



Kibworth CE
Primary School

Let Your Light Shine
Matthew 5:16

SEN Information Report 2023 -2024

School Name:	KIBWORTH CE PRIMARY SCHOOL		
Address:	HILLCREST AVENUE, KIBWORTH, LEICESTERSHIRE, LE8 0NH		
Telephone Number:	0116 2792485	Email:	office@dsatkibworth.org
Name of Head Teacher:	NIKKI MATTHEW		
Name of SENDCo	LUCIE BUTWELL		
Website:	http://www.kibworthprimary.org.uk/		
Twitter Feed:	https://twitter.com/Kibprimary		
School Specialism:	PRIMARY	Age Range of Pupils:	4-11
Date of Last Inspection: (OFSTED)	Nov'23	Outcome of Last Inspection: (OFSTED)	OUTSTANDING
Does the school have a DSP (Designated Specialist Provision):	NO		
Total Number of students with identified SEND:	67	No with EHCP/ Statement: 9 No with Top Up Funding: 4 No at SEN Support : 58 No monitoring at Initial concerns: 24	
Information on School contribution to the publication of the Local Authority's local offer	http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer/what-is-the-local-offer		
Date of this SEN Information report - to be updated annually	Reviewed January 2024		

SEN Information Report 2023 -2024

What is the SEND Information Report?

The SEND Information Report will describe the types of support and provision available in Kibworth CE Primary School for supporting all children to reach their potential. It aims to answer questions parents / carers may have and outlines what this would look like for children. We have broken this down into 4 sections.

- 1) Policies the school publishes in support of SEND
- 2) The roles and responsibilities of staff in school in relation to SEND
- 3) The different levels of support for children within Kibworth CE Primary School
- 4) Frequently Asked Questions.

What are Special Educational Needs?

Special Educational Needs can be split into four broad areas of need:

Communication and Interaction

Speech, Language and Communication Needs (SLCN)

Autistic Spectrum Disorders (ASD)

Cognition and Learning, Social

Specific Learning Difficulty (SpLD) e.g. dyslexia, dyscalculia and dyspraxia

Moderate Learning Difficulties (MLD)

Severe Learning Difficulty (SLD)

Profound and Multiple Learning Difficulty (PMLD)

Emotional and Mental Health Difficulties

‘Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention hyperactivity disorder or attachment disorder’ (paragraph 6.32 SEN Code of Practice, 2014)

Sensory and/or physical Needs.

Visual Impairment

Hearing impairment
Multi-sensory impairment
Physical Disability

According to the SEN Code of Practice, a child is considered to have special educational needs if they have 'a learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally made available to pupils of the same age'

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has 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 or mainstream post-16s institutions."

For some children, it is possible to identify SEN at an early age, but for others, their difficulties only become apparent as they develop. As recommended in the SEN Code of Practice, at Kibworth CE, 'the identification of SEN is built into the overall approach to monitoring the progress and development of all pupils'.

SECTION 1

What Policies does the school publish which support the SEND policy?

- The school SEND Policy.
- The School First Aid Policy
- The school PSHE Policy.
- The school Anti Bullying Policy.
- The school Accessibility Plan.
- The school Pupil Premium Policy
- The school Assessment Policy
- The school Marking and Feedback Policy
- The school Teaching and Learning policy
- The school Complaints Policy
- The school Restraint Policy
- The school Behaviour Policy

The policies are all available on the school web site or upon request from the school office.

SECTION 2

Step One - Discuss concerns with the Class Teacher

Roles and responsibilities

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

“Who's Who”

If you have concerns about your child's progress, in the first instance we would always advise you to speak to your child's class teacher, who works with your child on a daily basis. If we have any concerns about your child, in terms of their rate of progress or wellbeing, we will set up a meeting with you to discuss these. During this meeting, you and the class teacher can share information from home and school and create a plan detailing how we are going to support your child moving forward.

You can contact your child's class teacher by emailing the school office office@dsatkibworth.org or telephoning the office number 0116 2792485 to make a telephone, video call or face-to-face appointment.

