



# SEND Provision at Kiveton Park Infant and Meadows Junior School



**'Be Kind, Be Safe, Believe'**

## OFSTED said:

*'Leaders provide high-quality training for staff to help them support pupils with SEND. As a result, pupils receive expert guidance to help them learn the full curriculum'.*

*'Parents and carers of pupils with SEND are fully involved in the production of support plans. Teachers use assessment to plan precise next steps for pupils with SEND. This means that pupils learn things in steps that are right for them. Pupils with SEND flourish as a result'.*

## School Staff Training

### Recent training:

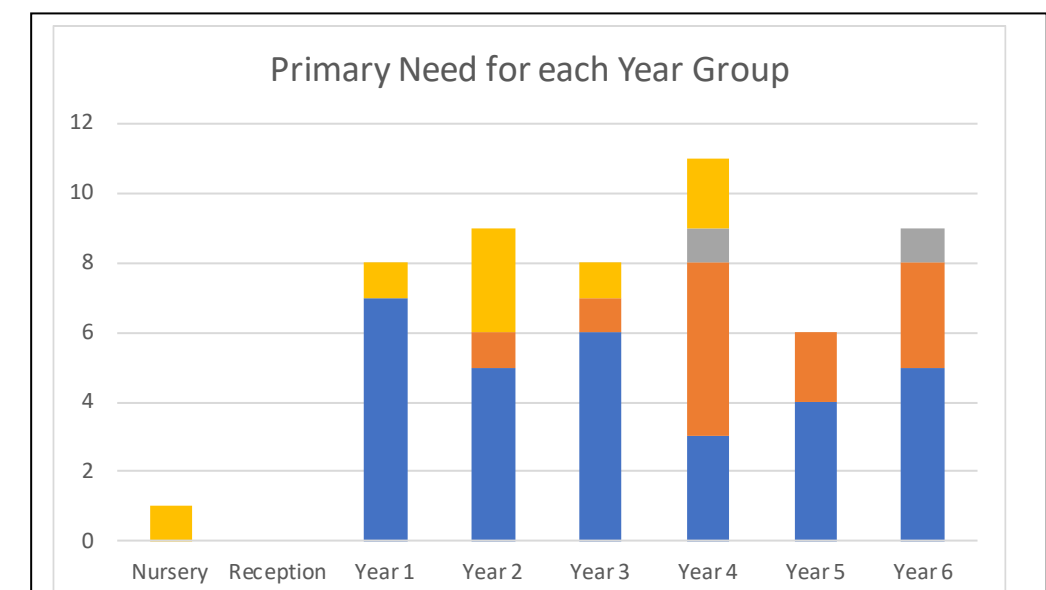
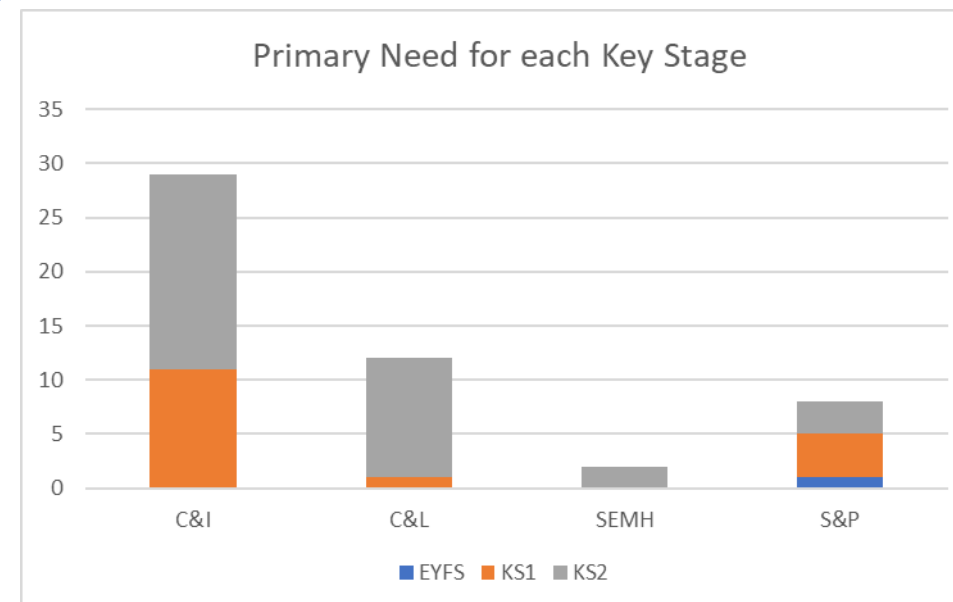
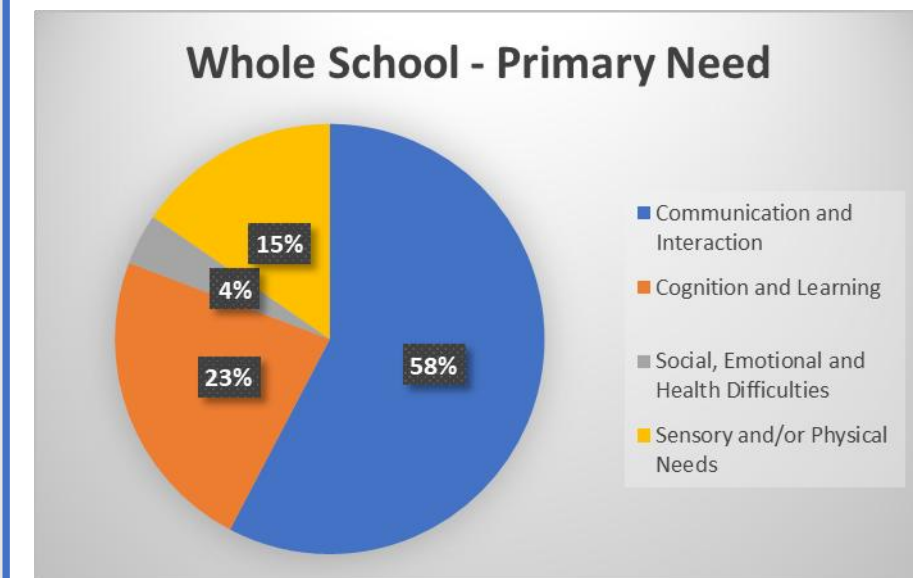
- Team Teach
- Reflective enquiry
- Prem Aware
- Autism and PDA
- Clicker- Makaton – In Print

