above will be set out in the initial intervention support plan.

### **Review**

Regular reviews of the impact of any support provided will be measured and where necessary any changes to the support plan will be made. All those involved will contribute to the review at this stage - the child, parents, carers, Class Teachers, Support Staff and Inco. The review will then inform the next stage of the cycle. Pupil progress reviews are held with Teachers and Senior Leaders every half term. These meetings decide on the next steps in a pupils learning. Pupils are involved in having a voice as to what is working well for them, what the next steps are in their learning and what will help overcome barriers.

## 5: How will staff at Kingsway Infants support my child?

The Headteacher has overall responsibility for provision for pupils with SEND. Kingsway Infant School has a designated Inclusion Co-ordinator who is responsible for the leadership and day to day management of provision for SEND.

**Inclusion Co-ordinator (Inco): Donna Byrne**

**Governor for SEND: Julia Walters**

Class teachers are responsible for checking on the progress of all pupils and identify, plan and deliver any additional support that a pupil may need in liaison with the Inco and will share/review any intervention plans with parents and carers each half term. Class teachers have the

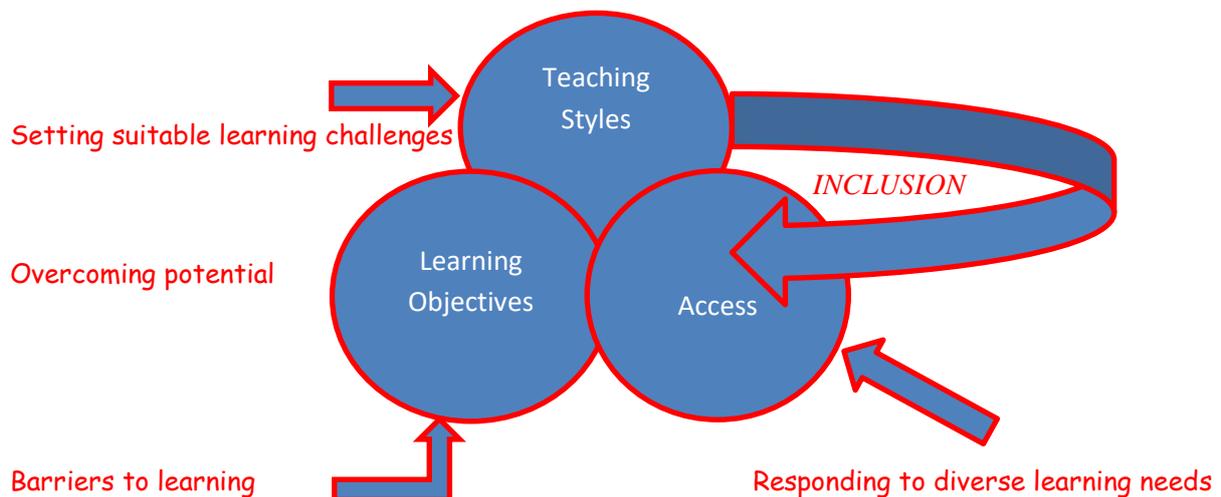
responsibility for personalising teaching and learning as identified in the class provision maps and through Quality First Teaching. All staff have a responsibility to ensure that the Inclusion and Special Educational Needs and Disability Policy is followed in their classrooms and implemented for all pupils.

At Kingsway Infant School we have a highly qualified team who are able to provide additional support. This can be with individual pupils or in small groups using a variety of interventions. Our team currently includes staff trained in Elklan Speech and Language interventions, Autism and Link Support work for pupils with social and emotional difficulties, staff trained in delivering Drawing and Talking Therapy and also Maths and English catch up programmes. In addition to our Support Staff we also have a Learning Support Assistant (LSA)/Mentor who works with all pupils across the school and is able to support family liaison. All staff at Kingsway Infants School are committed to Continuing Professional Development

## 6: What is the schools' approach to teaching, learning and development of children with SEND?

At Kingsway Infant School, all staff recognise and have responsibility for providing a broad and balanced curriculum for all children.

In accordance with the SEND Code of Practice 2015 teachers will set suitable learning challenges, respond to children's diverse learning needs, overcome potential barriers to learning and assessment for individuals and groups of children.