The class teacher is responsible for:

- Checking the progress of your child.
- Identifying, planning and delivering any additional help your child may need. This could be things like targeted work, additional support, individualised homework set according to child's need, supporting the child by use of adapted resources. The class teacher will liaise with the SENDCO if necessary.
- Writing an Initial Concerns Form or an APDaR (Assess, Plan, Do and Review Form) where necessary, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help, and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

Step two - Share concerns with the school SENDCO

If you are concerned that your child's needs are not being managed and that your child is still not making progress, then you should then speak to the SENDCo – Lucie Butwell.

You can contact Miss Butwell by emailing the school office office@dsatkibworth.org or telephoning the office number 0116 2792485 to make a telephone, video call or face to face appointment.

The SENDCO: Lucie Butwell

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Liaising with a range of outside agencies to ensure that your child gets the support needed in order for them to make good progress.

Ensuring that parents / carers are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.

Head Teacher: Nikki Matthew

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDCo and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

Step Three - Raise concerns with the SEND Governor

If you are still concerned, you can speak to the school SEND Governor.

Member of the Advisory Board: Helen Collins Rackley

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

SECTION 3

What are the different levels and types of support available for children with SEND at Kibworth CE Primary School?

“Levels of support available for all children”

Quality First Teaching

All children have access to class teacher input via excellent targeted classroom teaching - this is known as 'Quality First Teaching.'

For your child, this means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based upon building on what your child already knows, can do, and can understand.
- At times the teacher may direct a Teaching Assistant or Learning Support Assistant to work with your child as part of normal working practice.
- Different approaches to teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning, technology or other pedagogical strategies.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. This support is often changeable depending on children's identified gaps in knowledge and understanding.
- All children in school should be getting this as part of excellent classroom practice when needed.
- Specific group work within a smaller group of children. This group, often called interventions, may be run in the classroom or outside the classroom; run by a teacher, teaching assistant or learning support assistant who has had training to run these groups.

The School SEND Register

The three levels of the school SEN register are outlined below.

Initial Concerns

Initial concerns is a stage the school are not required to report and is not part of the SEND Code of Practice 2014, however, where we recognise children are having difficulties, we may, with your agreement monitor them for some time before formally placing them on the SEND register. This is part of taking a 'Graduated Approach' to Special Educational Needs. At this stage, children are usually placed in more targeted interventions and staff are ensuring the child makes faster progress.

This will involve setting some small steps targets underpinned by 1 – 2 cycles of more targeted support. If your child then makes the progress expected and no longer requires the more targeted support, they may be removed from initial concerns. If they continue not to make progress or continue to require targeted support, then placing on the SEN register at SEND support may be considered.

SEND Support (K)

After monitoring the child for some time and with all of the above support, there may still be concerns regarding your child's progress and through consultation with yourself, the class teacher and the SENDCo, the decision may be made to formally place your child on '**SEND Support**' so that we can monitor the progress of your child even more carefully and likely involve additional 'specialist' input or outside agencies which may be required instead of and in addition to Quality First Teaching and intervention groups.

In most cases, the child will be '**significantly behind**' their peers; they may be making little or no progress. There may be concerns that there is an underlying problem which needs further investigation, or it may be that the child requires further support.

This means:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a **Speech and Language Therapist, Occupational Therapist, school Nursing Team, Educational Psychologist or Specialist Teacher Services**. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which school staff will then follow. This may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social communication group.
- Group or individual work with a specialist.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Statutory Assessment - Education, Health and Care Plan (EHCP)

The next stage of the process, if evidence shows that your child is still not making adequate progress despite intervention and support, is to investigate another layer of support in addition to what is already in place.

Specified Individual Support is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher, SENDCo and Head Teacher as needing a particularly high level of support or small group teaching (the amount of hours will be specified by an Education, Health and Care Plan), which cannot be provided from the budget available to the school.

This level of support is usually only awarded in the most extreme cases of need, where children are significantly behind their peers in the areas of SEND according to the SEND Code of Practice 2014. The criteria and thresholds for this can be found at <http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Usually, your child will also need support from professionals outside the school. This may be from:

- Local Authority central services such as the Hearing Impaired Team, Social Emotional and Mental Health Team, Early Years team, Autism Team etc...
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Health Service.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support or resources that will need to be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support level.

