



# Kiveton Park Infant School

Hand in hand we learn

## Special Educational Needs and Disabilities INFORMATION REPORT

Reviewed by: Rachel Idell

Last reviewed: September 2022

SCHOOL NAME	Kiveton Park Infant School
Address:	Station Road Kiveton Park Sheffield S26 6QP
Contact Details: Telephone Email Website	(01909) 770303 school@kpi.jmat.org.uk kivetonparkinfants.co.uk
AGE GROUP	3 - 7 years
Numbers on Roll	161
Number on SEND Register	28
EHCP	1
SENDCo	Mrs Rachel Idell
Lead Governor for SEND	Jo Spinks
Contact for the above	(01909) 770303
Name and number and email of a contact for Queries	Mrs Rachel Idell ridell@kpi.jmat.org.uk

Welcome to our SEND Information Report which is part of the Rotherham Local Offer for learners with Special Educational Needs and Disabilities. This Local Offer has been produced by the Local Authority in collaboration with Rotherham schools. For more information about the Local Offer, please visit

<https://www.rotherhamsendlocaloffer.org.uk/>



If your child has a special educational need and/or a disability and you would like to know more about what we offer at Kiveton Park Infant School, please contact Mrs Idell who is the Special Educational Needs and Disabilities Coordinator (SENDCo).

## **What are Special Educational Needs?**

A child has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

*So special educational needs could mean that a child has:*

- learning difficulties – in acquiring basic skills in school
- emotional and behavioural difficulties – making friends or relating to adults or behaving properly in school
- specific learning difficulty – with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing or visual impairment, which might affect them in school
- communication problems – in expressing themselves or understanding what others are saying
- medical or health conditions – which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways in which they learn best. Teachers take account of this in the way they organise their lessons and teach. Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed.

You should not assume, just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs as this may not be the case.

If your child has more difficulties than most children their age, with aspects of their learning, communication or behaviour, then they are likely to benefit from additional support in school which will enable them to access the curriculum at their level. Within school, this means that they will be identified on the school's Inclusion Register so that provision to meet their needs can be planned for.

Sometimes parents/carers are concerned about their child being added to this register; please do not be. It is simply a record of which children require additional support and allows the Special Educational Needs Co-ordinator to ensure that resources are allocated appropriately and to enable support to be sought for your child from additional outside agencies, such as a Learning Support Teacher, Speech & Language Therapist or Educational Psychologist. As children progress, they may be taken off of the register at a point when their needs no longer require additional support.

Children are not seen as having a learning difficulty because they speak a different language at home to that used at school.

## **What is a disability?**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

## **What kinds of SEND do we provide for?**

*There are four broad categories of SEND:*

- Communication and interaction (such as autism spectrum and speech and language difficulties)
- Cognition and learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- Social, emotional and mental health (such as attachment disorders, emotional difficulties, mental health difficulties)
- Physical and sensory (such as hearing or vision impaired)

Kiveton Park Infant School is a mainstream school with experience of supporting pupils with a range of differing needs including learning difficulties, emotional, behavioural and social difficulties, physical difficulties, sensory impairments, speech, language and communication difficulties, autistic spectrum disorder, medical difficulties and other difficulties or disabilities.

All of the teachers in our school are teachers of children with special educational needs. Subsequently we adopt a 'whole school approach' involving all staff adhering to a model of quality teaching and learning for all children.

The staff of the school are committed to identifying and providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial and held in high regard throughout school. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods only when specialist provision cannot be incorporated in any other way due to practical considerations for the child and the class as a whole.

## **How do we identify and assess the needs of pupils with SEND?**

Children with SEND are identified by one of three assessment routes all of which are part of the graduated response to assessing, identifying and providing for pupils' special educational needs:

1. The progress of every child is monitored at regular pupil progress meetings against nationally set criteria. Where children are identified as not making progress, in spite of quality first teaching, they are discussed with the SENDCo and parents and a plan of action is agreed with the teacher.