Curriculum planning for children with SEND will take into consideration the type and the extent of any difficulties or barriers experienced by the child. In most cases the action necessary to respond to an individual's requirements will be met through greater differentiation of tasks and materials. In some cases it may be necessary for a pupil to need access to specialist equipment,

approaches or alternatively adapted activities. Teachers and Support Staff will liaise with and follow the advice and recommendations from external professionals as and when necessary in such cases. Teachers and Support Staff will, as and when appropriate, work in close liaison with parents, carers and other external agencies that may support the child and their family.

#### 7: How will the curriculum be matched to my child's needs?

**'Leaders ensure that the curriculum for all pupils is broad and enriching' - Ofsted 2017**

All additional support will be adapted and tailored to meet your child's needs, specifically targeting areas of difficulty that have been identified. Additional support may be provided in class or in another area of the school on a 1-1 individual basis or as part of a small group intervention for pupils with similar needs. Interventions may be run by a number of staff trained in specific areas of need. Where some pupils require access to sensory equipment or technology, there are a number of safe and quiet spaces in and around school where pupils can access these. They are also able to use the outdoor classroom where we have resident rabbits, a fishpond and an outdoor trampoline. All classrooms are fitted with sound fields and have Clevertouch screens (Interactive whiteboards). Pupils have access to Desktop Computers, iPads, Laptops and Chromebooks.

#### 8: How will I know how my child is doing? How will the school help me support my child's learning?

Your child's Class Teacher is available to discuss progress or any concerns that you may have. It is best to speak with them at the end of the school day as this does not then impact on teaching and lesson time. Alternatively you can call the school office and make an appointment or speak to your child's teacher via the telephone at a convenient time.

The school's Inco is also available to meet or speak with you to discuss your child's progress or any concerns that you may have. Should you wish to make an appointment please call the school office.

Your child's progress will be continually and regularly monitored by his/her Class Teacher as an ongoing part of the four stage **Assess, Plan, Do** and **Review** cycle. The half termly reviews ensure that any interventions are having the impact on progress and achieves the outcomes set out in the initial plan. The review process will involve parents, carers, the child and the Class Teachers.

Progress of any pupil's with an EHC Plan will be reviewed annually in line with LA guidelines and all support services involved within the plan will contribute to the progress review.

### 9: What support will be available for my child's overall well-being?

It is recognised that some children may have emotional and social needs or medical needs that may require additional support for a variety of reasons.

For pupils requiring support in this area of need we have access to a range of services which includes School Health, Behaviour Support Teams, trained Link Support Workers within the LA, school based Family Support Workers, staff trained in Drawing and Talking Therapy and a Learning Support Assistant/Mentor.

If a pupil requires additional support, the Inco may access this from external agencies with the consent of the parents and carers.

### 10: How will the school prepare and support my child when starting school, transferring to a new setting, or move to the next stage of education?

Transition is a process that all children experience at different times throughout their lives; it can involve moving from class to class, right through to moving on to a new school. It is recognised at Kingsway Infant School that transition is an important time for both pupils and parents and carers and even more so for pupils with SEND. Staff here work closely with parents, carers, pupils and other settings to ensure that ALL transitions are well supported and information shared to support moving on.

Preparation for transitions within the school begins in the Summer Term. Where it is possible, pupils will visit their new classes, teachers, and schools. We liaise closely with Kingsway Junior School and Kingswood Nursery as well as other local schools and Early Years settings in the local area. New parents information meetings are held during the Summer Term and a 'Meet the Teacher' session for parents/carers is provided in the first few weeks of school starting.

For pupils with SEND, the Inco will liaise closely with staff and Inco's from other settings to ensure that any additional visits and/or meetings that need to be arranged prior to transition, are planned in advance to include all services supporting the child and their family.

### 11: How are facilities that are available accessed by pupils with SEND?

Kingsway Infant School is fully compliant with the Equality Act 2010. All staff ensure that wherever possible, equipment used is accessible to all pupils.

After school clubs and/or extra-curricular activities are accessible to ALL pupils, including those with SEND. Contact the school office or Donna Byrne (Inco) if your child has any specific requirement with regards to their needs.

12: How will my child be included in activities outside of the classroom setting including school trips?

Kingsway Infant School believes that ALL children are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all pupils.

13: What training have staff supporting pupils with SEND had or what training are they receiving?

