



Kingsbury Episcopi Primary School

SEND Information Report

2026/2027

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In line with the SEND Code of Practice 2015, schools have a duty to publish information on their website about the implementation of the policy for Special Educational Needs and Disability. Within this document, we hope you will find information about the provision in place at Kingsbury Episcopi Primary School with SEND. This document forms part of the Somerset Local Offer for learners with SEND, published by Somerset

County Council. This provides an outline for the provision available education, health and social care for children with SEND and is available here:

[Somerset's SEND Local Offer](#)

What kinds of SEND do Kingsbury Episcopi Primary School provide for?	Kingsbury Episcopi Primary School provides support for pupils across the 4 areas of need, as laid out in the SEND Code of Practice 2014: * Cognition and learning; SPLD including Dyslexia. * Communication and Interaction; Speech, Language and Communication Difficulties as well as Neurodivergence including Autistic Spectrum Disorder. * Social, emotional and mental health difficulties; including ADHD. * Sensory and/or physical needs. Hearing Impairment (HI) Visual Impairment (VI) Multi- Sensory Impairment (MSI) and Physical difficulties (PD) We currently have 8 children on the SEND register with the following area of primary need: Legend: CI (blue), CL (green), Physical (yellow), SEMH (orange) CI Communication and Interaction CL –Cognition and Learning SEMH – Social, Emotional and Mental Health Physical – Physical and/or Medical Needs We currently have no children with an EHCP.
How do we identify pupils with SEND?	Pupils have special educational needs if they require provision to be made which is additional to or different from that normally available in a differentiated curriculum to make progress.

The SEND Code of Practice states a child has a Learning Difficulty or Disability if they;

- have a significantly greater difficulty in learning than the majority of others of the same age,
- or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

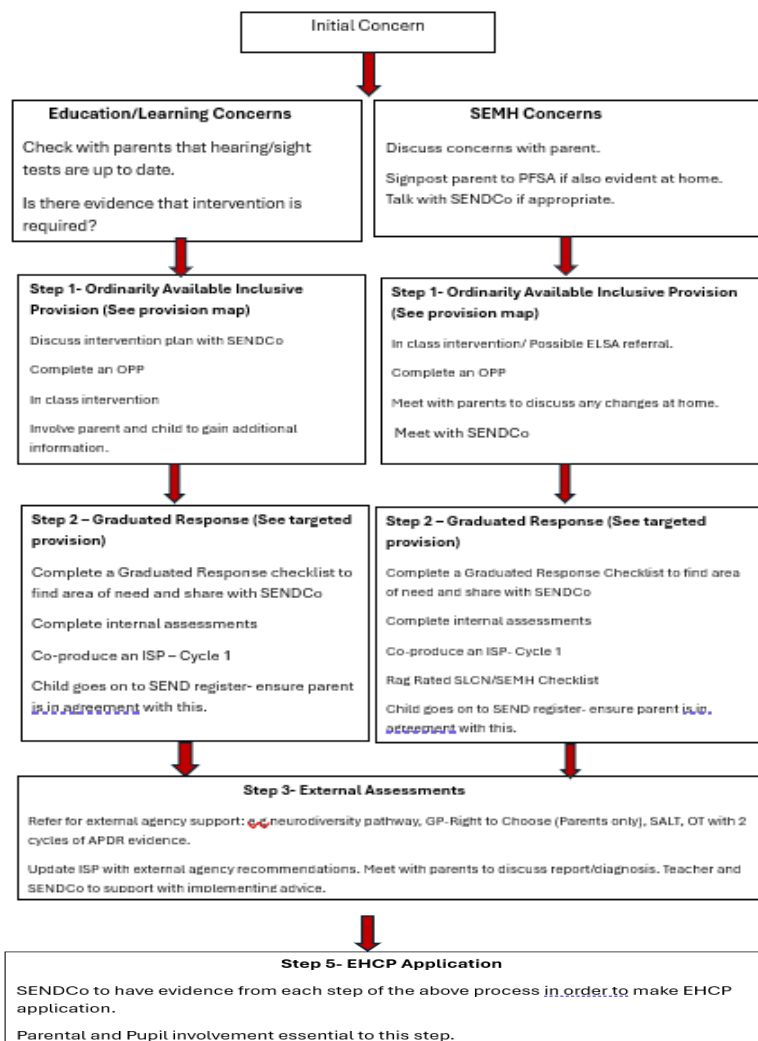
We are able to identify pupils with a SEND need through a range of assessment strategies:

- Children performing below age related expected levels
- Assessments of children on entry to school
- Ongoing attainment tracking through the year
- Internal assessments and screeners
- Concerns raised by parents/ carers
- Concerns raised by teacher, for example behaviour needs or self-esteem affecting academic performance
- Consultations between class teachers and members of the leadership team where progress is discussed
- If children have English as an Additional Language (EAL) and there are SEND concerns, we will commission first language assessments to ensure an accurate assessment is made.
- Liaison with external agencies
- Health diagnosis through Paediatrician or advice from GP - Liaison with previous school or setting, if applicable.

