



**Kimpton, Thruxton and Fyfield CofE Primary School
Special Educational Needs (SEN) Information Report
(last updated September 2017)**

Kimpton, Thruxton and Fyfield CE Primary School is a mainstream school setting. It is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

How does the school know if children need extra help and what should I do if I think my child has special educational needs (SEN)?

At Kimpton, Thruxton and Fyfield Primary School children are identified as having Special Educational Needs or Disabilities (SEND) through a variety of ways, usually a combination of some of the following:

- Liaison with previous school.
- Child performing below age expected levels
- Child not making appropriate progress in particular areas of the curriculum.
- Use of Hampshire SEND criteria.
- Concerns raised by parent.
- Concerns raised by teacher.
- Liaison with external agencies e.g. physical/ sensory issue.

How will I raise concerns if I need to?

- Talk to us - contact your child's class teacher or the SENCO, Mrs Newton about your concerns

How will the school support my child? Who will oversee and plan work with my child and how often?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area. The planning may provide support for your child that is different from and additional to that which the rest of the class receives.
- Our Special Educational Needs Coordinator (SENCo) oversees the progress of any child requiring additional support across the school. The SENCo works with class teachers to ensure that children with SEND are catered for appropriately.
- There may be a Learning Support Assistant (LSA) working with your child within the class setting on an individual or group basis. An LSA may also work with your child on specific programmes to support their learning. These sessions will be explained to parents when support starts.
- There may be additional support from other professionals such as Speech and Language Therapists, Occupational Therapists, Educational Psychologist or Specialist Advisory Teachers

for a specific physical need such as hearing or visual impairment, or outreach support from local specialist schools.

Who will explain this to me?

- The class teacher will meet with you at least on a termly basis to discuss your child's needs, support and progress. This meeting may be as part of a parent consultation evening or an additional meeting arranged between the parent and class teacher.
- The SENCo is also available for meetings with parents to give additional information and support.
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How will the curriculum be differentiated to match my child's need?

- All work within class is pitched at an appropriate level so that all children are able to access their learning according to their specific needs. Class teachers plan and identify where children may require individual and personalised differentiation in order to fully access their learning.
- All children, including those with SEN will have access to the appropriate resources needed to help them make progress. These may include more specialist resources such as specialist hearing aids, and audio visual resources.
- The SENCo supports class teachers in ensuring that planned work is appropriately differentiated and appropriate resources and strategies are in use.
- All class teachers ensure their classroom environment supports the learning of all children. For children with SEND, the class teacher will provide a 'provision map' to show the way which details all the ways in which a child is supported including through the classroom environment.

How is the decision made about what type and how much support my child will receive?

- The progress of all children is regularly reviewed by class teachers in Pupil Progress Meetings (PPMs). Through these meetings children with additional needs can be identified and fully catered for in subsequent lesson planning by class teachers.
- The class teacher, alongside the SENCo, will discuss your child's needs and what support would be appropriate.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry into the reception class through to year 6, using a variety of different methods which include:
 - SATs
 - Standardised reading, spelling and maths tests.
 - Continual assessment in maths, reading and writing using the Hampshire Assessment Model.
 - Ongoing assessment against the new National Curriculum in all further national curriculum subjects.
 - Dyslexia Screening Tests - Infant and Junior
 - Phonological assessments.
 - Phonic assessments.
 - Boxall Profile - to assess emotional learning.
 - Hampshire Criteria for SEND
- Where there may be further concern, the school may invite other professionals to make further assessments.

- Different children will require different levels of support at different points in time. Support can be based around their learning, speech & language, physical, emotional or social needs.
- Children with SEND may have an Individual Provision Plan (IPP) which is produced by the class teacher in discussion with the child and their parents. Targets are agreed and a review date set at each meeting.
- Where children have a Statement / Education, Health and Care Plan (EHCP), a formal Annual Review meeting will take place each year to review the support package an individual child is receiving.
- Your child's class teacher and the SENCo will always be happy to discuss the support your child is currently receiving.

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How will we know if this has had an impact?

- By ongoing assessment and modification of children's targets in Individual Provision Plans (IPP's) which ensures that targets are met and through a meeting each term where new targets are set.
- Ensuring the child is making progress academically against national/age expected levels and the gap is narrowing between them and their peers.
- By verbal feedback from the child, the parent and the teacher.
- Through children moving off the SEN register when they have made sufficient progress.

How will I know how my child is doing and how will you help me to support my child's learning?

- The class teacher and possibly the SENCo will meet with you at least on a termly basis to discuss your child's needs, support and progress. This meeting may be as part of a parent consultation evening or an additional meeting arranged between the parent and class teacher.
- Your child may have an Individual Provision Plan (IEP) which will have individual targets. This is discussed and reviewed with you and your child on a regular basis and you will be given a copy to keep.
- Your child's IPP is continually reviewed and comments are made against each target to show what progress your child has made, identifying changes that may be required. Targets are also formally reviewed each term and new targets set. This is done in conjunction with the child and the parents.
- If your child has complex SEND they may be part of an Inclusion Partnership Agreement (IPA) or have a Statement of Special Educational Need or an Education, Health and Care Plan (EHCP). This means that a formal meeting with parents, school staff and other professionals involved in the education of your child will take place at least once a year to discuss their progress and to agree on the next steps. A report will be written at least annually.
- You are welcome to make an appointment to meet with either the class teacher or SENCo to discuss how your child is getting on. We can also offer advice and practical ways that you can help your child at home.
- Children with SEND may be entitled to extra time during SAT tests at the end of KS1 and KS2. They may also be entitled to a 'reader' during some SAT tests. If your child is entitled you will be informed of this by the class teacher.