After the reports have all been sent to the Local Authority (L.A.), the L.A. will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the support at SEND Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The ECHP will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. In line with the provision detailed in the EHCP, an additional adult *may* be used to support your child with whole class learning, run individual programmes or run small groups which include your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than a specified number of hours support in school

The legal timescale is 20 weeks for the LA to decide on Statutory Assessment from receiving the application.

- We ensure that equipment used is accessible to all children regardless of their needs.

If your child requires specific equipment due to a diagnosed SEND need, we will work with the appropriate agencies to accommodate these requirements.

Please refer to the school Accessibility Plan - this outlines the school plan for ensuring equal access.

SECTION 4

“Frequently asked questions”

<p>How accessible is the school environment?</p>	
<p>How are children identified as having Special Educational Needs?</p>	<p>Children are identified as having SEN in a variety of ways for example:</p> <ul style="list-style-type: none"> • Concerns raised by parents /carers • Concerns raised by teachers • Concerns raised by the child • Changes in a child's behaviour, mental health or self - esteem which is affecting progress • A child finds learning difficult despite appropriate Quality First teaching and interventions available to all pupils • A child is performing <i>well below</i> age related expectations • outside agencies and pre- schools e.g. speech and language therapist, Paediatricians etc.... <p>If a child is placed on the SEND register, they are placed according to one of the following categories, as outlined by the 2014 Code of Practice for SEND</p> <ul style="list-style-type: none"> • Cognition and learning (such as dyslexia, dyscalculia, general learning difficulties) • Communication and interaction (such as selective mutism, ASD) • Social, emotional and mental health (SEMH) (such as ADHD) • Sensory and or physical needs (such as a vision impairment, hearing impairment, physical difficulty, sensory processing disorder)
<p>How are parents/carers kept informed about the support the school have put in place?</p>	<p>Each child's education is planned by the class teacher. It is adapted according to individual pupil needs. This may include additional support by the teacher, Teaching Assistant or Learning Support Assistant in class.</p> <p>If a child has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy or literacy skills then the pupil will be placed in a small focus group. This will be run by the teacher, teaching assistant or learning support assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. The class teacher is responsible for managing the interventions.</p> <p>These interventions will be recorded on the APDaR (this is a record of the support and interventions, timings, and impact of the intervention). Parents will be notified about any interventions the pupil is having by the class teacher.</p> <p>If you have any queries related to the interventions, please do not hesitate to contact the class teacher or the SENDCo.</p>

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head Teacher and Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the class teacher /SENDCo. Pupils who are not making progress or meeting age related expectations for whatever reason are always a key part of the discussion in these meetings.

Occasionally, a child may need more expert support from an outside agency such as the Speech and Language Therapist, Educational Psychologist or Paediatrician. Referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency.

After a series of assessments, a programme of support is provided to the school and parents/carers. The class teacher uses the programme to plan effective support for the teaching assistant to implement.

The SENDCo meets with the SEND Advisory Board member termly, who monitors SEN, Safeguarding and Child Protection to ensure that policies and procedures are followed.

If a child is formally on the SEND register, then parents / carers will meet to discuss their child's progress three times per year. At least one of these meetings will be held with the SENDCo.

How is the curriculum differentiated and matched to a children's needs?

When a child has been identified with special educational needs, their work will be adapted by the class teacher to enable them to access the curriculum more easily.

Teaching assistants may be allocated to work with the child in a 1-1 or small focus group to target more specific needs.

If appropriate, specialist equipment may be given to the pupil e.g.

- sloping writing boards
- wobble cushions to aid concentration
- Theraband
- pen/pencils grips
- adapted scissors
- coloured overlays for reading (following assessment for visual stress)
- coloured exercise books for written work (following assessment for visual stress)
- fiddle toys to aid concentration
- visual timetables

- specialist chair
- specialist IT equipment
- visual timetables
- emotions boards
- individual workstation
- specific language cards used for the child e.g first____, then____
- behaviour charts
- ICT talk tiles
- task boards
- mind maps
- now/next boards
- phonics dictionaries
- electronic spell checkers

The class teacher works with all children in their class. The class teacher plans the work for the teaching assistants to implement. All support staff receive internal or external training for the areas of SEND support that they carry out.

