

# KINGSHAM PRIMARY SCHOOL

## SEND (Special Educational Needs and Disabilities) Information Report 2023

<b>Revised by School</b>	July 2023
<b>Responsible Person</b>	Deputy Headteacher and SENDCo
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This SEN Information Report (Schedule 1 Regulation 51) contains the information required by the Children and Families Act (2014). It incorporates the statutory guidance from the Code of Practice (2015) and the West Sussex Local Offer questions from parents.



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## 1. Vision and aims

### School vision for SEND provision

Kingsham Primary School – part of the University of Chichester Academy Trust – is a mainstream 4-11 Primary School. The school is committed to providing an aspirational and inclusive community school where **all** children are continually inspired, enjoy learning, thrive and achieve success.

### **We aim to achieve this for pupils with Special Educational Needs and/or Disabilities by:**

- Setting high aspirational goals for children that motivate, engage and build self-belief
- Ensuring equal access to a broad and balanced curriculum where children with SEND take as full a part as possible in school activities
- Early identification of children's needs and having a team fully involved in the 'assess, plan, do, review' cycle of the Passports to Learning
- Working in partnership with parents and carers
- Working collaboratively within a team involving our school, outside agencies and other specialist provisions
- Quality first teaching where every child makes progress and flourishes
- Everyone being valued as a member of the school inclusive community and as an individual
- Preparing individuals for the future and the next stage of their school career by planning careful transitions
- Ensuring the school is accessible to all and matching the learning environment to suit individual children's needs
- Providing clear starting points for a personalised learning approach so that every child makes progress and achieves standards that reflect their full potential
- Striving for best practice for all pupils by working beyond our own school

### **The aim of Kingsham's information report is to:**

- Inform parents and carers about the provision for pupils with special educational needs and/or disabilities (SEND)
- Report how our school supports and makes provision for pupils with special educational needs and/or disabilities (SEND)
- Explain school procedures that follow the graduated approach and four-part cycle of 'assess, plan, review and do' to meeting pupil needs
- Answer questions about the provision for pupils with special educational needs and/or disabilities (SEND)

## 2. Legislation and guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- The Children and Families Act (2014), which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations (2014), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This information report links with other school policies and documents including:

- SEND Policy
- Accessibility plan
- Relationships Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Admissions
- Looked after and previously looked after children
- Child Protection and Safeguarding
- Positive Handling
- Health and Safety

## 3. Information Report

### 3.1 Identification and Assessment of Pupils with Special Educational Needs and/or Disabilities

The purpose of identifying pupils' Special Educational Needs and/or Disabilities is to assess and plan what action the school needs to take to provide an inclusive curriculum in which each child can flourish.

At Kingsham Primary School our aim is to identify the needs of an individual pupil by considering the needs of the whole child, not just their Special Educational Needs and/or Disabilities (SEND). A child might be identified as having Special Education Needs and/or Disabilities because they find learning more challenging than others and may need extra support to achieve their full potential. For example, they might have difficulty with:

- Expressing themselves
- Interacting with others
- Reading, writing and maths
- Following lessons
- Controlling their emotions
- Sensory or physical mobility

In the Code of Practice (2015), special educational needs and provision can be considered as **four broad areas of need**:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

Kingsham recognises that the use of these areas depend on the individual as every child is different. For example, children could have a need within one area, there could be children who have needs in more than one area or for some children the precise nature of their need may not be clear at the outset. Therefore, Kingsham will endeavour to recognise the individual child's needs when thinking about how best to support them.

Schools assess all children to identify their strengths and needs and how they can best be supported. At Kingsham Primary children who need extra help with their learning may receive additional support under one of the following categories:

- SEND monitoring
- SEND support
- An Education, Health and Care Plan (EHCP)

The following are not considered to fall under the category of Special Educational Needs, however they may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- Being a Child Looked After (CLA) or Previously Looked After Child (PLAC)
- Being a child of a Serviceman/woman
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant

### **3.2 What kind of Special Education Needs are provided for?**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, children on the autistic spectrum or with speech, language and communication needs
- Cognition and learning, for example, children with dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and anxiety
- Sensory and/or physical needs, for example, children with hearing or visual impairments

### **3.3 How does the school know if my child needs extra help?**

Before pupils join Kingsham, information is shared from parents, the previous setting and outside agencies regarding any pupils who have identified special educational needs and/or disabilities. This is also key to provide a smooth transition for your child. When families are choosing the primary school for their child, they are welcome to talk to the SENDCO and discuss their child's needs to help them make a more informed decision. Once at Kingsham, pupils' progress is observed, assessed and monitored closely by teaching staff (including class teachers, teaching assistants and SEND teaching assistants), the school leadership team (including SENDCO) and governors.

