

<p>Headteacher Mrs E Vigus</p> <p>SEND Governor: Maureen Douglas</p>	<ul style="list-style-type: none"> ○ Consulted about planning successful movement (transition) to a further education setting ○ Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties ○ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. <p>She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for pupils with SEND <p>She is responsible for:</p> <ul style="list-style-type: none"> • Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.
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Assessment, Planning and Review

How can I find out about how well my child is doing?

In school, we have many ways to communicate with you about your child’s progress. During the term, this may be verbally or through emails, we also hold Parent/Teacher consultation evenings in the Autumn and Spring with a written report in the Summer. Parents are also encouraged to contact teachers should they have any concerns they wish to discuss.

On-going monitoring takes place by pupils’ teachers to identify pupils who are not making progress or who have behavioural needs which are affecting their ability to engage in learning.

After discussions with key staff and parents, additional support will be put into place to provide adapted resources and/or targeted small group and/or individual support to help overcome any difficulties.

How does Kingstone and Thruxton Primary school identify that children have Special Educational Needs?

There are three ways in which we may identify children with Special Educational Needs:

- Through regular assessments and observations, staff members have the opportunity to reflect whether your child has a special educational need or disability, this may be because they are not making the expected progress or due to other information collated. We may monitor your child closely and set short term targets to assess and help inform our decisions.
- If you inform us of any needs identified by external agencies or you feel your child has a special educational need and/ or disability we will discuss this with you and liaise with the outside agency.
- We can also receive information from the child’s previous pre-school/school. When a child has already been identified with Special Educational Needs and/or Disabilities (SEND) before they start here, we work with the people who already know them and use the information already available to identify how best to support your child.

This additional support is documented in an Individual Education Passport, Individual Provision Map or Personal Support Plan (PSP). In consultation with the SENDCo, Head of School, class teacher and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are 3

involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases, Teaching Assistant support may be allocated in class. This support is deployed to ensure your child can engage in class and wider school activities and to facilitate independent learning to support transition to adulthood.

Review meetings are held as required. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards the targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. This is called a Graduated Approach and is the standard systematic way that children with special educational needs are identified, provided for and their progress reviewed.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Herefordshire's Local Authority process and the guidance in the Top Up Funding Criteria. Further details about this process will be explained in the LA Local Offer.

Where needs are considered to be long term and have a significant impact on the education of a child, it may be considered that an Education Health Care Plan should be sought. This involves meeting together to have a Family Conversation about the long-term expectations for your child.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers at Kingstone and Thruxton Primary School are skilled at adapting their teaching to meet the diverse range of needs in each class. Planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Intervention

Access to learning and the curriculum

Strategies/programmes to support speech and language:

- Speech and Language Therapist provides programme to be followed by staff
- Specific differentiation or modification of resources e.g. use of symbols
- Speech Therapy group/1:1 work delivered by support staff following speech therapy advice
- The use of the NELI (Nuffield Early Language Intervention) for those children in the Early Years that come into Reception with low speech and language skills
- Staff trained in SignAlong, to support children with speech and language difficulties through the use of sign

Strategies to support/develop literacy including reading:

- Focused reading lessons, with group or paired reading
- Small group / 1:1 intervention programmes
- IDL (International Dyslexia Solutions) screening and intervention programme
- Whole school daily phonics (Read Write Inc). Grouped by ability
- RWI (Read Write Inc) 1:1 Tutoring
- Fresh Start phonics and reading scheme for children in KS2
- Regular staff meetings to all staff around reading, writing and the importance of good questioning

Strategies to support/develop numeracy:

- Small group intervention programmes
- In class differentiation
- IDL (International Dyslexia Solutions) screening for Maths intervention programme
- Regular staff meetings to all staff around strategies to support and encourage children in Maths

Provision to facilitate/support access to the curriculum:

- Specific Learning Difficulties (dyslexia) resourced provision
- Some small group/individual withdrawals depending on need
- A tailored or specific curriculum, where appropriate

Strategies/support to develop independent learning:

- Young Hopefuls peer listeners.
- After school clubs and activities
- Visual timetables for individual pupils

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem:

- Restorative Approaches (RA)
- All staff trained in Emotion Coaching
- Small group/ 1:1 programmes
- Mentoring
- Quiet room available lunch/break time
- Social Skills groups
- Anger Management interventions
- Nurturing interventions
- Visits from external agencies

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Year 6 transition support
- Regular contact and liaison with parents as necessary
- Open door policy
- Well-Being Events with external professionals held every term

Strategies to support/modify behaviour:

- School sanctions and reward system as set out in School Behaviour Policy
- Pastoral Support Plan (PSP)
- Behaviour Support Services
- Mentoring
- All staff trained in Emotion Coaching

Planning, assessment, evaluation and next steps:

- Bench mark literacy testing annually
- IDL screening for all those identified as at risk of not achieving
- One Page Profiles (Essential information shared with class teachers and support staff)
- Care plans for pupils with medical needs - updated as needed with staff training undertaken annually to understand the needs of children with complex medical conditions.
- Medical register held centrally and relevant information shared sensitively with staff

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs:

- Advice of professionals disseminated and followed by support/all staff
- Use of any recommended equipment
- Disabled toilet and outdoor and indoor lift

Access to modified equipment and ICT:

- Specialist equipment as required on an individual basis to access the curriculum

Partnerships with External Agencies:

What outside support does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Access to Medical Interventions

- Use of individualised Care Plans
- Referral to paediatrician
- Referral to CAMHS (Child, Adolescent Mental Health Services)
- Access to whole staff training if required via SLT

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Regular meetings as required
- Referrals to outside agencies as required
- Sensory Support, Educational Psychologist, School Nurse, Social Communication Difficulties
- Needs of pupils on SEND register reviewed termly

Transition

How will the school help my child move to a new class/year group or to a high school?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition. Throughout the school we operate a ‘soft transition’ approach allowing the seeds of transition to be planted long before the transition occurs. We find that this eliminates the majority of anxieties for most children.

When moving to a new year group: All pupils meeting their new teacher before the summer break to familiarise themselves with each other. Pupils complete a One Page Profile each and share

these with their new teacher. The previous and new teachers have several transition meetings with the SENDCo to ensure information has been clearly passed on; parents are encouraged to be involved in this transition also. In the Early Years and Key Stage 1, children have designated sessions that provide time for them to be with the children, staff and in the space of the next class, thus creating a seamless 'soft transition' for them.

When transferring schools: Information is shared with the new school and gained from the previous school. This will always include a conversation from our SENDCo.

When moving to a high school: We will contact the school SENDCo/other relevant staff and share information about special arrangements and support that has been made to help your child achieve their learning goals. In some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school. We will ensure that all records are passed on as soon as possible.

We have excellent transition between Kingstone and Thrupton Primary School and Kingstone High School; both are in the Kingstone Academy Trust and share the same site. Transition to KHS begins early, with teachers familiarising themselves with KTPS pupils throughout Key Stage 2. The Academy SENDCos work closely together, alongside the Pastoral Teams, to ensure that a comprehensive provision is in place prior to the children starting in Year 7.