What interventions are offered?

A number of interventions are used across the school to support children to catch up in areas they are behind in. These are as follows:

- **Big Moves** - an intervention to support gross and fine motor skills in Foundation Stage and with individual children who need it.
- **Reading Recovery** - a 1:1 reading programme
- **Direct Instruction Precision Teaching** - a 1:1 sight reading intervention / 1:1 spelling intervention
- **DILP** (Dyslexia intervention programme)
- **Dyslexia Gold**- literacy intervention online.
- **Social Communication** - a communication programme
- **Pre-teaching in maths**
- **Pre-teaching in spelling, grammar or English skills**
- **Handwriting**
- **Fine motor skills**
- **Little Wandle Catch-up**

- 1:1 tuition and small group tuition
- P.E intervention and 'Wakey Shakey'
- Sensory Circuits
- Reciprocal Reading
- Reading inference
- Reading comprehension
- Social communication groups
- Phonics
- Speech and language therapy targeted intervention (following assessment)
- Numicon

How is progress measured?

Staff communicate regularly with parents. You are welcome at any time to make an appointment to meet with the class teacher and/or SENDCo. We can offer advice and practical ways that you can help your child at home.

If your child is on the SEN register, they will have a **Personalised APDaR Plan (assess, plan do review) and a One Page Profile**. The **APDaR** is used to highlight next steps and targets, the support that has been put in place to support the child and the interventions and training staff may have had to support the child. They are accessible to all adults in school that work with your child directly. APDaRs are written by the class teacher and One Page Profiles are written by teachers, including the child and parent voice. These two documents support each other.

The targets set are SMART (Specific, Measurable, Achievable, Relevant, Time bound) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have an EHCP, which means that a formal meeting will take place with you and all agencies involved to discuss your child's progress and a report will be written. This is called an Annual Review.

How are wellbeing, personal and medical needs supported in school?

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We are a caring, understanding staff who look after our children and parents. We fully recognise that children may go through crisis in their lives for short periods of time or longer periods of time. We aim to utilise the support we are lucky enough to have in school to support all children through these times NOT just the ones identified as having SEND needs.

Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing. If further support is needed the class teacher will liaise with the SENDCo who will give advice and support and put a plan of action into place. This may involve support from our in school Emotional Literacy Support Assistants (ELSA) – Mrs Rowland (Family Support Worker) and Mrs Darlison.

Children with medical needs

If a child has a medical need, then a detailed Health Care Plan is compiled by the health professional e.g school nurse or doctor, in consultation with parents/carers and the school where appropriate. This is discussed with all staff who are involved with the child.

We have several fully trained paediatric first aiders.

If your child has a medical condition that requires medication, a meeting will be held with parents/carers, and the SENDCo, to explain our Health and Safety Policy, First Aid Policy and Procedures. Parents and all staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both child and staff member.

How do children contribute to the everyday life of the school? How are their views gathered?

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class children are encouraged to contribute to lessons
- There is a School Council meeting every month where issues or viewpoints are discussed.
- We have pupil questionnaires to gather ideas and opinions about curriculum topics
- Children who have APDaRs and Initial Concern Forms discuss their targets with their class teacher.
- Children with an EHCP share their views before the review meetings.

What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- **EPIC Educational Psychology services**
- **Discovery Speech & Language Therapy services**
- **NHS Speech & Language Therapy services**
- **NHS School Nurse – 0116 2153239**
- **Children's Social Care**
- **NHS Occupational Therapy**

- **Specialist Teaching Services (Leicestershire County Council)**
- **Early Years SEN Team (Leicestershire County Council)**
- **ADHD Solutions**
- **Autism Outreach**
- **Transition / pastoral mentor at The Kibworth Mead Academy or other local schools the children might transfer to**
- **Outreach workers from local specialist provision school such as Birkett House and Oakfield Short Stay School**
- **CAMHS (Child & Adolescent Mental Health Service)**
- **NHS Community Paediatricians**
- **NHS dietician**
- **Local authority inclusion forum**

In most cases (except for the community paediatrician and CAMHS), the school SENDCo can refer directly to these agencies.