2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

If a child fails to make expected progress, the next stage would be to move to the use of school intervention and / or outside agency involvement for the identification, assessment and recording of children's learning difficulties. This will result in the child being placed on the school's Inclusion Register at SEND Support.

The SENDCo and / or outside agency may need to undertake a range of observations and/or assessments with the child. These will help school in deciding what support to put in place for the child. Targets will then be discussed with parents and teacher and then put in place for the child.

Although school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. School can refer to some professionals such as Child and Adolescent Mental Health Service (CAMHS) but

in some cases parents may be advised to contact their GP if they think their child may have an underlying medical condition or disability.

### **What is our approach to teaching pupils with SEND and how do we evaluate the effectiveness of the provision?**

Class teachers have responsibility for enabling all pupils to learn. To achieve this they:

- Plan appropriate work/activities for pupils
- Ensure support is available for all children (inclusive quality first teaching)
- Differentiate the curriculum to take account of different learning styles, interests, abilities
- Ensure that all children can be included in tasks/activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who need additional support or different support in order to make progress
- Set targets and discuss these with parents and pupils

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Learning Support Assistant (LSA). Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

Learning Support Assistants have responsibility to support teachers in enabling all children to learn:

- Through quality first teaching, support the teachers in enabling all children to have full participation
- Enabling children with SEND to have access to an appropriate curriculum
- Encouraging and promoting independence
- Liaising with the class teacher
- Help to prepare resources and adapt materials
- Lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of school life

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult.

Kiveton Park Infant school has a range of interventions available which are listed on a provision map. Intervention is additional to or different from the usual differentiated curriculum. It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments to the physical environment
- Additional support staff in the classroom
- A focused level of support in a small group
- Focussed work to be completed at home

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENDCo who monitors overall progress.

- Interventions are usually planned termly
- At the end of each term, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

Review meetings are held for each child throughout the school year where teachers, parents, SENDCo and external agencies can identify what is working well for a child. Most children will have a review meeting towards the end of each term but some children may need these more or less frequently.

### **What adaptations are made to the curriculum and the learning environment for pupils with SEND?**

Kiveton Park Infant school aims to be a wheelchair friendly school. The school is not all on one level with step access to some areas. All areas in school can be accessed with avoidance of steps. The majority of the corridors are wide and there are 2 toilets suitable for wheelchair users (one in the main school building and one in the nursery building). Where possible, changes are made to the environment/building when necessary for children with additional needs.

Our classrooms are inclusion-friendly and teachers are encouraged to teach in a way that supports children with a range of needs. We take advice from professionals in how to adapt our curriculum and learning environment for children with SEND. Being taught in the classroom enables them to access the full curriculum at their level through differentiation, supporting their learning alongside the class teacher and with the rest of the class, and by using a range of visual, tactile and concrete resources. Sometimes children benefit from individual and/or small group work to address specific skills to enable them to access the curriculum more fully. This may happen outside of the classroom where it is quieter and less distracting.

All children are encouraged to talk about how they feel about their learning and their progress and are encouraged to 'have a go' and to take charge of their own learning. The rest of the class are encouraged to be supportive to all by encouraging and helping each other to tackle tasks.

There is flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. When required curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have learning difficulties.

### **Who might be involved in supporting my child? How is professional expertise secured?**

#### **Learning Support Assistants (LSAs)**

Our team of TAs work within class supporting all children. This extra support in class enables us to offer small group support to those children with higher levels of need at School Support. This support can be either through the Learning Support Assistant or the class teacher. Where it is required some children receive 1:1 support either in class or for short periods of time out of class.

Intervention groups include a wide range of intervention programmes including social skills and language groups, programmes for supporting reading, writing and maths development, handwriting programmes and fine and gross motor skills groups.

#### **External Support Agencies**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

-Strategic Lead for SEND (James Montgomery Academy Trust) – Cheryl Gaughan  
Supports the SENDCo and headteacher to prioritise the SEND needs of the school

-Educational Psychologist

The Educational Psychologist has an agreed amount of time which they can give to the school and they work with the SENDCo to prioritise the children to be seen for observations and assessments each term to determine the best way forward in supporting these children.