Assessments are recorded termly and shared at Pupil Progress Meetings (which are meetings between the class teachers, deputy headteacher (SENDCO) and headteacher). If expected progress is not being made, additional support is

planned for, such as differentiated resources, interventions or personalised targets. Often this is sufficient to bridge the gap, however, some pupils will require further support. If this is the case, school staff will agree the next steps with you.

As well as academic progress, all teachers complete a Thrive assessment - which is an online assessment, action-planning and monitoring tool - to identify the social and emotional needs of the pupils. This provides the school with an action plan tailored to the social and emotional development of the class designed to improve self-esteem, become more resilient and resourceful, form trusting and rewarding relationships and enable pupils to overcome difficulties and setbacks. From this, individuals requiring extra support with their social and emotional needs will be identified and assessed by the school's Thrive practitioner, Emma Jackson, who will develop and regularly review action plans with specific targets and activities tailored to individual needs.

The school also uses various in-house screening checks that can be used to identify areas of strength and specific gaps in learning or development. These include:

- Speech and language checklist
- Speech sounds check
- Fine and motor skill assessment
- Combined specific learning difficulty checklist
- Sensory checklist
- Using [Pebbles \(tiny steps towards a milestone/curriculum expectations\)](#)

These tools can be used to plan class support and personalise children's targets. If pupils then do not make expected progress, our graduated response to pupils' needs means that we can refer to outside agencies for support.

### **3.4 What should I do if I think my child may have special educational needs and/or disabilities?**

In the first instance, parents and carers should speak to their child's class teacher if they have concerns. Parents are welcome to contact the SENDCO; directly, by phone, email or letter; who will discuss their concerns with them and plan for any appropriate assessments. In certain cases, this would involve a referral to outside agencies.

## **3.5 Consulting and involving pupils and parents**

### **3.5a) What are the arrangements for consulting young people with SEND and involving them in their education?**

Pupils with special educational needs and disabilities will be involved as fully as possible in decisions regarding their support and provision. School staff working with the pupil will gather information for child-centred reviews or about their strengths and likes, how to help the child and what the best way to help is. The level of discussion regarding a pupil's SEND provision will depend on the age and understanding of the child, but they will always be an integral part of the planning and reviewing process.

### **3.5b) What are the arrangements for consulting parents of children with special educational needs about and involving them in their education?**

Class teachers will keep close contact with all their pupils' parents or carers but the SENDCO will ensure that more formal contact is made with parents of children on the SEND register at least termly. Meetings take place virtually, over the phone or face-to-face depending on parental preferences. The SENDCO is also available at termly Parent Consultations. The SENDCO will arrange meetings with the parents of any pupils on the SEND register with significant educational needs or whose progress is a cause for concern, to develop a Passport to Learning alongside the class teacher. Parents' views are regularly sought through questionnaires or at meetings. Parents are advised to discuss any concerns with the class teacher, SENDCO or senior leadership team. If they feel they need to make a complaint, there is a complaints procedure: details of which can be found on the school website under school policies.

### **3.5c) How will school help parents to support children's learning?**

Parents and carers are welcome to work with the SENDCO or any other staff to discuss how home and school can best work together to support learning. This might include advice on strategies that support the child's learning. Resources and plans are sent home regularly to help support your child's learning, which can be accessed on the school website too. Throughout the year, Kingsham shares information for parents and carers on how to support individuals on a variety of different topics including sleep, behaviour and anxiety.



