

Kingshurst Primary School – SEN Information Report (SEND offer)

Kingshurst Primary School is a nurturing and inclusive community; enabling children to aspire to be the best they can be.

A fundamental aim of Kingshurst Primary School is to encourage and enable all learners to release their full potential, in an atmosphere of tolerance and mutual respect, where diversity is celebrated.

The school is committed to providing equality of opportunity and having the expectation of high achievement for all our learners. At Kingshurst Primary School, the teaching and learning, attainments, beliefs and wellbeing of every learner matter. It takes into account each learner's experiences, needs and aspirations and aims to provide the best education for all.

Who are the best people to talk to in school about my child's difficulties with learning / Special Educational Needs?

People	Summary of role
SENCo and ASD Lead: Mrs Karen Tyler	• The day-to-day operation of the school's Learning Support/SEND Policy. • Co-ordinating provision for pupils with special educational needs. • Liaising with and advising fellow teachers. • Managing the school's learning support team. • Keeping the governing body, Head Teacher and SLT informed of current practice and on the overall operation of the school policy. • Maintaining the Whole School Profile and records and pupils who have special needs. • Liaising with parents/carers of pupils who have special needs. • Contributing to the in-service training of staff. • Attending relevant Professional Development Training and be aware of national initiatives. • Liaising with external specialists and agencies including the Educational Psychology Service, Learning Support Service teams, medical, Children's Services and voluntary bodies. • Sharing information with SEND team, supporting where necessary. Miss Z Hall forms part of the SEND team as SENCO assistant. She has responsibility for Speech, Language and Communication Needs, and Medical needs.

Class teacher	The class teacher is responsible for: • Ensuring that all children have access to good / outstanding teaching and that the curriculum is adapted to meet children's individual needs. • Checking the progress of your child and identifying, planning and delivering any additional help that may be needed (resources, small group targeted support etc.) • Ensuring all members of staff working with your child are aware of your child's needs and/or conditions and what adjustments may need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child are helped to plan and deliver the planned work so that they can achieve the best possible progress. • Ensure that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEN • Sharing any concerns with parents.
Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities	A LSA may be allocated to a pupil with exceptional special educational needs and / or disabilities and whilst they take a very valuable role in your child's education questions regarding learning and progress need to first be directed to the class teacher and / or SENCo. We welcome daily dialogue between parents and LSAs on how a child's day has been and do actively encourage this continued feedback.
Head Teacher Mr Dawes	The head teacher is responsible for: • The management of all aspects of the school's work, including provision for children with SEND. • Informing the governing body of any issues in relation to SEN. The head teacher delegates to the SENCo and class teachers but has overall responsibility for ensuring your child's needs are met
SEND Governor Kerrie Drinkwater	• Making sure the school has an up to date SEND policy. • Making sure the school has appropriate provision and has made the necessary adaptations to meet the needs of all children in the school. • Making sure the necessary support is made for a child who attends school who has SEN and/or disabilities.

How could my child get help in school?

Type of support provided also showing the stage of the code of practice children will be at when receiving this support	What would this mean for your child?	Who can get this support?
Class teacher input – Quality first teaching (QFT)	• All teaching is based on what your child already knows, can do and can understand.	All children.

	- Teaching methods in place to support all learners, this may involve more practical learning or providing additional resources to support your child. - Putting into place suggested strategies (from other professionals) to support your child to learn.	
Targeted group work (SEND Intervention) - In or out of the classroom - Delivered by a teacher or LSA who has had training / experience to run the groups.	- Looking at tracking, your child's teacher may have identified gaps in learning / understanding and will set appropriate extra support to help them make the best possible progress. - A LSA or teacher will run these sessions using the teacher's plans or recommended programme.	Any child with identified gaps in learning / understanding. Children who are at the stage of the SEN code of Practice called SEN support which means they have been identified as needing some extra support in school.
Specialist groups run by outside agencies And/or support for your child from a Learning Mentor	- If your child has been identified as needing more specialist input instead of or in addition to classroom teaching and intervention groups, referrals will be made to external agencies for advice and support. - Before referrals are made you will be invited in to discuss progress and next steps.	Children with specific barriers to learning that cannot be overcome by Quality First Teaching and intervention groups. Children who are at the stage of the SEN code of Practice called SEN support.
Specialised individual support This is usually provided via a statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This is where your child has been identified as needing a high level of individual support that cannot	- The school or you can request that the Local Authority carry out a statutory assessment of your child's needs to obtain an Education and Health Care Plan. - Once the request along with information about your child has been	Children whose additional needs are severe, complex and lifelong. The range of needs MAY include: thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and

