

Keyingham Primary School
SEND Information Report 2023-2024

1. SEND Contact Details

Special Educational Needs Coordinator (SENCO)

Mrs. Sarah Roberts
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Mrs Roberts is in school 2 days per week (Mondays and Wednesdays)
Mrs Clarkson is the Assistant SENCO and is in school Monday-Friday.

SEN Governor – Kathryn Littlewood

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 fulfil 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 196 pupils on roll*. There are 41 pupils on the SEN register, 11 of which are children with Education Health and Care Plans (EHCPs).

5. Identification and Assessment

There are several means of identifying students with SEND.

- Teachers can complete an Initial Concern Form for any children that they are concerned are not making progress in line with the age-related expectations across any of the 4 areas of need; Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health, Sensory and/or Physical. This form is triaged by the SENCO and/or the Senior Leadership Team and may lead to an observation by the SENCO, and a plan of support put into place to address the barriers to learning.
- All children are regularly assessed by their class teacher to ensure that they are making good progress. This progress is reviewed by the Senior Leadership Team and interventions put in place to address identified needs.
- External agencies liaise with the school to make us aware of any children that they are supporting, and any additional needs identified.

If a child is identified with specific needs, additional testing is undertaken (such as a literacy screener) 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.

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.
- 'The Hub' (Enhanced Resource Provision) for KS1 and 'Sub-Hub' for KS2.
- Bespoke timetables tailored to individual pupils' needs.
- Referral to external agencies where appropriate (e.g. Educational Psychologist, Occupational Therapy, Speech and Language etc.)
- Termly Support Plans, personalised for each child.

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

- Nessy Reading and Spelling
- Reading Eggs
- Mathsframe
- Purple Mash
- Social skills/friendship groups (recommended programmes from Speech and Language e.g., Time to Talk, Talkabout, Friendship Formula).
- Lego Therapy
- ELSA - Emotional Literacy Support packages (self-esteem, bereavement, social skills, recognising and understanding emotions)
- Mental Health Support
- Well-Being dogs on site weekly to work with small groups and individuals
- Speech & Language Programmes
- 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;

- Using Microsoft Teams as a means of sharing information with relevant staff; sharing documents such as EHCPs, annual reviews and interim reviews; sharing information and reports from other professionals and external agencies.
- Weekly staff meetings with opportunities to update all teaching staff about the needs of SEND children.
- 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.
- Opportunities to meet with external agencies working with pupils to share strategies (e.g. speech and language, behaviour support team, children's centre etc.)
- Termly Support Plans are accessible to staff on Microsoft Teams.
- Regular training from both the internal SEND Team and external agencies, and through the Trust.

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.

Assessments and progress data 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 provide additional information on SEND children and support that will benefit them.

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 links with a wide range of external services and organisations which can provide support where required, including the following;

- Educational Psychologist
- Social Emotional and Mental Health Support Team
- Autism Inclusion Practitioner
- Occupational Therapy
- Physiotherapy
- Portage
- Specialist Nurse s (e.g. Epilepsy, Diabetic)
- School Nurse
- Speech & Language Therapy
- Children's Centre
- Children's Disability Team
- CAMHS
- Sensory and Physical Teaching Service (SAPTS)

As a school we also buy in Bridge SLT, a private Speech and Language Therapy Service. This is because we have identified speech and language as a concern for a significant cohort of our children, following on from the impact of the pandemic, and we feel that it is important to offer early intervention wherever possible.

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 and Teaching Assistants who work with the children on a day to day basis. If any child has a physical or medical need, other staff members may also require access to training, such as Kitchen and Site staff. The SENCO also attends regular training sessions and courses in order to develop her understanding and knowledge. She develops her skills and shares good practise by attending the local authority SENCO forums and annual SENCO Conference, as well as half termly cluster meetings with the other SENCOs within the school's Trust. 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

We encourage parents and carers 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 wheelchair 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.)

We also liaise with the Local Authority Sensory and Physical Teaching Service, who will assess pupils' needs and advise of any further adaptations required.

16. Facilities for children with SEND

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

The school has an Enhanced Resource provision named 'The Hub' which has a range of sensory resources accessible throughout the day to pupils who have are on roll within the provision. There is also outdoor space which is used for outdoor learning and play and also has sensory equipment, such as water and sand trays.

Additionally we have a 'Sub-Hub' which is accessible to students throughout the day who may need support with self-regulation. We have a range of sensory equipment, calming activities and games, as well as it being a quiet space for small group interventions. There are a range of lunchtime clubs that all children can join, including sporting activities, reading, Lego and well-being sessions. There are also after school activities such as Forest School and Crafts, which are open to all students.

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 Secondary 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. The school 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 school 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 Secondary School, the SENCO will liaise with the school that children are moving to and will evaluate their transition needs. Extra transition visits will be arranged on an individual or group basis as required and our SENCO will meet with the Secondary School SENCO to ensure all relevant information about a child is passed on.
- For children with an EHCP moving up to Secondary School, the SENCO from the new school will be invited to attend the review meeting in Year 6.

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](#).