### **3.5d) How are parents involved in the school?**

There are many ways you can be involved with the life and workings of Kingsham. Every parent automatically becomes a member of the Parent Teacher Association (PTA) who donate their time and energy to events such as school fairs. Many parents help during the school day, listening to readers, helping on school trips or running extra-curricular activities. Day-to-day contact is essential in creating a successful partnership between home and school. Parents of children with SEND may wish for more involvement on a 1:1 basis and meetings can be arranged as necessary, such as at times of transition.

## **3.6 Provision for pupils with special educational needs and/or disabilities**

### **Our approach to teaching pupils with SEND**

All pupils with identified special needs and/or disabilities are included on the school's SEND register as SEN Support or EHCP (if they have one). As part of the SEND register, we also recognise children's needs as SEND Monitoring if their needs have yet to be fully identified or assessed formally. Information regarding a pupil's needs will be shared and discussed by the teacher, teaching assistants, SENDCO and any relevant professionals involved. Sharing relevant information is important to understanding a child's learning barriers; therefore, adapting the teaching approach to meet their individual needs.

#### ***Quality First Teaching***

Teaching staff are responsible and accountable for the progress and development of all the pupils in their class. This will involve appropriate challenge for all pupils and requires quality first teaching. This is the first step in responding to pupils with SEND, which involves teaching staff tailoring methods and materials to meet the needs to all pupils in the class through adaptation, personalisation and/or individualised learning.

#### ***Pupil's Passports to Learning***

Pupils identified as SEND Support or EHCP will have a 'Passport to Learning', which will be agreed between the school, parents and the pupil containing information about their barriers to learning, strategies to support them, specific targets and provision. These are reviewed regularly (at least once a term) between school and home.

#### ***Additional provision including interventions***

The progress of pupils with SEND is closely monitored and pupils who are not making expected progress despite quality first teaching will be offered additional support. Additional support may include 1:1 targeted intervention, small group interventions and in-class support from school staff. A wide range of interventions, recorded on a whole school provision map, are delivered, monitored and evaluated by teaching staff and senior leaders. These may include speech and language programmes, additional catch up phonics, precision teaching, therapy sessions, booster sessions, pre-teaching of concepts and so on.

The school's Thrive provision provides support for pupils with social, emotional and mental health needs to ensure pupils are ready for learning within the classroom. This is led by two trained Thrive practitioners.

### 3.7 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

If a child has a Passport to Learning then these are reviewed each term through a person-centred review with the parents or carers, class teacher and SENDCO. The views of the pupils are collected prior to this meeting and shared as part of the review process.

If a child has an Education, Health and Care Plan, these are reviewed annually as part of the West Sussex process and in line with their annual review guidance. These can involve other professionals. However, these outcomes are broken down into termly targets using a Passport to Learning and are reviewed each term.

Teaching staff will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's termly summative assessments, ongoing formative assessments and experiences of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **3.7a) How will I know how my child is doing?**

Parents may contact the school to request information on how their child is getting on. Parents' evening is an opportunity for parents or carers to meet with the class teacher or the SENDCO to discuss their child's progress, attainment and their next steps. Parents or carers are welcome to make an appointment with your child's class teacher or SENDCO at any other points of the school year.

If concerns are raised, parents may be contacted by the school to discuss progress in more detail. If your child is identified as 'SEN Support' or with an EHCP, they will have a Passport to Learning in place. This will be an agreed plan that includes your child's barriers to learning, the strategies to support them, their targets and provision put in place. A finalised copy will be provided for you so that home and school can work in partnership. These are reviewed with you each term.

In the spring term, you will receive a Mid-Year Report to identify your child's achievements and target areas. At the end of the academic year, you will receive your child's school report which details their achievements and progress over the year.

If your child has an Education, Health and Care Plan (EHCP) we will work together to ensure yours and your child's views shape the support provided in school.

### **3.7b) Requesting an Education, Health and Care Plan Needs Assessment (EHCPNA)**

If your child does not make progress despite the 'SEN Support' an EHCP needs assessment might be the next step. An EHC needs assessment is a detailed look at a child or young person's special educational needs and/or disabilities (SEND) and the support he or she may need in order to learn. The assessment is to see if your child needs an Education, Health and Care plan (EHC plan), which identifies intensive and specialist support and provision required. Local authorities are responsible for carrying out EHC needs assessments under the Children and Families Act 2014.