be provided from the budget available to school.	sent in the Local Authority will decide whether they think your child's needs seem complex enough to need an EHCP. If they feel that it is needed they will write a report outlining your child's needs, if not they will ask the school to continue to support. • The EHCP will set out funding units allocated and what strategies may be put in place.	language, or how they relate to and behave with others.
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Admission of Disabled Pupils

Kingshurst Primary School is an inclusive school and welcomes applications from all pupils, including those with disabilities and special educational needs. Admissions are managed in accordance with the Local Authority admissions criteria, and no pupil will be treated less favourably because of a disability.

Where a child has additional needs, the school will work closely with parents/carers, professionals and previous educational settings to ensure appropriate support is identified and implemented. Reasonable adjustments will be made wherever possible to ensure that disabled pupils are able to access education and participate fully in school life.

Preventing Less Favourable Treatment

The school is committed to promoting equality of opportunity for all pupils and complies with the Equality Act 2010. We actively seek to remove barriers to learning and participation and ensure that pupils with disabilities are not treated less favourably than their peers.

This is achieved through:

- High expectations for all pupils.
- Individualised support and reasonable adjustments where required.
- Staff training in meeting a range of additional needs.
- Inclusive teaching practices and curriculum adaptations.
- Positive behaviour support strategies.
- Robust anti-bullying procedures.
- Monitoring participation, attendance and achievement to identify and address any inequalities.

Accessibility of the School Environment

Kingshurst Primary School continually reviews and develops its accessibility arrangements to improve access to the curriculum, physical environment and information for disabled pupils.

The school aims to:

- Increase access to the curriculum through differentiated teaching, adaptive resources and targeted interventions.
- Improve the physical environment to enable greater participation for pupils with disabilities.
- Ensure information is available in formats that meet the needs of pupils and families where required.

Examples of support available may include:

- Adapted learning resources and specialist equipment.
- Visual support systems and communication aids.
- Access to sensory support where appropriate.
- Close liaison with external professionals, including therapists and advisory services.
- Individual risk assessments and accessibility plans where required.

Further details can be found in the school's Accessibility Plan.

Complaints About SEND Provision

The school values positive relationships with parents and carers and seeks to resolve concerns at the earliest opportunity.

If a parent/carers has concerns regarding SEND provision, they should initially discuss these with the class teacher and/or the SENDCo. In most circumstances, concerns can be resolved through discussion and collaborative planning.

If concerns remain unresolved, parents/carers may:

1. Arrange a meeting with the Headteacher.
2. Follow the school's formal Complaints Procedure.
3. Contact the Governing Body in accordance with the published Complaints Policy.
4. Seek independent advice and support from Solihull SENDIAS where appropriate.

The school will always work collaboratively with families to identify solutions and ensure that pupils receive suitable support to meet their needs.

Accessibility and Equality Statement

Kingshurst Primary School is committed to providing an inclusive environment in which all pupils can achieve and thrive. We recognise the diverse needs of our pupils and strive to ensure that every

child has equal access to learning opportunities, extracurricular activities and all aspects of school life.

Frequently asked questions

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

If you have concerns you should speak to your child's class teacher initially. If you feel that even after this discussion your child is still not making progress you should speak to the SENCo, Deputy Head Teacher or Head Teacher.

Does my child know who they can speak to in school if they are worried about their progress?

School council, Peer mediators and teachers, via assemblies and circle time will remind children who they can speak to in school. Children are aware of staff roles.

How will the school let me know if they have any concerns?

Class teacher will have raised concerns with SENCo and ask you to sign a SEND support form.

Each term senior members of staff meet with class teachers to ensure children are making good progress, this is another way that your child may be identified as not making as much progress as they should.