Upcoming training: Sensory Regulation

CVI Visual impairment team

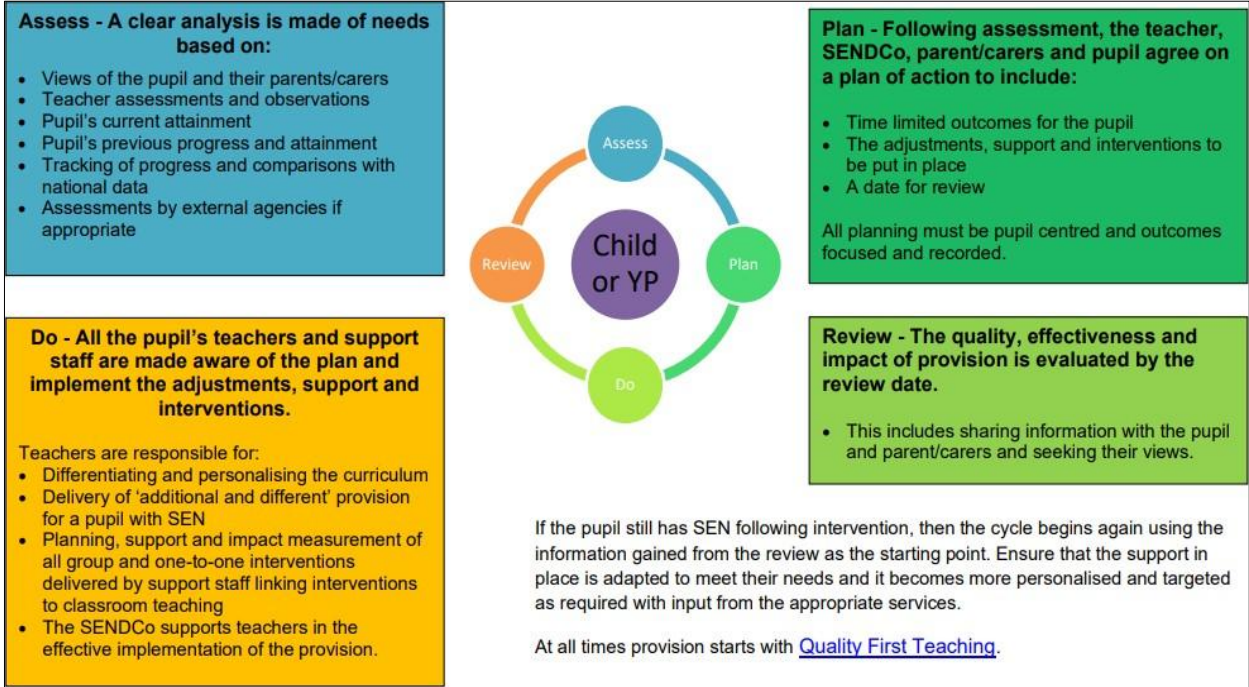