To find out more about this process, you can access [SENDIAS information](#) or [click here for information about EHCPNA timescales](#).

The needs assessment brings together information about:

- what your child can and cannot do
- the special help they need

It includes information from parents, children, the school or other professionals who work with or support your child or young person. Parents/carers or school can request an EHCPNA through [West Sussex's local offer](#).

### **3.8 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Monitoring the progress of all pupils at Kingsham Primary School through termly assessments. Pupils who are not making expected progress are identified and looked at in more detail. This may include:
  - I. Looking at provisions that are in place and whether they have been effective in raising attainment.
  - II. Liaising with the class teacher to get a view on reasons behind progress.
  - III. Discussions with the pupil regarding what they feel is going well and what could improve things for them.
  - IV. Discussions with the parents to review the current provision and agree the next steps needed to support their child to make better progress.
- The progress of all pupils on the SEND register is analysed by the SENDCO.
- Reviewing pupils' individual progress towards their goals each term through the 'Passport to Learning' and holding annual reviews for pupils with EHC plans
- Reviewing the impact of interventions each term
- Using pupil and parent questionnaires
- Monitoring undertaken by the senior leadership team including the SENDCO
- Using provision maps and Passports to Learning to evaluate SEND provision
- Completing an audit of SEND provision with the SEND governor

### **3.9 How will the curriculum and learning environment be matched to my child's needs?**

At Kingsham Primary School we are committed to offering a broad and balanced curriculum to all pupils (based on the National Curriculum); however, we recognise that adaptations may be necessary to ensure that all students are able to reach their potential and are able to follow a curriculum appropriate to their aspirations and abilities.

Quality First Teaching ensures that differentiated learning opportunities are planned for all pupils. Differentiation can range from the use of everyday equipment to specialist resources, targeted support to teacher guided groups.

Specific requirements and resources will be discussed with the parents, pupil and relevant professionals. Expertise and specialist programmes may be sought from outside agencies (for example, Speech and Language Team).

### **3.10 How is the decision made about how much support my child will receive?**

At Kingsham Primary School, support is assigned to pupils based on their specific needs; whether academic, social, emotional or medical and the professional judgement of the staff working with them. The SENDCO will regularly meet with class teachers to discuss a child's needs and how class-based resources can be used best. Support may be directed by provision written in an Education, Health and Care Plan (EHCP). The level of support for children identified on the SEND register will be decided through discussions between SENDCO, class teachers, outside agencies as available, parents or carers and the pupil themselves. The impact of this support will be monitored regularly through regular meetings such as Pupil Progress Meetings or Termly Passport to Learning meetings. Your child's progress will be discussed with you to ensure that we have open and effective dialogue with your child's need at the centre. It is vital that any support provided is appropriate to the needs of the pupil and provides opportunities to learn independently and develop life skills. The level of support given to a pupil will be reviewed regularly in terms of the impact on the pupil's progress, both academically and socially. Parents/carers and the pupils will be involved wherever possible in decisions relating to the support offered.

### **3.11 How are the school's resources allocated and matched to children's special educational needs and disabilities?**

The resources for all children are administered by the school's HR and Finance Officer in line with the school's budget set by the Headteacher and school Governors. The resources to support pupils with SEND are allocated according to the needs of the cohort in school at the time including the statutory requirements of an Education, Health and Care Plan (EHCP). The SENDCO liaises with the Senior Leadership Team to prioritise need to organise staffing and relevant interventions.

### 3.12 Support for improving emotional and social development

#### What support will there be for my child's overall well-being?

All staff are committed to developing children's understanding of their own and others' needs and feelings to support the overall well-being of the child. At Kingsham, we have a strong emphasis on pastoral provision to support children's social, emotional and mental health. There is a dedicated welfare room to provide first-aid to all and currently have paediatric first aiders and appointed first aiders across the whole school. There is a first aid policy which is regularly reviewed. All staff, including lunchtime supervisors, are informed about children with specific allergies and photographs of these children are displayed in the staffroom. The school adheres to the Managing Medicines Policy. Children with complex medical needs are acknowledged through an Individual Health Care Plan which is drawn up in conjunction with home, school and the school nurse. Kingsham has a robust Relationships Policy and an Anti-Bullying Policy which ensures the safety and well-being of all our children.