Where concerns are raised and it is appropriate, children will have a **One Page Profile (OPP)** written for them. This is a document that lasts for an academic year and contains information that staff or outside agencies may need to know. Children with an **OPP** are referred to as 'Pre-Send' at Kingsbury Episcopi Primary School. There are currently 12 children with an **OPP** on role.



Pathway to SEND at Kingsbury Episcopi Primary School



How do we seek to be an inclusive school?

We ensure that:

- Pupils have appropriate learning targets, which are challenging but achievable.
- Quality first teaching, with appropriate adaptations in place
- Extra adult support where needed
- Involving children in the review process
- Valuing diversity of our pupils
- Ensuring that specific strategies are put into place to support your child to learn effectively
- Ensuring all provision is planned for and monitored by the class teacher.

What support is there in place for a Looked After Child with SEND?

Where a looked after child also has SEND, the school works closely with the Virtual School for Looked After Children, the child's social worker and carers to ensure their SEND provision is reflected in their Personal Education Plan (PEP). The SENDCo and Designated Teacher for Looked

	After Children liaise regularly to make sure support is joined up and reviewed at the same intervals as other pupils with SEND.
How does the school approach teaching pupils with SEND?	We believe that all teachers are leaders of SEND and every teacher is responsible for meeting the needs of pupils with SEND in their classroom. We seek to make as many reasonable adaptations as we can to ensure that learning is maximised and needs are met. Ordinarily Available Provision for pupils includes: • Quality first teaching, with appropriate adaptations to tasks are made for all pupils. • Classroom visual timetables / now and next/ choice board • Extra adult support in classrooms where appropriate • Inclusive approaches are used across the school to enable all children to reach their full potential • Personalised provision through time-limited programmes • Personalised provision through adapted resources and interventions • The SENDCo makes regular classroom visits to check pupils with SEND are making progress in their learning • Family Support Advisor interventions and check ins. • Differentiated resources and teaching styles, which may include; specific reading schemes, now next boards, writing slopes, wedge seat cushions, use of widgit symbols, ear defenders, weighted resources, stress toys. The need for specific SEND equipment is identified through the assessment of a child's individual needs. This may be identified by teachers, SENDCo or through recommendations from outside agencies. Equipment may be funded through the school's existing SEND resources, the local authority or, where appropriate additional funding linked to an EHCP. This equipment is the obtained through approved suppliers or specialist services, and staff are supported to use it appropriately. It's effectiveness should be monitored regularly to ensure that it continues to meet the pupil's needs and adjusted where necessary. • Appropriate choices of texts and topics to suit the learner.
How is the curriculum and the learning environment adapted for pupils with SEND?	Communication and Interaction • Speech and language support groups • ISP/EHCP targets • Modelling of good language throughout the school • 1:1 SALT sessions following SALT advice if needed • Kinaesthetic and visual storytelling strategies • Personalised timetable • Individual visual timetables • Visual supports • Increased adult support • Planning for transition • Home/school book if needed

Cognition and Learning

- ISP/EHCP targets
- In class TA support for literacy and maths
- Adapted curriculum
- ILI intervention
- Precision Teaching intervention
- Use of IT
- Small group support for literacy and maths outside of class
- Additional reading and support for reading comprehension
- Coloured overlays, off white paper/screen background, increased font sizes and spacing.
- Systematic, synthetic phonics teaching
- Phonics catch up
- Pre-teaching
- SATS individual arrangements
- Outside agency advice

Sensory and Physical

- ISP/EHCP targets
- Fine motor activities
- Gross motor activities
- Handwriting scheme
- Provision of specialist equipment.
- Intimate care plans
- Manual handling plan
- OT plans
- Classroom access

Social, Mental and Emotional Health

- ISP targets
- Alternative lunch time provision
- Access to PFSA
- Use of buddy system
- Theraplay techniques
- ABCC chart for monitoring behaviour patterns

How do we enable pupils with SEND to engage in activities available with those in the school who do not have SEND?

We are committed to ensuring that our SEND pupils have fair and equal access to extra-curricular activities, such as trips and interventions. We are able to support through smaller ratios for those who need it while off-site, additional supports for changes in routine and adapted activities where necessary.