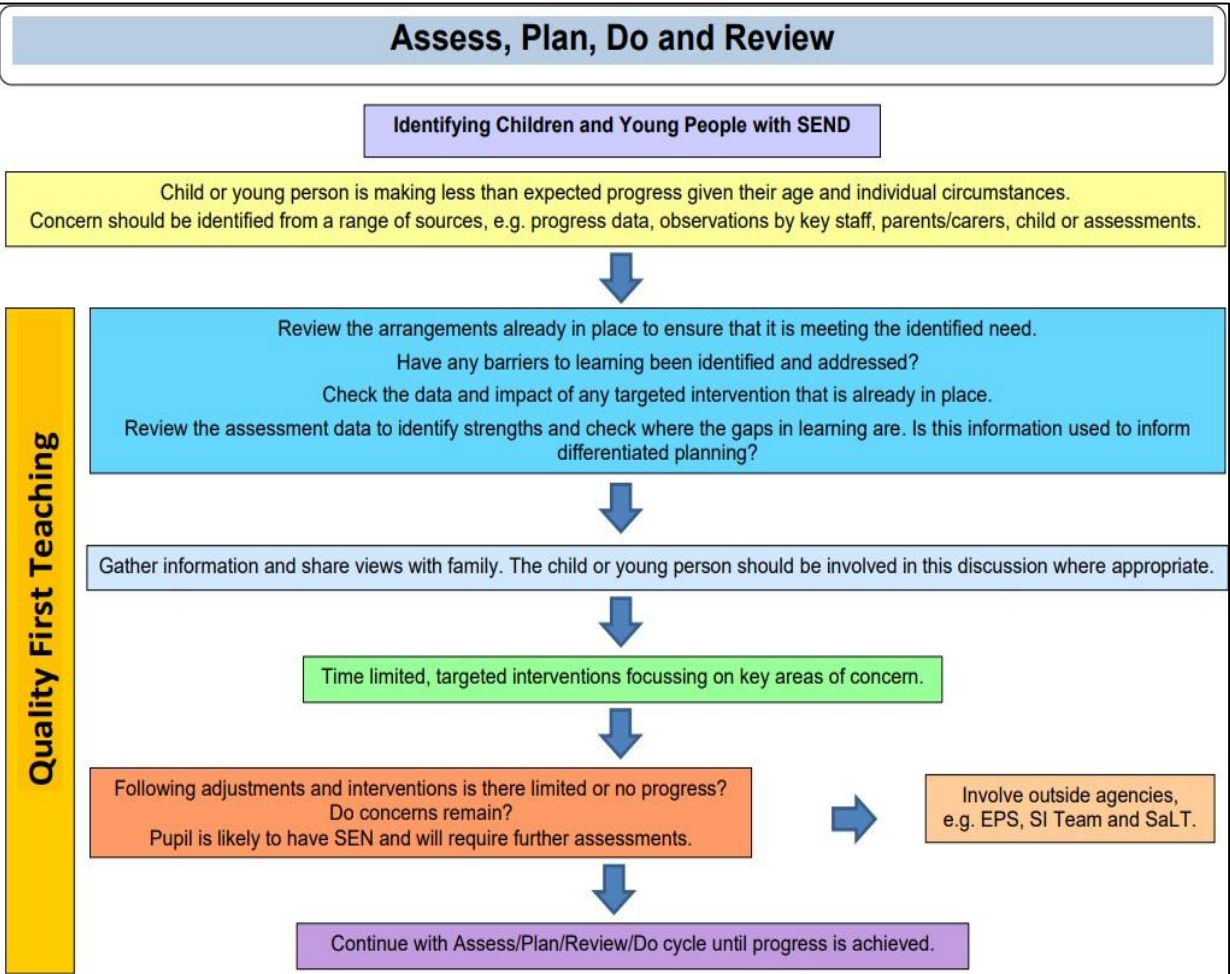
## School Staff Expertise

