



SEND Information Report 2023 – 2024

The Kite Primary Federation



Please note that in this document “school” means any school in The Kite Primary Federation.

1. What kinds of special educational needs does the school/setting make provision for?

Our Primary School is committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress during their time at the school. Teaching staff practice high quality teaching and differentiation as a first response to ensure all individual pupils' needs are met.

We have, or are able to put in place provision to support children with a range of different special educational needs - Cognition and Learning needs, Social, Emotional and Mental Health Difficulties (SEMH), Communication and Interaction needs and Sensory and Physical needs.

*‘The school does an excellent job with SEND provision.’
(Parent comment)*

2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Class teachers closely monitor the progress of all children. If there are any concerns the following actions will be put in place:

- (a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- (b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- (c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- (d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

Through (b) and (d) it can be determined which level of provision the child will need if they are to make progress.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They will be encouraged to share information and knowledge with the school.

Pupil progress meetings will be used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

If you think your child has a special educational need speak to your child's class teacher. If you continue to be concerned you can speak to Miss Lower – SENCO or Mrs. King – Executive Head Teacher.

3. (a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

Children are assessed termly and their progress is considered at pupil progress meetings. Further discussions take place with the parent and child concerned. During these discussions the effectiveness of the support and interventions in place are considered. Any interventions are carefully monitored and tracked to ensure they are having a positive impact. The Head teacher, class teacher and SENCO might then change or adapt the support given.

(b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Our School adopts an open door policy and parents are welcome to make an appointment with the class teacher, SENCO or Head teacher at a mutually convenient time to discuss any aspect of their child's education. In addition to this there are two parents' consultation evenings each year. Progress/review meetings with parents may also be arranged as necessary. School reports go out once a year which is followed by a drop in session to discuss progress if needed.

Information is received from previous schools /settings so we are fully informed about a child's difficulties. We also receive copies of some medical appointments/outside agency reports where appropriate.

(c) What is the school's approach to teaching pupils with special educational needs?

Our School follows a fully inclusive curriculum and have high expectations for all children. Any children (with or without special educational needs) who are not making adequate progress are identified and appropriate interventions put in place. This may involve one to one support or small group support. Every effort will be made to educate pupils alongside their peers in a mainstream classroom setting.

'I think it helps me in my class.'
(Pupil Comment following one to one intervention)

(d) How will the curriculum and learning be matched to my child/young person's needs?

Our Primary School is small with small class sizes and all lessons are tailored to the children's needs and work is planned and matched to the children's different abilities. Children are given the opportunity to access the curriculum at a level which is suitable for them. Care is taken to identify a child's preferred way of learning and work is planned accordingly.

'My child is doing really well and we're proud of his achievements this year, targets and strategies outlined on his plan are appropriate for his needs.'
(Parent comment)

(e) How are decisions made about the type and amount of support my child/young person will receive?

Through the discussions described in 3a the best support package the school can offer will be implemented to ensure each child's progress. This might involve different teaching resources, additional teaching support, one to one or small group support/intervention, and support from outside agencies or different ways of accessing the curriculum.

(f) How will my child/young person be included in activities outside the classroom, including school trips?

Where ever possible we will endeavour to include all children in all activities regardless of whether they take place in or out of school. If a child needs additional support or provision, we will endeavour to provide this.

'It is fun we get to play games, hide and seek, listening for sounds and den building with my friends.'
(Pupil Comment)

'I learnt about team work and the point of view of others.'
(Pupil Comment)

(g) What support will there be for my child/young person's overall well-being?

At our School we strive to ensure that all children have very positive relationships with the adults they work with, and thus feel they can talk to their class teacher or any other adult about any concerns or worries they may have. Every child's well-being is considered extremely important regardless of what their needs are. We hope that our open door policy supports and encourages parents to come and talk to us straight away if they have any worries or concerns about their child.

4. Who is the school/setting's Special Educational Needs Co-ordinator (SENCO) and what are their contact details.

Miss Dawn Lower is the school SENCO. She is in school all day Monday - Friday and can be contacted via school on 01636 821 217.

Alternatively, if Miss Dawn Lower is not available please speak to the Executive Head teacher, Mrs. Kathryn King or the Assistant Head Teacher Ms Sally Beaman or Mrs Jane Doran.

5. (a) What training have staff supporting special educational needs had and what is planned?

The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND.

Individual teachers and support staff attend a rich variety of training courses run by the Tuxford family network of schools, the Newark family network, the Local Authority and other outside agencies that are relevant to the needs of specific children in our school.