The staff at Kingsway Infant School are fully committed to enhancing their skills through Continued Professional Development that enhances the teaching and learning as well as the spiritual, moral, social and cultural well-being of ALL pupils, including those with SEND.

Training includes:

- ✚ First Aid, including Paediatric First Aid
- ✚ Health and Safety and Offsite Visits
- ✚ SEND reforms
- ✚ Child Protection
- ✚ Teaching Assistants fully trained in Elklan Speech and Language delivery
- ✚ Teaching Assistants trained in Link Support Work
- ✚ Autism
- ✚ Literacy and Numeracy Interventions and catch up programmes
- ✚ Emotional Resilience and Well-being
- ✚ Attachment Awareness, Trauma and Resilience
- ✚ Behaviour Strategies
- ✚ ICT and use of new technologies.

All training is refreshed and updated regularly. Opportunities for any additional training are sought to ensure that staff maintain an up to date working knowledge of SEND issues and current legislation.

#### 14: What specialist services and expertise are available or accessed by the school?

Where difficulties persist despite Quality First Teaching, ranges of interventions and appropriate adjustments, advice and support may be requested from other external professionals with the consent of parents and carers.

Kingsway Infant School has well established and effective partnerships with a number of external support services, all of which have an important role in supporting the school identify, assess, plan and ensure there is effective and appropriate provision for pupils with additional needs.

Such services may include:

- ✚ Educational Psychologist
- ✚ Speech and Language Therapist
- ✚ Specific Learning Difficulties Outreach Service
- ✚ Occupational Therapist/Physiotherapist
- ✚ Specialist Advisory Teachers (Autism/Physical and Neurological Impairment/Deaf)
- ✚ Behaviour Support Teams and Outreach Services
- ✚ School Health Nurse/Health Visitors
- ✚ Attendance Improvement Officer
- ✚ School Based Family Support Worker (South West Herts Partnership)
- ✚ Children's Services
- ✚ Local Children's Centre

#### 15: How is the effectiveness of Special Educational provision assessed and evaluated in the school?

**'Leadership of Special Educational Needs and/or Disabilities is outstanding. The school ensure pupils needs are catered for exceptionally well' - Ofsted 2017**

Governors ensure the effectiveness of provision for pupils with SEND remains high. SEND is a standing agenda item at all Full Governing Body meetings and school visits throughout the year ensure that they have a good overview in this area.

Senior Leaders hold Pupil Progress Meetings with all staff involved with pupils every half term. Progress of individuals is discussed and any additional provision required to address potential barriers to learning is identified. Class provision maps and individual support plans are reviewed and updated. New targets are set as appropriate. All staff have access to the support of the Inco, Senior Leaders as well as other external professionals, which enables them to discuss interventions and review progress as part of the ongoing cycle.

To ensure that support is consistently inclusive across the whole school and of a high standard, staff and Senior Leaders will monitor and evaluate best practice with:

- ✚ Lesson observations
- ✚ Work scrutiny
- ✚ Observations of interventions
- ✚ Case studies
- ✚ Pupil Progress Meetings
- ✚ Parent/Carer consultations/feedback
- ✚ Pupils are involved in planning and evaluating their support plans.

### **Parent Partnership Service**

The Parent Partnership is an impartial service funded by Hertfordshire County Council.

They have expertise and training in Special Educational Needs and Disabilities (SEND) and disagreement resolution, which helps support parents and carers to ensure they have access to the correct support and services.

They offer a personalised, confidential service to help parents and carers ensure they are accessing and receiving the correct information, support and advice. They are able to assist and inform parents and carers in the processes of assessment and management of Special Educational Needs, enabling them to make fully informed choices and decisions about their child's education.

Contact Details:

SENDIASS HERTFORDSHIRE - [www.hertssendiass.org.uk](http://www.hertssendiass.org.uk)

Telephone: 01992 555847 - Independent Support Service

### **Other Useful Contacts:**

HANDS - Hertfordshire Additional Needs Database

West HUB [www.kids.org.uk/west-hub](http://www.kids.org.uk/west-hub)

Telephone: 01923 676549 (charity that works with disabled children, young people and their families in England)

**You can also find further information and support services for children and young people with SEND by following the link: [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)**

**Review Due: June 2021**