

Kingsbury Episcopi Primary School
Special Educational Needs and Disabilities Information Report
October 2023

1. The Kinds of Special Educational Needs that are provided for at Kingsbury Episcopi Primary School 	The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014: • Communication and Interaction e.g. autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties • Cognition and Learning e.g. dyslexia • Social, Emotional and Mental Health e.g. attention deficit hyperactivity disorder (ADHD) • Physical and Sensory e.g. visual impairments, hearing impairments, processing difficulties
1a. Special Educational Needs at Kingsbury Episcopi Primary School: Areas of Focus	Kingsbury Episcopi Primary School has children with additional needs in all four areas of SEN as identified by the SEN Code of Practice 2014. The number varies at any time, depending on factors such as the children entering or leaving the school, or who is receiving intervention or no longer needs it. We have experience of working with children with the following special educational needs: Dyslexia, Autistic Spectrum Disorder, Co-ordination Difficulties, Visual and Hearing Impairments, Speech and Language Disorders, Attention Deficit Disorder with Hyperactivity, Specific Learning Difficulties, General Learning Difficulties, Social Communication Difficulties, Emotional Difficulties, Attachment Difficulties We have some staff who have undertaken specialist courses in: Learning Difficulties, Dyslexia, Autistic Spectrum Disorder, Speech and Language, Behaviour Difficulties, ELSA (Social & Emotional Support).
2. How does the school identify children who have SEND? 	If your child has SEND, then their needs will fit into one or more of these areas. A school's provision for SEND is defined as support that is additional to or different from that which is available to all children. When identifying a child as having SEND, we would consider the following: ➤ Liaison with previous educational providers ➤ Is the young person performing significantly below expected levels of their peer group ➤ Have the parent/carer raised concerns? ➤ Has the pupil's teacher raised concerns ➤ Liaison and advice from external agencies, e.g. physical health diagnosis from paediatrician.

2a. Who should parents/carers talk to if they have concerns?	Any parental concerns should be raised with the class teacher in the first instance who will then, if necessary, discuss further with the SENCo/Senior Leadership Team for advice. If there are concerns that your child has SEND, class teachers will: • identify a concern about a pupil's progress; • gather available information about the pupil; • discuss strategies and/or interventions for providing appropriate work for the pupil with the SENCo; • seek to discuss concerns with the pupil's parents/carers; • review progress. We will have an early discussion with you and the pupil when identifying whether they need special educational provision. These conversations will make sure that: • Everyone develops a good understanding of your child's areas of strength and difficulty • We take into account your concerns • Everyone understands the agreed outcomes sought for your child • Everyone is clear on what the next steps are
3. What are the different types of support available for children with SEND in this school?	Our SENCo oversees all support and progress of any child requiring additional help across the school. Support and intervention varies and will be based on your child's individual needs. Some children with SEN may need additional and more specific targets to meet their needs and therefore an Individualised Education Plan will be put into place for those on the SEND register. We seek to be an inclusive school by: • ensuring that all pupils have appropriate learning targets which are challenging but achievable; • involving the child in a child centred review; • valuing the diversity of our pupils of which SEN are a natural part; • ensuring that specific strategies (which may be suggested by the SENCo) are put into place to support your child to learn effectively. • ensuring all provision is planned for and monitored by the class teacher.

3a) Somerset Graduated Response Tool	Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/ Discover more at www.somerset.gov.uk/localoffer and www.facebook.com/LocalOfferSomerset
3b) We seek to be inclusive by: 	• ensuring that all pupils have appropriate learning targets which are challenging but achievable; • quality first teaching, with appropriate differentiation in place ; • Extra adult support in classrooms where appropriate • Small group teaching where appropriate; • involving the child in a child centred review; • valuing the diversity of our pupils of which SEN are a natural part; • ensuring that specific strategies (which may be suggested by the SENCo) are put into place to support your child to learn effectively. • ensuring all provision is planned for and monitored by the class teacher.
3c) Specified Individual Support	When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, a statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth. If a Statutory Assessment is required, the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's (Somerset County Council) Provision Panel.
4. What arrangements are in place for assessing and reviewing pupil's progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review?	• Kingsbury Episcopi Primary School has Pupil Progress Meetings termly where the progress of all pupils is reviewed. During these meetings any pupils who give concern for any reason are discussed and appropriate actions agreed and reviewed. These arrangements include: ➤ Graduated approach Assess Plan Do Review (see Appendix 1) ➤ Data tracking for pupil progress ➤ Support plan and EHCP reviews ➤ Observations and follow up Parents' meetings 