-Fusion – Catherine Needham

The specialist consultant teacher supports the SENDCo to prioritise the children, to observe and report on individual children and additional provision, and to provide an overview for the whole school to determine the most productive way forward.

-Learning Support Service Teacher (Foundation Stage) – Kate Storer

The school may seek advice from Rotherham’s specialist advisory teaching services for children with learning difficulties.

-Aspire Outreach– Adam Taylor/Jessica Broadbent

Specialist advice and support for children with behavioural, emotional and social difficulties.

-Hearing Impaired Service

Specialist advice and support for children with hearing impairment.

-Visually Impaired Service

Specialist advice and support for children with visual impairment.

-Positive Regard

Specialist advice and support around behaviour management and escorting and handling strategies.

All of these agencies liaise with parents to explain their involvement with the children.

Links with Health Services, Educational Welfare Services and Voluntary Organisations

The School Nurse and Health Visiting Team are always available to contact to offer advice and information whenever needed.

Referrals may also be made to Rotherham Speech and Language Service, The Child Development Centre, Occupational Therapy and the Child and Adolescent Mental Health Service. This may result in children being put on a waiting list for further assessment. In this period the school will continue to provide the necessary support required for each child.

### **What expertise and training do staff have, in meeting pupils' SEND and supporting their families?**

All teachers are trained to work with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. All of our staff are given training in school on specific themes and access courses when needed. Some of our teachers and LSAs have expertise and training in other areas e.g. understanding and working with children with autism, speech and language. Where a specific intervention is required for a child, training is sought. The school’s SENDCo holds a Post Graduate Certificate in Special Educational Needs Coordination. The school has a qualified and experienced family support worker who is committed to providing outstanding early help for our children and families.

### **How do we ensure equal access to activities for all of our pupils?**

All children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class visits within and beyond the local community are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of their SEN, disability or medical needs.

### **What support is available for improving pupils' emotional and social development?**

All classes in school follow a scheme of work for ‘Personal Social and Emotional education’. If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers social skills interventions.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school. All groups including SEND are represented in school councils.

### **How do we involve families with their child's additional education needs?**

Parents are always welcomed into the school and are a highly valued group of people. We have good and informative relationships with all of our parents and recognise the value of parent's knowledge of their children and will seek to use that information in planning support for pupils.

If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.

For children on the SEND register review meetings are held with parents, class teacher, SENDCo and sometimes external agencies throughout the school year and usually termly. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

Throughout all stages of support, as parents/carers, you are kept informed. The SENDCo will contact you to discuss referrals to outside agencies, such as the Speech & Language Therapy, Educational Psychology etc. and your permission is always sought before any referral is made.

Please discuss any concerns that you may have about your child's progress initially with the Class Teacher, although you can also make an appointment to meet with the SENDCo directly.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) formally known as Parent Partnership is available to all parents of pupils with special educational needs. Parents of any pupil identified with SEND may contact them for independent support and advice. Click here to visit their website.

<http://www.rotherhamsendiass.org.uk/>

### **What arrangements are in place for consulting pupils with SEND and involving them in their learning?**

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with children and their families to set appropriate learning goals. We seek to ascertain the child's strengths, difficulties, preferred learning styles and aspirations.

Pupil's voices/opinions are heard through children completing termly self-evaluation forms and being part of, where appropriate, the termly review meeting. When appropriate some pupils' views are also captured on a one-page profile.

### **What are our arrangements for supporting pupils moving between phases of education?**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible.

This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment so children feel familiar with the setting
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Transition arrangements are tailored to meet individual needs and/or groups of children with similar needs.