Each child is treated as an individual and relationships are built upon trust between the staff and the children to support and challenge them as they strive to reach their potential.

Outside agencies such as the Family Support Workers and school nurses can be referred to for individual support and can help families at a time when some extra guidance would be valued. You are always welcome to discuss your needs with your child's class teacher.

Our learning mentor, who is a trained Thrive practitioner, has allocated time to work with identified children who would benefit from 1:1 or small group mentoring sessions or emotional support. To support social and emotional development, the school is using the Thrive approach. This is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children. Teachers assess all children and develop an action plan tailored to the social and emotional development of the class; for example, they will develop resilience, improve emotional stability and build self-esteem. These class assessments identify individuals requiring extra social and emotional support and will develop action plans with specific targets and activities tailored to individual needs. For further information about the Thrive approach, please go to: <https://www.thriveapproach.com/>

Any concerns regarding your child can be passed to the teacher, SENDCO, senior leadership or Pastoral Support Worker.

### **3.13 How will Kingsham support and prepare my child join the school or transfer to the next stage of education?**

Effective transition is based on communication between all parties involved so that transition can be carefully planned. Where it is thought necessary, additional meetings and visits are organised to ensure that the pupil, parents and all professionals involved are completely informed and prepared. Plans for transitions are based on the child's appropriate needs. This may include a visit to the child's setting, social stories and a graduated timetable on arrival. Likewise, appropriate support for transition into the next class is also planned annually.

### **3.14 How will my child be included in activities outside the classroom, including school trips?**

At Kingsham Primary School, we believe all pupils should have the opportunity to participate as fully as possible in appropriate enrichment activities (such as school trips and extra-curricular clubs) and the school will make reasonable adjustments to ensure that pupils take part fully in activities and trips, if their health and safety can be assured. Risk assessments for individuals are completed in liaison with parents, external agencies and the pupil to agree the appropriate outcomes. All children are encouraged to participate in clubs after school and support is put in place to ensure that every child can access them. This may involve assigning extra staff, preparing pupils in advance or adapting activities. All groups are open to all, such as Green Gang, and support will be put in place, if necessary, for any child to participate.

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.



### **3.15 Securing equipment and facilities**

The whole school has made a clear commitment to developing the educational provision it makes to meet the needs of the children. The SENDCO and school business manager work together to allocate resources from the school's delegated budget, according to the priorities indicated in the school's SENDCO action plan.

Where individual children need specific resources that are identified within Section F of their EHCP, the arrangements for the provision of this is agreed with the Local Authority. This may include funding for classroom resources and adaptations – such as, the installation of a hoist system – and is an agreement between professionals, the Local Authority and parents or carers.

#### **3.16a) The facilities provided to help disabled pupils access your school**

Kingsham's Accessibility Plan outlines steps to ensure the school is accessible to pupils, staff, families and visitors. The school endeavours to be accessible for all children, including those with physical needs, with sloped entrance ways and ramps to access and leave the buildings. Classrooms are made wheelchair accessible and can be adapted using portable ramps if necessary. We have one disabled toilet and electronic changing table. Where specialist equipment is required, we work closely with the West Sussex Occupational Therapy, Physiotherapy and Manual Handling teams. The school makes its best efforts to communicate with parents whose parents whose first language is not English. The school's website has a translation service available for parents and carers. The school also has access to translators for any relevant meetings or discussions between staff and families.

#### **3.16b) How to find your school's accessibility plan?**

A copy of the school's accessibility plan is kept on the school website.

### **3.17 Arrangements for admissions of pupils with disabilities**

The admission of pupils with disabilities who do not require an Education, health and care plan is considered in the first instance in the same as non-disabled pupils. They will follow Kingsham's current policy for school admissions. Further considerations are made in relation to their need and accessibility. The school will work with parents and carers, relevant school staff and other professionals to put arrangements in place to ensure the environment is accessible and suitable. This would include supporting pupils with disabilities through a clear transition plan.