	• Parent's evenings are arranged and reports received three times a year. • Progress and evaluation is reported to the Governor with responsibility for SEND and termly reports are made to the Governing Body. The SEND Information Report is posted on the Website
4a) How is extra support allocated to children?	We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available. The Governing Body of the school sets the overall budget available to meet special educational needs. For further information, please see the SEN Policy. Children with an EHCP (Education Health Care Plan) may be allocated additional high needs funding and is allocated to specialist provision according to the needs of the child.
4b). What adaptations are made to the curriculum and the learning environment for pupils with SEND?	The curriculum/learning environment may be adapted by: • Groupings that target specific levels of progress • Differentiated resources and teaching styles • Appropriate choices of texts and topics to suit the learner • Access arrangement for tests and/or examinations • Additional adult support Newly and recently built school buildings are compliant with all disability standards. For further information, please see the school's Accessibility Policy.
4c) What specialist services and expertise are available to support your child?	We work closely with any external agencies that support individual children's needs within our school. These may include: ➤ Educational Psychology Service (EPS), ➤ Virtual School and Learning Support Team (VSLST), ➤ Speech and Language therapists (SaLT), ➤ Occupational Therapists (OT), ➤ Autism and Social Communication Services, ➤ Physical Impairment and Medical Support Team. If it is decided that your child may benefit from a support from a specialist service, then they will be referred by the SENCo. Before this referral, an Early Help Assessment (EHA) meeting may take place where the available help will be discussed with you.

4d) How will the school prepare and support your child when joining the school or transferring to a new school?



We recognise that transition can be difficult for a child with SEND and we take various steps to ensure that this transition is as smooth as possible.

Before pupils come to school, we will:

- arrange for Foundation stage teaching staff to meet with pre-school providers. As well as building relationships with the new pupils and their families they will note pupils who have already been identified as having SEN, and collect information about their educational history;
- collect information about the pupil's educational history from the last school attended by the pupil, any educational support services who may have been involved with the pupil, and from the parents/carers.
- if children are already identified as having a special educational need before they start school, a School Entry Plan will be drawn up in consultation with all involved.

Once pupils arrive in school, we will:

- undertake a range of assessments to identify pupils with special educational needs and establish their strengths and areas of difficulty;
- review any existing Individual Educational Plans (IEPs) in consultation with the pupil's parents/carers;
- discuss the placement of the pupil on the school's SEN register with parents/carers;
- make sure that information about pupils' SEN is passed on to appropriate school staff;
- give parents/carers information about Somerset's Local Offer via the school's website.

When pupils leave the school, we will:

- pass on information about the pupil's educational history to any receiving school -this usually involves a meeting with the SENCo of the secondary school.
- complete other transfer documentation as required.
- establish a specific program of entry to secondary school in liaison with the school to which the child is transferring.
- help pupils to prepare for their new school.