In some cases, the outside agency will visit your child in school to assess them or provide additional strategies to staff; in other cases, you may be required to attend clinic appointments with your child. You will always be informed if any outside agency is to be involved with your child and your consent will always be asked for first.

Mel Shirley is the **EPIC Educational Psychologist** allocated to our school. She would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational needs better, Mel Shirley will generally meet with parents and give feedback after the assessment has been completed. She will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

We also have a **Discovery Speech and Language Therapist** allocated to our school through Discovery Schools Academy Trust- Alex Hickenbottom. This service may be offered in addition to NHS services.

What training do staff receive?

The SENDCo, Lucie Butwell achieved the Masters Level National Award for SEN Coordination through The University of Northampton in 2022 and has had 15 years experience as a SEN teacher in Specialist Provisions. She has been trained in a wide range of SEN. She has a 4yr B.Ed (Hons) Early Years CANTAB.

The school has a school improvement plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND, to ensure consistency of the school's approach and/or individual training requirements.

Individual teachers and teaching assistants attend training courses directly linked to the needs of specific children in their class e.g using visual strategies, challenging behaviour management, ASD, ADHD, Speech and Language.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENDCo.

Planned school staff training in the academic year 2023- 2024 includes:

- Whole school Trauma and Attachment Training delivered by Leicester Virtual School
- EPIC workshops
- Inclusion advice forum
- Autism forum for Teaching Assistants
- Diabetes training
- EP Drop-in sessions
- Trust SEND Conference- ASD, ADHD, DLD, Speech and Language, Dyslexia, OCD, Global Developmental Delay, Assistive Technology, SEND Law

Planned school staff training in the academic year 2022- 2023 included:

- Whole school Autism Education Trust Level 2 GAP Training
- EPIC workshops
- Little Wandle Phonics
- MAPA positive handling training
- Inclusion advice forum
- Autism forum for Teaching Assistants
- Diabetes training
- Trainee ELSA completed ELSA training
- EP Drop-in sessions

Planned school staff training in the academic year 2021- 2022 included:

- Inclusive Classroom training
- EPIC workshops
- MAPA positive handling training
- Inclusion advice forum
- Autism forum for Teaching Assistants
- Diabetes training
- EP Drop in sessions

Planned school staff training in the academic year 2020- 2021 included:

- Tier 1 autism training
- EPIC workshops
- MAPA positive handling training
- Dyslexia advice forum
- Autism lead practitioner training
- Attachment training
- ADHD training (ADHD Solutions)

Planned school staff training in the academic year 2019 - 2020 included:

- ELKLAN speech and language training
- Tier 1 autism training
- EPIC workshops
- MAPA positive handling training
- Social processing
- Dyslexia advice forum
- Autism lead practitioner training
- Online training in ADHD and ASD
- Anaphylaxis and allergies
- Online training in dyslexia

Planned school staff training in the academic year 2018 - 2019 included

- Attachment training update- delivered by Leicestershire County Council (LCC)
- Individual staff training in MAPA (positive handling).
- Autism awareness level 2
- ELSA completed Solihull Approach
- Individual TA training in Social Processing
- EPIC workshop

School staff training in the academic year 2017 - 2018 included:

- Dyslexia (delivered by Specialist Teacher Services at Leicestershire County Council) (Received in September 2017)
- Individual staff training in MAPA (positive handling).
- All TAs trained in Direct Instruction Precision Teaching (DIPT)
- SENCO completed ELKLAN training – speech and language
- All staff completed EPIC speech and language training delivered by the speech therapist
- SENDCO completed Solihull Approach
- ELSA completed ‘Beyond the Boxall’ training

School staff training in the academic year 2016 - 2017 included:

- Autism Spectrum Disorder (ASD)
- Sensory Processing Disorder
- A number of SEND workshops - delivered by SENDCOs from Discovery Schools Academy Trust
- Individual staff training in MAPA (positive handling).
- Teaching assistant training in numeracy, literacy, early years, SEN
- ELSA training – emotional wellbeing (The School ELSA)

Activities, school trips and residential trips are a very important part of every child’s learning experience at Kibworth CE Primary School.

How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?

Risk assessments are carried out and procedures are put in place to enable all children to participate. It may be that an individual child requires an individual risk assessment, to ensure specific procedures and adaptations are in place.