How is extra support allocated?

The school budget includes money for supporting children with SEN. The Head Teacher decides on the budget for SEND with the governors, on the basis of the school's needs. The Head Teacher and SENCo discuss the information they have on SEN in the school, including children who already get extra support and the children identified as needing extra. They also decide on the training support and resources needed.

Who are the other people providing SEN support in school?

Our Inclusion team consists of Learning mentors and Child and Family Support Workers (CFSW) who can be contacted through the main office.

Name	Role in school
Dee Hepburn	Inclusion Manager
Matt McCarthy	Pastoral and Behaviour Manager
Amy Killick	Child and Family Support Worker
Sophie Greenaway	Child and Family Support Worker
Doreen Lee	Learning Mentor
Sandra Burke	Nurture Assistant
Rebecca Hall	Learning Mentor

Solihull Specialist Inclusion Support Service (0121 704 6690):

Team name
Communication and Learning Difficulties (CLD)
Social, Emotional and Mental Health (SEMH)

Sensory and Physically Impaired Team (SPI)
Autism Team (ASD)
Speech, Communication, Language Needs (SCLN)
Visual Impairment (VI)
Hearing Impaired (HI)
Early Years Team

NHS services that school can refer to:

Team name	Named contact for Kingshurst Primary or contact details
Speech and Language (SALT)	0121 704 6690
Occupational Therapy	0121 704 6690
School Nurse	0121 704 6690
Specialist Assessment Service - multi-disciplinary assessment centre	0121 704 6690 https://childrenscommunitytherapies.uhb.nhs.uk/specialist-assessment-service/
SOLAR (CAMHS)	0121 301 2730

How are staff in school helped to work with children with SEN and what training do they have?

The school has a programme of continued professional development for all staff to enhance the teaching and learning of children including those with SEND. This includes whole staff training such as SEMH and ASD staff meetings. Individual teachers and support staff attend courses that are relevant to the specific needs of children within their class.

How do we measure progress of your child?

Your child's progress is continually monitored by the class teacher, progress is reviewed formally every term and a judgement is given in Reading, Writing and Maths in line with the school's assessment policy.

Children who receive SEND support will have a Pupil Learning Profile (PLP) which will be reviewed termly at parents evening or a separate time, with a new plan written each term. The progress of children on an EHCP are reviewed annually (minimum).

What support do we have for you as a parent of a child with SEN?

- We would encourage you to speak to your class teacher regularly
- The SENCo or the Head Teacher will be available to speak to you if you have any concerns / worries.
- The SENCo or a member of the SEND team will arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies.
- We will signpost to relevant organisations we feel would be appropriate. Some support services are listed below:

Service	Phone number	Website / email	Outline
Solihull SENDIAS Service	<u>0121 516 5173</u>	https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/west-midlands/solihull	Provide a free, confidential and impartial service for all parents and carers of children with special educational needs in Solihull.
Signpost Inclusion	07534 352 754	https://www.signpostinclusion.org.uk/	Signpost Inclusion offers support and training along with resources to benefit the lives of children and young people with additional needs.
Autism West Midlands	0121 450 7582	https://www.autismwestmidlands.org.uk/	Charity in the West Midlands for people affected by autism.
SOLO	0121 779 3865	http://www.solihullsolo.org/ info@solihullsolo.org	Work with children, young people and adults in the Solihull area with learning disabilities .

How will we support children moving classes / school?

We recognise that moving between classes can be difficult for a child with SEND we will make sure that any transition is as smooth as possible, including the use of a transition booklet.

If your child is moving to another school we will contact the SENCo and ensure he/she is aware of any support that has already taken place and will pass on any records.

When your child is moving classes in school we will pass any information onto your child's new teacher during transition time. PLPs will be shared with your child's new teacher.

Parent support / information groups

We offer ASD Parent meetings and SEND coffee meetings inviting in key speakers and / or our ASD link teacher. This provides an opportunity to listen to strategies, ask questions and network with other parents.

Link to Solihull local offer:

The Local SEN Offer can be found at <http://socialsolihull.org.uk/localoffer/>