- SENDCo
- Relationship and behaviour policy build on regulation and restorative practice.
- Staff qualified to support mental health.
- Strong working relationships with external professionals.
- Emotional wellbeing at the heart of all provision.
- Team Teach trained staff.
- Family Liaison Support Assistant to support families.
- Intervention Support Assistant delivering NELI, Time to Talk, Attention Autism,



Kiveton Park Infant and Junior school has 14.4% level of SEND compared to 18.2% nationally and pupil premium 24% We have 11 children with EHCPs across the schools, which is below the national average and our attendance is on average 94%. Over the last 2 years we have seen a higher proportion of pupils on the SEND register with identified needs around communication & interaction and SEMH, which has led to us developing staff expertise, seeking more ongoing interventions and adapting out interactions to support speech and language.

**Intent:** Everyone at Kiveton Park Infant and Junior school we are committed to providing every child with the best start in life, including those with additional needs. We want them to develop key life skills in order for them to be fully prepared for the world we live in and for every child to reach their full potential whilst having an enjoyable and memorable time at school. We believe early identification is key and following our graduated response we assess, monitor and plan to meet the needs of all children. We understand the importance of positive mental health and the need for children to feel happy, safe and secure if they are to grow into confident individuals. As a result of this closely with the children, families and outside agencies in order to support in this area.



Implementation: School Steps to Success				
Provision	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Universal	Quality First Teaching Meeting with parents Communication in Print Clicker Same-day intervention.	Quality First Teaching Meeting with parents Communication in Print Clicker Same-day intervention	Quality First Teaching Meeting with parents Communication in Print Clicker Same-day intervention	Quality First Teaching Meeting with parents Communication in Print Clicker Same-day intervention
Targeted	As above and also: Regular meetings with parents SALT programmes Teacher-devised specific interventions. Specific support for language and communication difficulties. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions. Published support programmes. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions Published support programmes (e.g. Lego therapy, Anger Gremlins, Emotional Scales. ELSA) Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions OT devised programmes. Early Help if applicable.
Specialist	As above and also: Fusion LSS Autism SALT support EPS	As above and also Fusion LSS EPS	As above and also: Behaviour Support e.g. Aspire Outreach EPS Bereavement support	As above and also: Occupational Therapy Hearing and Visual Impairment Team

**Impact:** As a result:

- Children feel happy, safe and respected.
- Behaviour is good and children understand the school values and rules.
- Children demonstrate high levels of engagement and there is a 'scaffold up' approach to learning which supports children with SEND.
- We have supportive and trained staff who plan appropriately for the children's individual needs.
- Children with SEND make good progress from their starting points due to Quality First Teaching and to the use of resources and bespoke small group intervention which meet the needs of the pupils.
- On leaving our school children, with SEND have developed good independence and life skills ready for KS2.
- Children are supported to make secure transitions between classes and educational providers e.g. EYFS or Junior School.