If a child has an identified 1:1 teaching assistant he/she will accompany them on the trip. However, if this is not the case and it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

Does the school offer before and after school services? How does the school ensure that pupils with SEND are included

We have a before and after school wrap around care facility called 'Tiger Club' which offers care to children should parents need it. This is run through Discovery Schools Academy Trust, Extended Services manager Lee Gill and managed by Lucy Philipson.

Kibworth CE Primary School provides after school activities which change termly. All children are encouraged to attend with arrangements being made where ever possible to support SEN children in activities. This may be subject to the Wrap Around Care team obtaining funding through the Local Authority for 1:1 support.

How are children supported when changing schools or transferring to other education, employment or training?

We recognise that 'moving on' can be difficult for a child with SEND so take steps to ensure that any transition is as smooth as possible.

Home / Pre-school settings to Foundation Stage:

Nursery/preschool visits are carried out for our Foundation Stage children. All Parents and carers of Foundation Stage children are invited to attend a Welcome Meeting with the Foundation Stage teachers.

The SENDCo, and where possible Class Teachers, visit preschool settings where SEN has already been identified.

The SENDCo also meets with the Early Years Inclusion Service specialist teachers to plan transitions for SEND students on their caseload.

Foundation Stage to KS1:

Children have a familiarisation day in July and meet class staff informally regularly at the end of the summer term. For children with SEND, we encourage further visits to assist with the acclimatisation of the new surroundings.

•If your child is moving to or from another school:

- We will contact the new/old school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.

- We will make sure that all records about your child are passed on / acquired as soon as possible.

•When moving classes in school:

◦Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. All relevant information will be shared with the new teacher.

◦The class teacher will create Pupil Passports with children with SEN which will be shared with their new teacher and other adults working with them.

Year 6

◦The SENDCo will liaise with secondary schools early in the academic year to highlight SEND students, plan their transitions, arrange parents meetings with the secondary SENDCos, for them to observe SEND students in class and speak to their current teachers and 1:1 LSA's. Where possible, the SENDCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school.

◦Your child may attend a small 'Transition' group in school, run by the Inclusion officer from Kibworth Mead Academy (our main secondary feeder school) to support their understanding of the changes ahead if it is deemed they will find transition difficult.

◦Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

◦We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How are resources matched to a children's needs?

The Head Teacher and SENDCo decide on the budget for SEND in consultation with the school governors, on the basis of the needs of the children currently in the school.

The Head Teacher and the SENDCo discuss information regarding:

◦the children getting extra support already

◦the children needing extra support

◦the children who have been identified as not making as much progress as would be expected

•All resources/training and support are reviewed regularly and changes made as needed.

•We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available.

•Teaching assistants deliver programmes designed to meet groups of children's needs.

•The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a teaching assistant.

	<ul style="list-style-type: none"> •Teaching assistants deliver programmes designed to meet groups of children’s needs.
<p>How do the school decide how much support is provided?</p>	<p>The class teacher alongside the SENDCo will discuss the child’s needs and what support would be appropriate.</p> <p>Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents. Each year group has at least one teaching assistant between the three classes - in the first instance, this teaching assistant may provide additional small group support for your child. If more individualised support is required, this is usually in consultation with advice from additional agencies.</p> <p>It is only in extreme cases that full time 1:1 support is provided - this is usually due to significant learning difficulties where the pupil is achieving at least two years below their expected age, behavioural difficulties or severe social emotional and mental health difficulties (SEMH). If it is felt that 1:1 support is needed, then a request for Statutory Assessment or additional High Needs Funding will almost certainly be put in.</p>
<p>How can I find out about support services?</p>	<p>The school office / SENDCo are happy to signpost parents to specific support services.</p> <p>Kibworth CE Primary School contributes to Leicestershire’s Local Offer which can be found at:</p> <p>https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer/what-is-the-local-offer</p> <p>Here you will find a directory of services that may be able to help you.</p>
<p>What do I do if I want to make a complaint to the school?</p>	<p>If you wish to make a complaint, please contact the school office and request our Complaints Policy which will give you clear procedures about how to contact the Advisory Board.</p>