How do we evaluate the effectiveness of provision for pupils with SEND?	We use a range of data to judge how effective our provision for pupils with SEND is, from assessment data, attendance or behaviour data or evidence gathered through observations and questionnaire responses. Where relevant, this is shared with parents and carers. • Teachers are continually monitoring the progress and outcomes for all in their class as part of their Ordinarily Available Provision and will adapt provision as required. • Progress of individual pupils with SEND and the impact of support given is completed at least termly through discussions with the pupil, parents and carers and adults working with the pupil. • Impact of interventions and SEND provision is evaluated by teachers and school leaders at least termly and adapted as required. • The SENDCo regularly undertakes monitoring of SEND provision in the classroom. • Progress of SEND is reported termly to the Board of Governors • Our SEND information Report, posted on the Website, is updated at least annually and when any significant changes are made to our provision.
What arrangements are in place to assess and review pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review?	We use a graduated approach at Kingsbury Episcopi Primary School. This means that we follow a process of Assess, Plan, Do and Review. Assess: when a child is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff and the pupil. Plan: together we make a plan about what actions need to be taken and what support needs to be put in place and a date is set for review. This will be a PLP or in some cases an EHCP. Do: the plan is put in place as agreed and followed by all stakeholders. Review: the impact of the provision for the pupil is evaluated. Next steps are established. The cycle may begin again. Parents and carers, pupils and other relevant stakeholders will all be invited to review provision at least termly.
What specialist services and expertise are available to support your child?	We work closely with external agencies that support individual children's needs within our school. Specialist expertise will be secured when a child's needs have been requiring additional support, assessment or expertise beyond the provision available at KEPS. A referral is made by the SENDCo, with consent obtained and provided with the necessary information to ensure they understand the child's needs and circumstances. Advice from external agencies will then be followed implemented through a child's ISP or EHCP. These services may include: • Educational Psychology Service (EPS) • Virtual School • Speech and Language

	• Vision support • Hearing support • NHS • FIS • Early Years SEND support service • Autism & Communication Service • Paediatrician • Access to Inclusion Team • CAMHS • Children and Young People's Therapy Service (CYPTS) • Outreach from specialist provisions
What support is available for improving the social emotional and mental health of pupils with special educational needs?	Pupils are well supported by: • A social emotional and mental health support team that provides programmes such as nurture groups and esteem building. • Emotional Literacy Support Assistant (ELSA) sessions • Pupil voice- school council • Playground Buddies
If I have concerns about a child with SEND, who should I contact first and how? Information about the expertise and training of staff in relation to children and young people with SEND.	1. The class teacher 2. SENDCo- Mrs Emily Churchill 3. Headteacher- Mr Neil Thompson 4. SEND Governor – Mrs Charlotte England School Phone Number 01460 240 507 office@kingsburyepiscopiprimary.co.uk • The SENDCo is Mrs Emily Churchill. The SENDCo has completed the NASENCo Qualification (National Award for SEND). • Individual training re: learning difficulties, dyslexia, autism spectrum disorder, speech and language, behaviour. • One member of staff is trained in ELSA • All teachers have received training available from our school Educational Psychologist.
Where can I find signposting for SEND support, other than school?	• Parents and Carers can access further information, support and guidance from Somerset Information Advice and Support for SEND Somerset SENDIAS • SEND charities
The arrangements for consulting parents of children with special educational needs about their child.	• Telephone • Text • Email • Letter • Parents Evenings • Parent Meetings • TAF meetings (if appropriate)

The arrangements for consulting young people with SEND about their education.	• Pupil voice • Annual reviews • Pupil conferencing • Collaboration with OPP and ISPs
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 SEND into four areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can find out more about Somerset's Graduated Response at: Somerset's Graduated Response Tool
What provision is in place for transition?	If your child is moving to another class within the school: Your child will visit their new class and meet their new teacher at various dates through the summer term. Enhanced transition is available for children with SEND and also children with One Page Profiles, if appropriate. If your child is joining us from another school: Your child will be able to visit our school prior to admission in addition to a tour with parents. The SENDCO will contact the previous school, where appropriate. If your child is moving to another school: We will contact the SENDCO of the new school to let them know of any special arrangements or support that needs to be made for your child. Where possible, a meeting will take place with the SENDCO from the new school. We will make sure that all records about your child are passed on as soon as possible. Year 6 transitions: The SENDCO will discuss the specific needs of your child with the SENDCO of the child's secondary school. Your child will visit their new school on several occasions, and in most cases staff from the new school will visit your child in this school.

What should I do if I have a complaint about the provision made at Kingsbury Episcopi Primary School?	If you are not satisfied with the provision put in place for your child at school or feel they are not making adequate progress, please speak to your Child's class teacher first. If you are still not satisfied, please speak to our school SENDCO, Mrs Emily Churchill. You may also request to meet with the Head Teacher, Neil Thompson or the SEN Governor, Charlotte England. Please find the school complaints policy on our school website: <u>Complaints Policy and Guidance</u>
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