If a pupil has an Education Health and care Plan or is undergoing an EHC Needs Assessment, the school will consult with West Sussex to ensure the provision can be put in place. The governing body will admit any pupil whose final Education, Health and Care Plan names the school.

### **3.18 Steps taken to prevent disabled pupils from being treated less favourably than other pupils**

Governors and school staff ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those pupils with Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

### **3.19 Expertise and training of staff**

#### **3.19a) Special Educational Needs and/or Disabilities Co-ordinator (SENDCO)**

The school's SENDCO is Mr Ian Williams, a qualified teacher, who has gained the accreditation of the National Award for Special Educational Needs Co-ordination at Chichester University in January 2019. The SENDCO has completed a Masters in Inclusive Education at Chichester University in January 2022. The SENDCO is part of the SENDCO Locality group and Chichester Trust network to access support from a wider group of colleagues. Mr Williams is a member of the senior leadership team who works full time as the deputy headteacher and SENDCO in the school.

#### **3.19b) What training have the staff supporting children with SEND had or are they having?**

Staff training needs are assessed according to the profile of our intake each year and training sessions may be delivered to all staff or specific staff on key areas. All staff members undergo Performance Management which leads to a programme of professional development. All staff disseminate their learning to other colleagues to ensure consistency across the school.

Teaching assistants meet every fortnight as part of their professional development programme and cover areas including supporting pupils develop vocabulary, specific intervention training and enhancing strategies to support pupil progress.

### 3.19c) Recent staff training has included:

Training	Who/How many?	When?	Who by and qualifications	Outcome
Little Wandle (including SEND, catch-up and keep up training)	All teaching and support staff	Autumn 2022	Little Wandle	Implemented across the school to develop children's early reading skills. Pupils in Reception and Year 1 have made progress with their phonics scores, and this has been reported as an improvement from last year.
Emotional Based School Avoidance (EBSA)	SENDCO Pastoral Support Worker	Autumn 2022 and Summer 2023	West Sussex's Educational Psychologist Service	Strategies have been developed and Pastoral Support Worker is working with families to support children who demonstrate with EBSA.
Attention Autism	3 TAs	November 2022	Speech and Language Therapists	The development of attention autism strategies were specific for 1 child in Year 1, but strategies have been shared with other TAs.
Self-compassion (wellbeing)	All TAs	Autumn 2022	Thought-full (mental health support teams in school)	All TAs reported a positive impact from this session. Everyone was able to discuss strategies to support their own wellbeing.
Autism Acceptance and Awareness	2 TAs	Autumn 2022	West Sussex's Autism and Social Communication Team	Information was shared across different phases. Awareness of autism has developed amongst staff.
Core TA Speech and Language training	2	September 2019	Speech and Language Therapists	Develop speech and language strategies used in school.
Thrive approach	2 practitioners	June 2023	Thrive Online	Ongoing CPD for Thrive practitioners as part of license agreement. This is used as part of group or one-to-one sessions and implementing the whole school approach.

Behaviour Management	5 TAs	Autumn 2023	Led by SENDCO (using resources from Releasing Potential)	SENDCO led an INSET day training session using strategies from Releasing Potential, Thrive, Dr Perry and 'When the Adult Changes, Everything Changes'. This was implemented into practice in upper key stage 2.
Five-a-day principles to improve SEND outcomes	Teaching and support staff	Autumn 2022 and spring 2023	Led by SENDCO using Education Endowment Foundation	Staff reflected on the use of 5 principles to improve SEND outcomes. SEND outcomes have been reported alongside attainment and progress summaries. A positive impact of training in which high expectations are set.
Technology use to facilitate and scaffold learning	Teaching and support staff	Spring 2023	Computing lead and SENDCO	Staff explored a range of uses on iPads to scaffold learning. Staff have used these across the curriculum areas.
Speech and Language Training <i>Including: communication friendly classrooms, personal targets and shape coding</i>	All staff (in particular teaching assistants)	Ongoing	Speech and Language Therapy Service	Ongoing training for staff to embed speech and language interventions. Shape coding has made a positive impact on one child's progress in a short period of time – this will be shared across staff.
Mental Health First Aider Training	1 SLT 1 Teacher 3 TAs	July 2022	MHFA England	A range of staff trained to support the mental health and wellbeing of pupils, families and colleagues.
Team Teach	3 members of staff (2 senior leaders and Pastoral Support Worker)	Spring 2022	West Sussex Learning and Behaviour Advisory Team: Team Teach award	Updated risk assessments with a wider range of staff. Supporting behaviour and risk management within school.