Recent training for staff includes:

- Mental Health Ambassador Training 22.11.18, 24.01.19, 25.01.19
- Well-being for Education Return 13.10.20, 25.11.20
- The SEND Review Process - Ensuring Impact for All 02.12.20
- Speech and Language Communication Champion Training 02.11.20, 01.03.21
- AFN Moderation Training 15.03.21
- Making Sense of Autism Autumn term 2021
- Phonics Training – Little Wandle – ‘Including catch up phonics’ interventions Autumn term 2021
- Lego Therapy Spring term 2022
- SNIP Spelling – 25.04.22
- Small Schools Network – Leading on SEND 26.05.22
- ELSA – Autumn term 2022
- Trauma informed school network training – 21.11.22, 18.01.23, 08.03.23, 03.05.23, 21.06.23

(b) What specialist services and expertise are available or accessed by the setting/school?

Local Authority Provision that can be accessed through school includes:

- Educational Psychology Service
- School and Families Specialist Service (SFSS)
- Behaviour Support Service (BpBp)
- Parent Support Services
- SALT (Speech & Language Therapy Service)

- Physical Disability Support Service (PDSS)

Health Provision that can be accessed through school includes:

- Healthy Family Team
- Occupational Therapy
- Physiotherapy
- CAMHS

Additional services which may be accessed:

- Play Therapy

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

- There is a disabled toilet in both schools.
- The schools have wheelchair accessibility.
- We ensure, wherever possible, that equipment used is accessible to all children and families regardless of their needs.
- Access to assistive technology as required.
- Specialist equipment may be accessed through external agencies where appropriate.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

If your child is identified as not making adequate progress we will set up a meeting to discuss this with you in more detail and to listen to any concerns or worries you may have, to plan any additional support your child may need and to discuss with you any referrals to outside professionals we feel are appropriate to help to support your child

If your child is identified as having a special educational need we will discuss their target, support and progress with you throughout the year. The timetable of meetings will depend on the needs of the child. At these meetings we will also seek your views on how you feel your child is progressing and anything you feel they may need additional help with.

We welcome the involvement of parents at all stages as we feel their involvement is essential in ensuring that their child's needs are met appropriately and that all children are happy and make good progress.

'We are constantly in communication and working at best methodologies.'
(Parent comment)

8. What are the arrangements for consulting young people with SEN and involving them in their education?

Where it is felt appropriate child's targets will be reviewed in consultation with them. We will discuss how they feel they are progressing, what their main achievements have been that term, how they feel about school generally, what they would like more help with in the future and any concerns or worries they may have.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, we would encourage them to speak to the class teacher first. If the parent still has concerns then an appointment can be made by them to speak to the SENCO or Executive Head teacher, who will be able to advise on formal procedures for complaint.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SENCO/ Executive Head teacher liaises regularly with the governor who oversees special educational needs.

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

The following services may be involved as and when it is necessary:

Schools and Families Specialist Services

Specialist teachers and teaching assistants work with children and young people with a range of complex SEND from birth to nineteen years in homes, early years settings and schools. The Service provides specialist assessments and interventions, including services for children and young people who are deaf, visually impaired, and autistic and have cognitive learning difficulties.

Education Psychology Services

Enable improvements in the attainment and emotional health and well-being of the most vulnerable children through the application of psychology to education and child development

Parent Partnership Service

The Parent Partnership Service offers impartial information, support and advice to children and young people, their parents and carers, to enable them to make informed decisions about their child or young person's education.

Physical Disability Support Service

This service provides specialist advice to schools to promote the inclusion of pupils with complex physical or medical needs.

Speech and Language Therapy Service

This service provides specialist advice to schools to promote communication.

NHS Support

A support service which provides specialist advice to schools such as healthy families, occupational therapy, physiotherapy, CAMHS etc.

11. How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

The SENCO will provide information to parents and carers about relevant organisations and support groups in the area, and will circulate copies of any relevant information received by her.

12. How will the school/setting prepare my child/young person to:

(a) Join the school/setting?

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible. All children with SEN are highlighted during transition periods. Arrangements will depend on the type and complexity of their needs. When any child joins our school, at whatever age, we use the records from their previous setting and our own initial assessments to determine the most appropriate level of support and targets for them.

(b) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

When children leave our school to transfer to secondary school we liaise with a contact teacher to ensure all information regarding difficulties and support is passed on through discussion as well as through records. If a child moves to another school before Year 6 a telephone conversation as well as reports and records are communicated to the new school. Sometimes it is beneficial for the child to have a few sessions at their new school whilst staying with us so their integration is planned in smoothly and efficiently.

13. Where can I access further information?

Nottinghamshire's SEND Local Offer website: www.nottshelpyourself.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.

St Matthew's C of E Primary School SEND policy and Accessibility Plan are available on the Kite Primary Federation website. A paper copy is available upon request.

<https://www.norwellandstmatthews.co.uk/the-kite-primary-federation/>