**What arrangements are in place for handling complaints from parents of children with SEND about the provision made at school?**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

**SUMMARY OF SERVICES/SUPPORT AT KIVETON PARK INFANT SCHOOL**

**Glossary of terms:**

SEND – Special Educational Needs and Disability

SENDCo – Special Educational Need Disability Co-ordinator

EHCP – Education Health Care Plan

LSA – Learning Support Assistant

SALT – Speech and Language Therapy

EPS – Education Psychology Service

CAMHS – Child and adolescent Mental Health Service

FUSION – Specialist SEND Consultant Teachers

Positive Regard – Social, Emotional, Mental Health & Behaviour Support

Aspire – Outreach Behaviour Support

		<b>Universal Provision</b>	<b>Additional Targeted Support</b>	<b>Individualised Support</b>
<b>Communication and Interaction Needs</b>	<b>Autism Spectrum Condition (E.g. Asperger Syndrome, Pathological Demand Avoidance)</b>	-Quality 1st teaching -Visual timetable	-Personalised motivational strategies -1:1 and/or enhanced staffing -Timetable adjustments -Now and Next board -Safe space -SEN Support Plan -One-page profile -Key lunchtime supervisor -FUSION school support	-Personalised motivational strategies -1:1 and/or enhanced staffing -Timetable adjustments -Now and Next board -Safe space -SEN Support Plan -One-page profile -Key lunchtime supervisor -FUSION school support



			-Behaviour Outreach support e.g. Aspire -Personalised planning -Planning adaptations/ differentiation	-Behaviour Outreach support e.g. Aspire -Personalised planning -Planning adaptations/ differentiation
	<b>Speech, Language and Communication Needs</b>	- Differentiated quality 1st teaching (QFT) -Speaking and listening opportunities maximised across curriculum	-Speech and language therapy delivered by a trained teaching assistant at least 3 times a week -Access to advice and support from: --Rotherham Speech and Language Service --Specialist teachers -Referral to specialist services -Personalised targets	-Speech and language therapy delivered by a trained teaching assistant at least 3 times a week -Access to advice and support from: --Rotherham Speech and Language Service --Specialist teachers -Referral to specialist services -Personalised targets

ALL children, on entry to school, whether that be in FS1 or FS2, will be 'screened' in order to identify any speech sound errors that are not in line with a child's age and/or stage of development. Once settled, all children will be monitored for evidence of language/communication delay or challenge.

School staff may approach the SENDCo to raise concerns over a child's communication. Alternatively, parents are welcome to raise concerns. The SENDCo will then arrange for trained school staff to 'screen' the child for any identifiable speech errors (e.g. problematic speech and/or sound pronunciation). Parents will be informed and an intervention program created. The child will access an additional teaching/intervention, 3 times each week, for a period of six weeks. If the 'assess, plan, do review' cycle identifies a higher need, a formal referral will be made by the SENDCo to the Rotherham Speech and Language service, in agreement with parents. Upon acceptance and a program developed, the child will work on the speech sounds/communication need/s identified, supported by the Speech and Language Service. The SENDCo will ensure that all involved staff are fully informed of the specific speech and language needs within their class and support the development of an educational environment conducive to promoting optimal progress.

Where speech errors are not the concern, rather interaction and/or communication difficulties, the SENDCo will observe and monitor the situation. In agreement with the parents, other professionals may be invited to observe a child and discuss any identified needs and potential strategies to overcome barriers. At this point a referral to either the Child Development Centre (CDC) or the Child and Adolescent Mental Health Service (CAMHS) may be thought necessary.

<b>Cognition and Learning Needs</b>	<b>Moderate Learning Needs</b>	-Quality 1st teaching with appropriate differentiation - Group interventions	Educational Psychologist and/or Fusion advice, support and target setting -1:1 or teacher or LSA support with targets	Educational Psychologist and/or Fusion advice, support and target setting -1:1 or teacher or LSA support with targets
	<b>Specific Learning Difficulty (E.g. Dyslexia, Dyscalculia)</b>	-Quality 1st teaching with appropriate differentiation - Group interventions	Educational Psychologist and/or Fusion advice, support and target setting	Educational Psychologist and/or Fusion advice, support and target setting