### **3.20 Working with other agencies**

The school is committed to working in partnership with outside agencies to enhance the quality of the provision made for meeting the special educational needs of each pupil and to work closely with their parents and families.

#### **3.20a) What specialist services and expertise are available at or accessed by the school?**

At Kingsham Primary School we employ the services of and access support from the following external agencies:

- School Nurse
- Speech and Language Therapy Team (SALT)
- Autism and Social Communication team (ASC)
- Learning and Behaviour Team (LBAT)
- Educational Psychology Service
- Occupational Health Team
- Physiotherapy team
- Fair Access/APC Inclusion Outreach
- Children and Adolescent Mental Health Service (CAMHS)
- Social Services
- Integrated Prevention and Earliest Help/Early Help to access other external expertise/Family Support Workers
- West Sussex Young Carers
- Play Therapy

Before any referrals are made, the school will seek your permission.

## 3.21 Contact details of support services for parents of pupils with SEN

### 3.21a) What support services are there for parents of pupils with special educational needs and/or disabilities?

The parents of students with special educational needs and/or disabilities can access support from:

- SENDCO
- Class teachers
- Pastoral Support Worker
- [Novio Portal](#)
- [West Sussex Local Offer](#)
- [West Sussex Parent/Carer Forum](#)
- [Information, Advice and Support Service \(SEND IAS\) – formally known as Parent Partnership](#)
- [Parent and Carers Support Organisation \(PACSO\)](#)
- [Reaching Families](#)

You can find further information from:

- <https://westsussex.local-offer.org/>
- <http://www.wspcf.org.uk/>
- <http://www.noviosupport.org/parentcarersgenerallinks.html>

### 3.21b) West Sussex's local offer

- West Sussex publishes information through their local offer about provision, local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND).
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- This can be accessed on <https://westsussex.local-offer.org/>
- Our contribution to the local offer is published on: <https://westsussex.local-offer.org/services/228-kingsham-primary-school>
- Parents without internet access should make an appointment with the SENDCO for support to gain the information they require.

### **3.23 What is the governing body's role in meeting the needs of pupils with special educational needs and supporting the families of pupils with SEND?**

The governing body have legal duties under the Children and Families Act (2014) in relation to pupils with SEND. They agree this policy, ensure it is implemented and monitor the impact of the policy. The governing body and headteacher are involved in decisions regarding the admission and provision planning for pupils with SEND. There is a governor for SEND who liaises directly with the SENDCO each half term when there are opportunities to raise questions with the SENDCO. The SENDCO attends governor meetings to provide feedback and will produce reports at various points in the year. The SENDCO writes the SEND information report, which is agreed by the governors and headteacher.

### **3.24 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher/SENDCO/headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions and permanent exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **3.25 Contact details**

#### **Who can I contact for further information?**

The first point of contact would always be with your child's class teacher who can advise you on day-to-day matters. Staff are available at the beginning or end of the school day but appointments can also be made for a longer conversation. The SENDCO and/or Headteacher can be contacted at any time; appointments can be made via the school office.

If considering a place for your child at Kingsham, please telephone the school office to arrange an appointment for a tour around the school.

*School contact details:*

Telephone number: 01243 784046

Office email: [office@kingshamprimary.org.uk](mailto:office@kingshamprimary.org.uk)

School website: <https://www.kingshamprimary.org.uk/>

Headteacher: Mr Lee Dallinger

Deputy Headteacher and SENDCO: Mr Ian Williams

SEND link governor: Suzanna Troy (Chair of Governors)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the school SENDCO, Mr Ian Williams, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the headteacher and governing body.