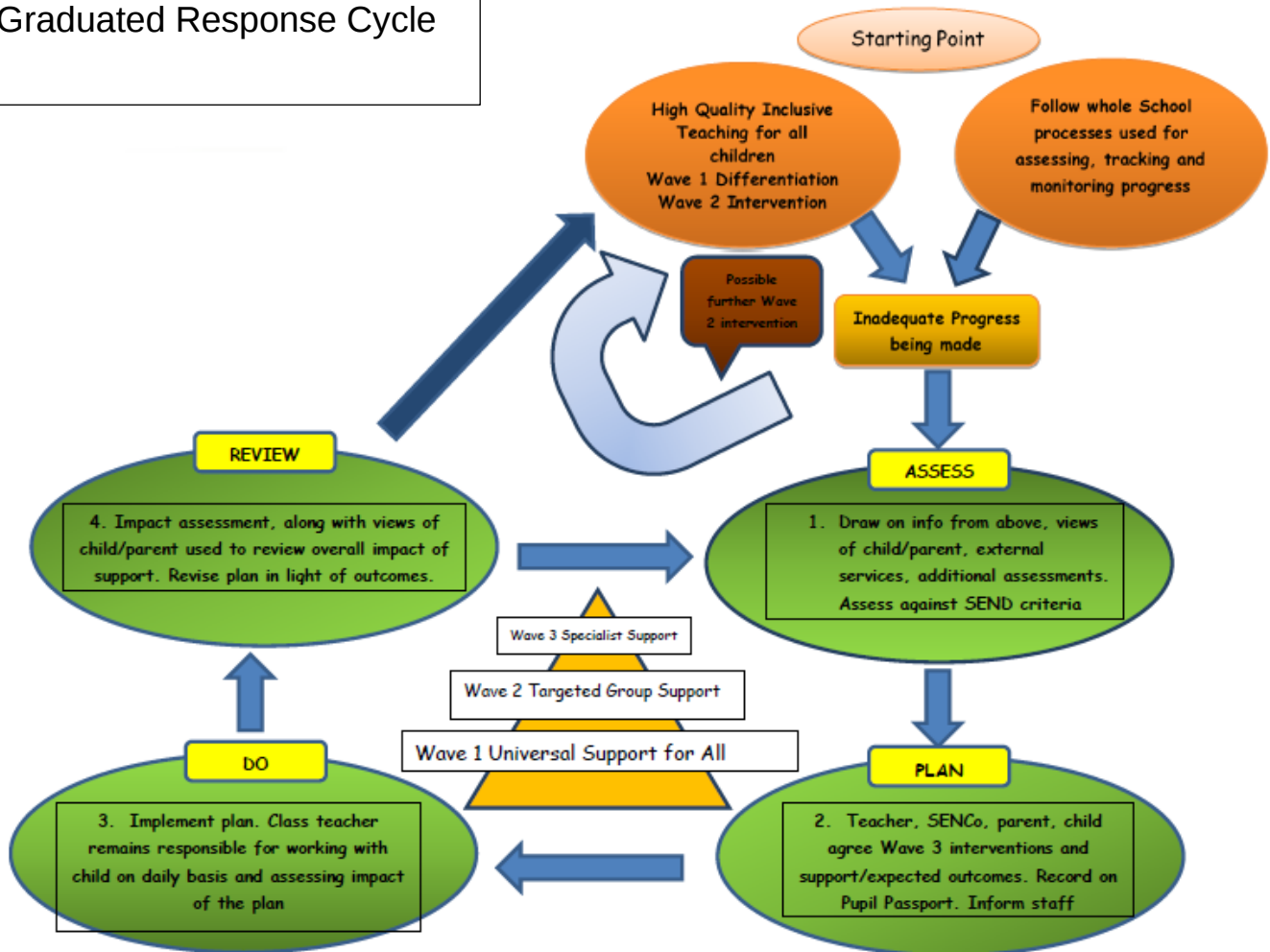
A School Entry Plan/Transition Meeting may also be drawn up for children who we feel are in need of a more specific planned entry to support their needs.

5. What support is available for improving the social, emotional and mental health of pupils with SEND? 	Pupils are well supported by: • A social emotional and mental health support team that provides programmes such as nurture groups, anger management, self esteem building • Targeted support for individuals • Pupil Voice - School council • Playground buddies
6. If I have concerns about SEND, who should I contact and how?	1. The Class Teacher 2. SENCO: Mrs Elodie Carson 3. Head Teacher: Mrs Melanie Lawson 4. SEND Governor: Mrs Barbara Teale School phone number: 01460 240507 senco@kingsburyepiscopiprimary.co.uk
7. Information about the expertise and training of staff in relation to children and young people within SEND.	• SENCO is Mrs Elodie Carson. • SENCo has completed the NASENCo Qualification (National Award for SEN) • Effective use of adult support of English and Mathematics • Individual training re: Learning Difficulties, Dyslexia, Autistic Spectrum Disorder, Speech and Language, Behaviour Difficulties, ELSA (Social & Emotional Support).
8. Information about how equipment facilities to support children and young people with special educational needs will be secured	• Support services • Charities • Volunteers 
9. The arrangements for consulting parents of children with special educational needs about, and involving such parents in the education of their child	• Telephone • Text • Email • Letter • Parent Evenings • Parent Meeting 
10. The arrangements for consulting young people with SEND about, and involving them in, their education	• Pupil Voice • Annual Reviews • Personal Interviews

11. Arrangements for considering complaints about the SEN provision within the school.	Any queries about the implementation of the Special Educational Needs Policy or the Code of Practice would normally be made in the first instance, to the class teacher or SENCo. Any complaint should be raised with the Head Teacher as the responsible person, who may: • arrange a joint meeting with complainant and possibly undertake further investigations; • seek the involvement of external agencies, • take action to address the complaint; • decide that the complaint does not warrant any action, and advise complainants of further action they can take which includes taking their complaint to the governing body.
12. How the governing body involves other bodies including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such pupils	External agencies have been drastically cut by county but those available are used as much as possible. Triage thresholds have risen so it is important that teachers are able to do as much quality Wave 1 teaching and Wave 2 & 3 intervention before inviting them in (see Appendix 2). 
13. The contact details of support services for the parents of pupils with special educational needs	Links to support • Somerset Parent Carer Forum
14. Information on where the local authority's Local Offer is published	Local Offer Link 