			-1:1 or teacher or LSA support with targets	-1:1 or teacher or LSA support with targets
<p>When a specific learning need is identified, that fails to be addressed by consistent Quality First Teaching, a child will participate in additional small group learning opportunities, alongside other children with a similar need. This could be within a child's own class or across the school. If a child does not 'catch up' and is identified as having a greater need than the rest of the group, planning will detail specific targets for the child to work towards on a 1:1 basis. At this point parental permission may be sought for their child to be placed on the school's SEND register. A child's targets are reviewed each term and shared with parents. Children may follow a detailed programme of intervention for a set length of time.</p>				
<b>Social, Emotional and Mental Health Needs</b>	<b>Social &amp; Emotional Needs</b>	<ul style="list-style-type: none"> <li>-Quality 1st teaching especially in PSHE and circle time</li> <li>-Family Support Assistant Support</li> <li>-Educational Psychologist (EPS) advice</li> </ul>	<ul style="list-style-type: none"> <li>-Quality 1st teaching especially in PSHE and circle time</li> <li>-Family Support Assistant Support</li> <li>-Educational Psychologist (EPS) advice, support and target setting</li> <li>-Support from Positive Regard team.</li> <li>-Fusion advice and support</li> </ul>	<ul style="list-style-type: none"> <li>-Quality 1st teaching especially in PSHE and circle time</li> <li>-Family Support Assistant Support</li> <li>-Educational Psychologist (EPS) advice, support and target setting</li> <li>-Support from Positive Regard team.</li> <li>-Fusion advice and support</li> </ul>
<p>When children display behaviour that is of continuing concern it is essential to address any underlying social or emotional need or a mental health problem, and not just the presenting behaviour. Close observation by the SENDCo, class teacher and if necessary other professionals aim to identify behaviour triggers. Staff are supported by the SENDCo to implement strategies to support certain individuals and/or small groups of children in order to identify the most beneficial approach. Discussions with parents, sometimes involving the school's Family Support Worker, take place enabling further exploration. Services, such as Educational Psychology, Fusion and academy SEND specialists, may be invited into school to work with/observe a child in order to identify a child's specific needs and report on recommendations. A nurturing approach that consists of positive strategies with training for all staff, and training where appropriate for positive handling is part of our school's graduated response. Where Autism Spectrum Disorder (ASD) is considered to be a possible diagnosis a child, with the consent of the parents, will be referred to either the CDC or CAMHS, dependent on the child's age.</p>				
<b>Physical and Sensory Needs</b>	<b>Hearing Impairment Needs</b>	<ul style="list-style-type: none"> <li>-Early identification and testing with Hearing Impaired Service (HIS)</li> <li>-HIS advice with classroom approaches and adaptations</li> <li>-resources to support</li> </ul>	<ul style="list-style-type: none"> <li>-Early identification and testing with Hearing Impaired Service (HIS)</li> <li>-HIS advice with classroom approaches and adaptations</li> <li>-resources to support</li> </ul>	<ul style="list-style-type: none"> <li>-Early identification and testing with Hearing Impaired Service (HIS)</li> <li>-HIS advice with classroom approaches and adaptations</li> <li>-resources to support</li> </ul>
	<b>Visual Impairment Needs</b>	<ul style="list-style-type: none"> <li>-Early identification and testing with Visual Impairment Service (VIS)</li> <li>-VIS advice with classroom approaches and adaptations</li> <li>-resources to support</li> </ul>	<ul style="list-style-type: none"> <li>-Early identification and testing with Visual Impairment Service (VIS)</li> <li>-VIS advice with classroom approaches and adaptations</li> <li>-resources to support</li> </ul>	<ul style="list-style-type: none"> <li>-Early identification and testing with Visual Impairment Service (VIS)</li> <li>-VIS advice with classroom approaches and adaptations</li> <li>-resources to support</li> </ul>

