

Keyingham Primary School
SEND Information Report 2019-2020

1. SEND Contact Details

Special Educational Needs Coordinator (SENCO)

Mrs. Sarah Roberts
Keyingham Primary School
Russell Drive
Keyingham
HU12 9RU

Tel: 01964 622319

Email: robertss@keyinghamprimary.co.uk

SEN Governor - tbc

2. Our Ethos

At Keyingham Primary School we nurture each individual to ensure they develop the knowledge, skills, understanding and attitudes needed to lead responsible and fulfilling lives, today and in the future. We recognise that the curriculum should be fully accessible to all and as such our curriculum offers a holistic education both in and outside the classroom. Our pupils receive the necessary support and interventions to remove barriers to learning, enabling them to fulfill their potential. We are an inclusive school, working in partnership with parents, children and when necessary external services to meet children's individual needs and supporting them in enjoying their education & achieving their full potential.

3. Policies

For more information about policies that may affect children with SEND, please see the academy website polices section.

4. Admission Numbers

Keyingham Primary School currently has 206 pupils on roll. There are 48 pupils on the SEN register, 12 of which are children with Education Health and Care Plans (EHCPs).

5. Identification and Assessment

All children are regularly assessed by their class teacher to ensure they are making good progress. This progress is reviewed half termly by the Senior Management Team, including the SENCO, and interventions put in place to address identified needs.

If a child is identified with specific needs additional testing is undertaken and, if appropriate, advice sought from external agencies about support needed for that child. Parents are an important part of this process and staff involve them in discussing the needs of their child and the support the school can provide.

In addition to the half termly assessment systems used across the school, children with SEN have termly support plans, shared with parents, identifying their needs and the interventions and support that is in place. These are reviewed regularly with parents and any other agencies working with the child

6. Who to talk to about a child with SEND

If a parent is concerned that their child may have Special Educational Needs, we would ask that they speak to their child's class teacher in the first instance and then if required the teacher will refer them to the school's SENCO, Mrs Roberts.

7. Types of support available for children with SEND

At Keyingham Primary School our children with SEND are supported in the following ways, depending on what is most suitable for the child and their needs;

- Additional adult support in the classroom
- Small groups for specific interventions
- Adapted and additional resources (e.g. pencil grip, writing slope, visual timetable, coloured overlay)
- Sensory room with multi-sensory resources.
- Nurture provision
- Referral to external agencies where appropriate (e.g. Educational Psychologist, Occupational Therapy, Speech and Language)
- Termly Support Plans, individualized for each child

At present we provide the following intervention programmes & activities: -

Nessie

Beat Dyslexia

Toe by Toe

Phonics to spelling

Time to talk

Social story/friendship groups

Lego Therapy
Emotional Literacy support packages (anger management, self-esteem, bereavement, bespoke packages, etc.)
Makaton
Speech & language groups
Physiotherapy
Read, Write, Inc/Fresh start phonics
Maths catch up sessions
Literacy catch up sessions

8. Awareness and understanding by all staff of children with SEND

The school ensures that staff are informed about the needs of children with SEND in the following ways;

- Weekly staff meetings and fortnightly Teaching Assistant meeting update all teaching staff about the needs of SEND children
- Lunchtime staff and after school club staff are updated regularly when relevant information is available
- Transition meetings are held at the end of each school year to ensure the new class teacher is fully informed about the child. Sessions are planned for the new class teacher to spend time with the class in the summer term as well as transition sessions for the children to spend session with their new class teacher
- All staff working with SEND children receive copies of relevant information from termly support plans, annual and interim reviews of EHCPs and external agencies
- Termly Support Plans are in folders in classrooms for all staff to access as needed on a daily basis

9. Letting parents/carers know about any SEN concerns regarding their child

If the school has any concerns about a child, then in the first instance the class teacher would request a meeting with the child's parent/carer or speak to them about the concerns at parent's evening. If required parents/carers may then meet with the SENCO in order to discuss their child's needs further.

10. Allocation of support

Support for children with SEND is allocated according to an individual's needs and requirements, as discussed and agreed with some or all of the following; parents, teachers, the SENCO, the senior leadership team and external agencies, where suitable.

