



## Kintbury St Mary's CE Primary School

### SEND INFORMATION REPORT

<b>What types of SEN do we provide for?</b>	<p>We have experience of dealing with a wide range of mild to moderate SEND including global development delay, specific literacy or numeracy difficulties, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder and attachment difficulties. We are committed to meeting the needs of all children who attend our school and providing them with an inclusive education.</p>
<b>How do we identify and assess pupils with SEN?</b>	<p>The school uses the definition of Special Educational Needs and Disability from the Code of Practice. Children may have special educational needs either throughout, or at any time during their school career. Children with special educational needs are identified in many ways including:</p> <ul style="list-style-type: none"> <li>• Liaison with a pre-school setting or previous educational setting</li> <li>• Concerns raised by parents</li> <li>• Concerns raised by staff working alongside the children in school</li> <li>• Results from assessments highlighting children working below age related expectations</li> <li>• Liaison with or diagnosis through outside agencies e.g. Speech &amp; Language Support Services and Child and Adolescent Mental Health Service (CAMHS)</li> </ul>
<b>SENCo</b>	<p>The school SENCo (Special Educational Needs Co-ordinator) is Mrs Anna Wickham-Smith who can be contacted through the school office on 01488 658336 or through the office e-mail address <a href="mailto:office@kintbury.w-berks.sch.uk">office@kintbury.w-berks.sch.uk</a> . Our SENCO is available on Thursdays.</p>
<b>What is our approach to teaching pupils with SEN?</b>	<p>All children learn in different ways and at Kintbury St Mary's our teachers offer a wide and varied curriculum through a range of differentiated learning activities. We recognise children's individual needs and use a variety of teaching approaches to ensure that children reach their full potential.</p> <p>Teaching strategies are personalised for SEND children. The strategies employed vary depending on the individual's need, lesson content and context. We seek advice from other professionals as appropriate to support the individual's specific needs. Where necessary and feasible we will purchase specialist equipment and adapt the classroom learning environment.</p> <p>Class teachers will monitor the progress of all children in their classes. For children on the SEND register, the SENCo will liaise closely with the class teacher to ensure appropriate provision for that child within the main classroom setting and ensure that they are accessing quality first teaching. The SENCo will monitor any specific intervention in place and will track progress towards intervention outcomes. The SENCo will also liaise with any outside agencies.</p>



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<b>How are pupils with SEN and their parents/ carers involved?</b>	<p>Parents and carers have regular meetings with their child's class teacher which allow discussion of the specific support provided and the impact of that support. The children on the SEND register have a personalised plan with individual targets which are reviewed three times a year in consultation with the children and parents.</p>
<b>How do we support pupils moving between different phases of education?</b>	<p>We have a clear transition plan for all children including class visits, teacher visits and a changeover morning. For children with more specific needs a more detailed transition plan is created to ensure a smooth and relaxed transition.</p> <p>The school has an Accessibility Plan to ensure that children of all abilities are catered and provided for.</p> <p>Before starting all children will visit their new class and meetings can be arranged between the new class teacher and parents, as well as a meeting with the Head Teacher if desired. For identified SEND pupils we would offer additional transition arrangements, for example, further visits to familiarise themselves with the school. The SENCo will make contact with the previous school and organise the transfer of files and data for that child.</p>
<b>How do we support pupils with SEN to improve their emotional and social development?</b>	<p>We offer a range of clubs, activities and groups to support children with their emotional and social development. We have an Emotional Literacy Support Assistant (ELSA) who is able to work on a one to one basis with children.</p>
<b>What expertise and training do our staff have to support pupils with SEN?</b>	<p>When any new member of staff joins they will receive an induction with specific SEND training included. Staff receive whole school training through staff meetings, training given by the SENCo or other local authority specialists. Staff are appropriately trained to deliver interventions relating to a group or a specific child.</p>
<b>How do we involve other agencies in meeting the needs of pupils with SEN and supporting their families?</b>	<p>Depending on a child's individual needs we are able to access the support of SEND services within the local authority. We work closely with the Special Educational Needs Team, ASD Advisory Teams, Educational Psychologists, Children and Adolescent Mental Health Service (CAMHS), Speech and Language Therapists and the Behaviour Intervention Team.</p>
<b>How do we evaluate the effectiveness of our SEN provision?</b>	<p>Special Educational Needs Audits are completed yearly to evaluate SEND provision, along with regular meetings with the Head Teacher, Senior Leadership Team and school Governors.</p> <p>The school monitors provision through tracking data, monitoring interventions, lesson observations, learning walks, scrutiny of books and planning and pupil conferencing.</p>



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<p><b>Who can young people and parents contact if they have concerns?</b></p> <p><b>How do we handle complaints from parents of children with SEN about provision made at the school?</b></p>	<p>The school actively seeks parents' responses through feedback forms and we also hold parent evenings throughout the year. We are keen for parents to come and see us at the earliest opportunity before worries, or concerns escalate.</p> <p>As part of our school improvement monitoring, we listen carefully to the views of our SEND children. If a child is worried about anything, they know they can talk to any trusted adult in our school.</p> <p>The first point of call for parents or children would always be the class teacher but if parents feel that they would like to discuss the concern in more detail then an appointment with either the Head Teacher or the SENCo can be made via the school office. The school also has a complaints policy which is available on the school website.</p>
<p><b>What support services are available to parents?</b></p>	<p>The school is able to support parents in seeking advice from other agencies and working together in deciding the next steps. We have a good knowledge of local support agencies and share information about workshops and events which may be of interest to parents.</p>
<p><b>Where can the LA's local offer be found?</b></p>	<p><a href="http://fis.westberks.gov.uk/kb5/westberkshire/fsd/organisation.page?id=oCRDI5584NM&amp;familychannel=4">http://fis.westberks.gov.uk/kb5/westberkshire/fsd/organisation.page?id=oCRDI5584NM&amp;familychannel=4</a></p>