Appendix 1

Graduated Response Cycle



Appendix 2 – Provision Map

Wave 1 – Universal Provision for all

Communication and Interaction Including autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties	Cognition and Learning Including dyslexia	Sensory and/or Physical Including visual impairments, hearing impairments, processing difficulties	Social, Mental and Emotional Health Including ADHD
• Structured school and classroom routines • Warning of change • Differentiated curriculum delivery e.g. simplified language • Increased visual aids/modelling high expectations of pronunciation/vocabulary etc. • Visual timetables • ICT programmes to support language • Repetition/clarification of instructions • Pre-teaching vocabulary and concepts prior to main lessons • Role play situations/drama • 'Show and tell'/speaking opportunities	• Differentiated tasks • Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording • Repetition/clarification of instructions • Differentiated output or outcome e.g. use of ICT, fewer sentences • Increased visual aids/modelling etc. • Visual timetables • Alphabet, word and number charts, mats, banks etc. • Use of puzzles and games • Illustrated dictionaries • Use of writing frames • Multi-sensory phonics approach	• Flexible seating arrangements • Handwriting/fine motor skills programme • Specialist resources – pencil grips, triangular pencils, variety of types of scissors • Multi-sensory equipment • Construction • Range of equipment and opportunities for balancing, exploring etc. • Provision of left handed equipment • Written signs for class labels in classes • Seating arrangements (r-handed, l-handed etc.)	• Whole school behaviour policy • Whole school values • Positive behaviour strategies • Structured school and classroom routines • Positive reward systems • Consistent and progressive sanction system for when rules are broken • Teaching listening through games • Use of puzzles and games • Playground friends and buddies available • Individual jobs and responsibilities • Visual timetables • Weekly focus on social, emotional aspects of learning e.g. assemblies

Wave 2 – Targeted Provision for needs that are additional and different

Communication and Interaction Including autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties	Cognition and Learning Including dyslexia	Sensory and/or Physical Including visual impairments, hearing impairments, processing difficulties	Social, Mental and Emotional Health Including ADHD
• Speech and Language support groups • Individual Education Plan (IEP) • Modelling of good language throughout the school • 1:1 Speech and Language sessions • Kinaesthetic and visual storytelling strategies • Semantic links programme making links between words and images.	• Individual Education Plan (IEP) • In-class TA support for literacy and maths • Differentiated resources • Multi-sensory letter work and spelling programmes • Group use of ICT programmes • Small group of support for literacy and maths outside class • Additional reading and support for reading comprehension • Phonological awareness activities • Precision teaching • Coloured overlays, off-white paper/screen background, increased font sizes and spacing	• Individual Education Plan (IEP) • Fine motor skills programme • Gross motor skills programme • Differentiated PE resources • Handwriting scheme • ICT resources available	• Individual Education Plan (IEP) • Alternative lunch-time provision • Socially speaking / Talkabout • Use of buddy system • Theraplay techniques • ABCC chart for monitoring behaviour patterns

Wave 3 – Specialist Provision for specialist needs

Communication and Interaction Including autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties	Cognition and Learning Including dyslexia	Sensory and/or Physical Including visual impairments, hearing impairments, processing difficulties	Social, Mental and Emotional Health Including ADHD
• Individual Education Plan or EHCP • Personalised timetable • Individual visual timetables/schedule • Individual speech therapy care plans • Visual Supports e.g. Now / Next boards; Choice Boards • Work station for part of day • Outside agency advice • Increased adult support • Additional planning and arrangements for transition • Home/School book • Sensory aids e.g. ear defenders, stress toys, chewy toys, weighted blanket	• Individual Education Plan or EHCP • Pre-teaching of class learning • Reinforcement practice of class learning • Use of individual ICT programmes targeting learning • One to one support for English and Maths outside the classroom including specialist programmes e.g. spelling detectives, ILI • TA support daily with IEP outcomes • Individual arrangements for SATs • Additional planning and arrangements for transition • Outside agency advice • Dyslexia-friendly resources • Tinted overlays/rulers	• Individual Education Plan or EHCP • Provision of specialist equipment – ICT, larger pencil grips, writing slopes, wobble cushion, magnifying strips, larger print and spacing • Other sensory aids e.g. weighted blanket • Individual handwriting/fine motor skills work • Individual planning and arrangements for transition • Outside agency advice • Individual intimate care plan • Individual manual handling plan • Awareness of fatigue • Scribe in class • OT / Physio exercises • Classroom access	• Individual Education Plan or EHCP • Individual reward/sanction scheme • Positive behaviour support plan • Playtime monitoring • Home/school book • Weekly feedback to parents face-to-face • Time out system and space • ELSA • PFSA support • Thrive assessment • CAMHS involvement through referral • Planned use of physical positive handling (Team Teach)