Information from pupil assessment and progress meetings are used to decide on the interventions needed for individual children and the deployment of Teaching Assistants. Information from termly support plans and EHCP reviews feed into these progress meetings providing additional information on SEND children.

We also aim to regularly review and assess the impact of support and change it as and when required.

11. Other services which provide support

The academy has a wide range of people and organisations which can provide support where required, including the following;

- Educational Psychologist
- Behaviour Support
- Special Needs Consultant
- Autism Inclusion Practitioner
- Occupational therapy
- Physiotherapy
- Portage
- Specialist epilepsy nurse
- School Nurse
- Speech & Language therapy
- Children's Centre
- Children's disability team
- CAMHS
- Sensory and Physical Teaching Service (SAPTS)

12. Staff training

Staff are regularly consulted about their SEN training needs and training sessions are provided using expertise both from within the academy and from other professionals. This training is usually provided for teachers, TAs and Midday Supervisors where suitable.

The SENCO also attends regular training sessions and courses in order to develop her understanding and knowledge. She also develops her skills and shares good practise by attending the local authority SENCO forums and annual SENCO Conference. The SENCO has achieved the National Award for SENCOs which is a master's level qualification for SENCOs.

13. Adapting teaching for children with SEND

All teachers at Keyingham Primary School have responsibility for SEND children. Teachers are responsible for ensuring all activities are differentiated to meet the needs of the children in their class and ensure that they all make good progress. This includes ensuring they meet the social, emotional and physical needs of every child. Personalised termly support plans are agreed to meet the needs of SEND children to ensure their needs are met which may involve the use of additional resources.

If required, the teaching for children with SEND may be adapted in the following ways, according to the needs of the child:

- Class work is differentiated in small groups and individually when required.
- Class-based TAs work alongside the class teacher to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN.
- Suitable resources to help children access learning such as practical equipment or visual resources are provided.
- Techniques such as over-learning and pre-teaching may be used to embed learning.

14. Support available for parents of children with SEND

Our open door policy encourages parents to come into school to discuss any concerns they may have about their child. We are also able to put you in contact with other agencies that may be able to provide further advice or support such as SENDIASS.

15. Accessibility of academy's physical environment for children with SEND

The school is fully accessible to pupils with disabilities and the lift enables wheel chair access to the first floor. There are three disabled toilets in the building and we have changing facilities, including a shower. The car park has disabled bays. A hearing loop system is in place and additional equipment needed to support children is acquired according to children's needs. (keyboards, writing slopes, adapted seating, etc.)

16. Facilities for children with SEND

We have a number of quiet rooms around the school that are used for interventions and support activities.

There is a designated sensory room within the school and nurture provision.

Each classroom has a designated quiet calm down area.

There are a range of lunchtime and after school clubs that all children can join.

17. Transition for children with SEND

Where required, children with SEND can access the following support when moving into a new class, phase or up to High School:

- For SEND children coming into Foundation Stage, the SENCO or class teacher may attend meetings, where required, to get to know the child and evaluate their needs in the academy. The academy will liaise with the nursery, where applicable, and the SENCO or class teacher may visit a child in this setting.
- Towards the end of the academy year some children with SEND may carry out transition activities such as; meeting their new teacher or TA, spending time in their new classroom/phase, creating a transition book with this information to look at over the summer holidays. The type and amount of transition activities will depend upon the individual needs of a child.
- For children moving up to High School, the SENCO will liaise with the school that children are moving to and will evaluate their transition needs. Extra transition visits with a TA will be arranged on an individual or group basis as required and our SENCO will meet with the High School SENCO to ensure all relevant information about a child is passed on.

18. Complaints procedure

In the event of a complaint, we would encourage discussions with class teachers, SENDCO and the Headteacher to try and resolve any issues in the first instance. The school's complaints policy can be found on the website and we would ask that this policy is followed in the event of a formal complaint being made. In this instance the school would also advise parents to seek impartial advice and support from agencies which specialise in supporting the parents and carers of children with SEND, such as SENDIASS or KIDS.

Link to The Local Authority's [\(East Riding\) Local Offer](#).