What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice. This may involve working alongside outside agencies such as health, social services, and the Primary Behaviour Service.
- The school also has an Emotional Literacy Support Assistants (ELSAs) who works under the direction of the Headteacher

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site which is available to parents.
- Parents need to contact the school if medication is recommended by health professionals to be taken during the school day.
- On a day to day basis the administrative staff will normally oversee the administration of any medicines.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- If a child has significant behaviour difficulties an Individual Behaviour Management Plan (IBMP) may be written to identify the specific issues, put relevant support in place and set targets. This is reviewed regularly.
- There are a wide range of strategies we use to manage difficult behaviour. We believe in positivity rather than chastisement.
- The school has a clear behaviour policy with is followed by all members of staff.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher. There are various incentive schemes used in the school for classes and individuals.

How will my child be able to contribute their views?

- Children who have IPPs or IBMPs discuss their progress and their targets with their class teacher or LSA. Children may also be included in the meetings between parents and teacher/SENCo so that their views may be heard and included in any decisions.
- If your child has an IPA, Statement or EHCP their views will be sought before any review meetings.

How are the Governors involved and what are their responsibilities?

- Two Governors are responsible for SEND and meets termly with the SENCo. The Governors then give an anonymised report to the Full Governing Body.

- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

How are parents involved in the school? How can I get involved?

- As a school, we are always keen to work in partnership with parents in ensuring the best outcomes for each child. Parents are asked to be involved in their child's learning through home learning tasks.
- We are happy for parents to volunteer to help within school under the guidance of a teacher. This could be helping with hearing individual readers or more general classroom activities. If you are interested in volunteering your help then please make your interest known to our admin staff, who will pass this on to the relevant person.
- Parents are always welcome to support the school during outside visits and school trips. If you are able to be involved with these, then please speak to your child's class teacher.

What specialist services and expertise are available at or accessed by the school?

- Our SENCo spends time observing and monitoring in all classrooms and therefore has a good understanding of how children with SEND are being supported and is able to address issues as and when they arise.
- We have an LSA with specific skills and training in delivering speech and language support. We also use cued articulation to support speech and language needs.
- We offer Emotional Literacy Support (ELSA) to those children identified with a need in this area.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
 - Health services including GPs, school nurse, clinical psychologist, paediatricians, speech and language therapists, occupational therapists and physiotherapists.
 - Social Services including locality teams and social workers.
 - Educational psychologists.
 - Primary Behaviour Service.

What training have the staff supporting children with SEND had or currently having?

- Our current SENCo is the school Headteacher. She has a wealth of experience both in teaching and working with different aspects of SEN. The SENCO delivers regular training on SEN to all staff.
- A member of staff is currently studying for the National SENCO accreditation.
- We have a qualified Emotional Literacy Support Assistant (ELSA) who receives regular support from the Educational Psychologist and attends updated training as appropriate.
- One of our LSAs has received specific speech and language training.
- Kimpton, Thruxton and Fyfield C of E Primary School will ensure all of the staff working with children with SEND are trained to support the children they work with.
- Where an LSA is allocated to support a specific pupil, additional training can be provided in the specific need of the pupil. Where a particular programme has been identified as appropriate, support staff will be trained to deliver the programme.

How will my child be including in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and therefore all children are to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities covering the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school's Accessibility Plan recognises the need to make reasonable adjustments for pupils with SEND so that they are not at a substantial disadvantage.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting.
- We provide appropriate emotional support for children that may struggle with transition to a new school, through the use of our ELSA.
- We provide all children with a buddy from their class
- We assess all children within two weeks of them joining us to enable the right provision to be put in place.
- When children with SEND are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. All our 'feeder' secondary schools run programmes specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with the staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an IPA, statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.

Whom can I contact for more information?

- The first point of contact will be your child's class teacher
- You can contact the Headteacher/SENCo: Mrs Zoe Newton
- You can contact the SEN Governors- Mrs Kate Roycroft and Mrs Stephanie Crutchley

The above can be contacted via the school office Tel: 01264 772297 or Email: adminoffice@kimpton.hants.sch.uk

- You can contact Andover School Nurses -

hp-tr.andoverschoolnurses@nhs.net

01264 835368

- You might also wish to:
 - Look at the school's SEN and related policies on our website
 - [Click here to look at the Hampshire Local Offer](#)
 - [Click here to look at Support for SEND](#)
 - [Click here to find out more about IPSEA](#) (Independent Parental Special Education Advice)

Whom should I contact if I am considering whether my child should join the school?

- Contact the school admin office to arrange a meeting with the Headteacher

Updated November 2015