	<b>Multi-Sensory Impairment Needs</b>	-Early identification - school/classroom adaptations -flexibility in routines -resources to support	-Early identification - school/classroom adaptations -flexibility in routines -resources to support	-Early identification - school/classroom adaptations -flexibility in routines -resources to support
<b>Physical and Medical Needs</b>	<b>Physical Needs</b>	-classroom/ school environment adaptations (specialised seating & tables, external ramps -access to disabled toilet with hoist -Differentiated PE lessons -Group or individual interventions such as handwriting or gross motor coordination - Resources to support	-classroom/ school environment adaptations (specialised seating & tables, external ramps -access to disabled toilet with hoist -Support from Occupational Therapist (OT) and/or Physiotherapist where required -Differentiated PE lessons -Group or individual interventions such as handwriting or gross motor coordination - Resources to support	-classroom/ school environment adaptations (specialised seating & tables, external ramps -access to disabled toilet with hoist -Support from Occupational Therapist (OT) and/or Physiotherapist where required -Differentiated PE lessons -Group or individual interventions such as handwriting or gross motor coordination - Resources to support
	<b>Medical Needs</b>	-Health care plan -Risk Assessments (where required) -staff training -classroom/ school environment adaptations	-Health care plan -Risk Assessments (where required) -staff training -classroom/ school environment adaptations	-Health care plan -Risk Assessments (where required) -staff training -classroom/ school environment adaptations

Where a physical need is known, such as cerebral palsy, specific physiotherapy interventions are timetabled and follow the recommendations provided by the physiotherapy service. Key staff are trained by the physiotherapy service to deliver a child's programme of exercises. This is similar for children with an established occupational therapy programme. If a physical concern is raised by a parent or staff member the SENDCo will request other professionals to become involved and begin the referral process. Specialist equipment may need to be provided in order for those children to fully access a normal school day. This will be in consultation with health professionals and may require additional training for staff. Parents are informed and invited to be involved at all stages. Physical access - The school has access by stairs and level entry points. Handrails are fitted to staircases.

<b>Type of Support</b>	<b>Details</b>
What behaviour systems / policies do you have in school?	It is a primary aim at Kiveton Park Infant School that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. Our behaviour policy is designed to promote positive behaviour and deal effectively with behaviour which falls below the expected standards. The consistency in approach

	<p>throughout our school benefits all children including those with SEND. Children with specific difficulties also have access to additional support from the schools Family Support Worker and external support agencies such as Educational Psychology, Primary Outreach and Positive Regard. Education plans are devised when needed in order to maximise support and learning for all pupils. Parental involvement is valued and important to successful behaviour management.</p>
<p>What provision do you have in school to facilitate / support access to the curriculum and to develop independent learning for children with SEND?</p>	<p>SEND provision is monitored closely by the SENDCo and the senior leadership team in school. This includes monitoring of appropriate differentiation and targets and equal access to adult support and independence skills. In some cases, bespoke educational plans are created to ensure that all pupils have access to the curriculum.</p> <p>We encourage all children to be as independent as possible. We foster a nurturing environment where children can develop their full potential. All our children are provided with the opportunity to develop as individuals without discrimination. Children with SEND are involved in the normal daily routines of the school. We are an educationally inclusive school in which the teaching and learning, achievements, attitudes and the wellbeing of every young person matter.</p> <p>To ensure all the children receive the correct level of support, the Graduated Response is used. This process monitors the child's performance and development and compares it to age related expectations. In many cases, the level of support can be identified by a member of staff by noticing the 'barrier to learning' a child is experiencing.</p>
<p>What support / supervision do you provide at unstructured times of the day including personal care?</p>	<p>Appropriate supervision is given at all times of the school day. Where children require 1-1 support or additional support this is also provided at lunch times and break times. Training is given to staff supporting children with additional personal care needs and adequate resources and environments provided. For pupils who have difficulties accessing the lunchtime provision, we can offer access to a smaller, quieter area for them to socialise and eat lunch.</p>
<p>How do you identify, plan and assess children with SEND?</p>	<p>The school has robust systems for tracking progress and assessments and data is analysed throughout the year at regular assessment points by teachers and the senior leadership team. SEND Pupil Progress Meetings take place every term when the SENDCo meets with each class teacher to discuss individual children. These systems identify children who are not making desired progress. Review meetings with parents and external services allow planning to take place with all parties involved. Any pupils accessing an additional intervention to support progress and learning will be assessed at the beginning, mid-point and end of the intervention to ensure it is having maximum impact.</p>
<p>How are your staff trained for meeting the needs of children with SEND?</p>	<p>The SENDCo delivers staff meetings alongside informal discussions with staff and review meeting discussions. External agencies such as speech and language therapy (SALT), the epilepsy nurse and Fusion deliver training as and when required. SEND guidance for staff is produced and updated regularly.</p>
<p>How do you communicate with parents?</p>	<p>All parents of children on SEND register or with medical needs are invited to review meetings with the class teacher, Learning Support Assistant, SENDCo and SLT (if appropriate) and external agencies where appropriate. This is usually termly but lesser or greater in frequency where necessary. Class teachers and LSAs have regular communication with parents. This is daily when necessary and home/school diaries are also used where appropriate. We also have a school Dojo messaging system where parents/carers and teachers can communicate with each other.</p>
<p>How do you communicate with children and young people?</p>	<p>Where appropriate children are invited to termly review meetings. All children contribute to review meetings through termly conversation and completion of pupil's view sheets.</p>
<p>How do you liaise / communicate with External Services?</p>	<p>The school has excellent links with external services including additional services the school purchases. Where external services are involved with children they are invited to review meetings with school and parents. Additional meetings are also arranged outside of these reviews to allow professionals to give regular feedback to school and parents when needed. Key times are arranged for parents to meet with some professionals such</p>

	as the learning support teacher for learning support programme (LSP) reviews. The SENDCo holds termly planning meetings with some services such as speech and language, Fusion and the educational psychologist.
How do you provide for any medical needs?	Care plans are in place for children with medical needs. The plans are formulated through meetings with parents and the relevant health care professionals. Where appropriate children are also included in setting up plans for their own care. The plans are highly individualised and focus on each child's personal needs. The plans ensure that pupils with medical needs have full access to education including school visits and physical education. The care plans detail access to any medication and steps to follow in emergencies. Health care plans are reviewed at least annually or before when required. All staff in school are made aware of children's medical needs and copies of care plans are given to key people and are displayed in the staff room for reference by all staff. School has excellent links with the school nurse and links are made with the nurse and parents when needed. Other health professionals such as the epilepsy nurse support school when required. Staff are given relevant training to ensure medical needs are met including whole school training when necessary. The school has strict procedures for storing and administering medicines and staff administering always have relevant training. The school supports emotional wellbeing relating to medical needs and Risk Assessments always consider pupils with medical needs.
What transition arrangements do you have in place for children with SEND?	Transition is a key area for children at any age and can be an even more unsettling time for children with special needs. We ensure receiving class teachers are fully informed of the needs of all children including children with special needs. If needed, receiving class teachers will attend the summer review meetings and meet with parents. Children with special needs, especially those identified who find change challenging, will access additional visits to the established transition arrangements in place for all children. For children moving from KS1 to KS2 this includes visits to the junior school, Kiveton Park Meadows. Liaison between staff is robust. The Year 3 teachers visit the Year 2 classes and a detailed 'hand over' of information takes place. The receiving SENDCo is provided with all data and documentation relating to children with SEND, beginning in spring term to enable a secure knowledge of the SEND children moving into KS2. For any child with special needs we provide extended transition in the form of extra visits to our FS1/FS2 class, our staff, including the SENDCo, also visit the children at home and/or in their FS1 setting.
What do I do if I am concerned about the provision for my child?	If you have any concerns about the provision being offered to your child, no matter how big or how small your concern may be, we strongly advise that you speak with your child's class teacher. Additionally, you can speak to Mrs Idell, the SENDCo, who will be happy to discuss your concern. Tel: (01909) 770303