



Special Educational Needs and Disability School Information Report

Statement of Intent

Kington Primary School is an inclusive school, and we aim to ensure that every child is offered the opportunity to achieve their full potential, no matter what their needs may be.

At Kington Primary School we recognize that:

- Each learner is an individual with his or her own particular educational needs.
- All pupils have the right to a broad and balanced curriculum, differentiated to reflect these needs and with regard to continuity and progression.
- Learning experiences should encourage self-motivation and independence and focus on positive achievement.

This document is intended to give you information regarding the range of ways in which we provide support to all our pupils. It has been produced in line with the Children and Families Act 2014, the Special Needs and Disability Code of Practice (2014) and also the Equality Act (2010).

If you would like any further information please do not hesitate to contact us.

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This is a working document, it will be reviewed regularly and necessary changes made. We welcome feedback about the clarity and accessibility of the content, please use the contact details above for this.

School Offer

"A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of educational facilities generally provided for others of the same age in mainstream schools"*

Kington Primary School has adopted a graduated response to meet the needs of pupils with Special Educational Needs and/or Disabilities as described above which is in line with the new Code of Practice (2014).

Our graduated response explains the steps the school takes to identify and support SEND pupils and gives examples of the sort of provision that may be offered to meet the different areas of need.

Wider information for families on Special Educational Needs and Disabilities is provided by Herefordshire Council through their 'Local Offer' . The Local Offer is designed to be a one stop shop for parents, carers, family members and practitioners working with families to find the information they want about support and services for children with special educational needs and disabilities.

[Local offer special educational needs and disabilities – Herefordshire Council](#) for more information.

Additional, impartial support and advice can also be accessed from Herefordshire and Worcestershire SENDIASS [Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#) and Parent Carer Voice Herefordshire [Parent Carer Voice - Talk Community Directory](#)

Graduated Response

The graduated approach ensures that children with special educational needs and disabilities (SEND) get the right level of support when needed. This approach explains the steps that children and young people (CYP) and their families may go through in this process. Not every child will need to progress through all these levels, and only those with the most complex needs require an Education and Health Care Plan. Most pupils and students will receive early intervention and will have their needs identified and met by school without the need for further input. School is guided in this approach from the Herefordshire SEND Team [Intervention guidance for Special Educational Needs and Disabilities in schools and other settings Graduated approach \(herefordshire.gov.uk\)](#)

Step 1 - Quality First Teaching:

Nearly all children will have their needs met by teaching or support that is available to all children in a school. This could include extra time and support from their teacher or some other form of help planned to ensure a child makes expected progress with their education.

| What the school will do? | How are parents and children involved? |
|---|--|
| <ul style="list-style-type: none">• High quality teaching, that is inclusive for individual pupils, is the first step in responding to pupils who have or may have SEN.• Teachers will plan targeted support for different groups of pupils.• Regular Pupil progress meetings are used to monitor and assess the progress of all pupils. Pupils that are identified as not making expected progress will be discussed and plans for targeting agreed between the class teacher and management team. | <ul style="list-style-type: none">• At this stage the child is likely to receive some targeted support within the classroom setting designed to accelerate progress and 'boost' learning.• Initial concerns and plans would normally be discussed at termly parent consultation evenings or the class teacher may ask parents to come in for an additional meeting. |

Step 2 - Assess, plan, do review cycle

| What the school will do? | How are parents and children involved? |
|---|---|
| <ul style="list-style-type: none">• If, following targeted support, there is still concern about pupil progress the class teacher should consult with the school's Special Educational Needs Coordinator (SENCO).• The SENCO will offer advice and support on how to further support the child.• The SENCO may carry out some initial screenings and assessments to help identify any possible barriers to learning.• This next wave of intervention for the child will be recorded using a provision map which will be monitored by the SENCO | <ul style="list-style-type: none">• The class teacher will inform parents of their continued concern and explain further provision.• The opportunity to meet the SENCO for further discussion will be offered.• Depending on the outcome of any assessments, with parental permission, your child may be placed on the school's list for children who are receiving SEN support.• The child may undertake a range of in-house assessments and will have the opportunity to express their views about their learning.• Additional and different targeted support will be put into place for the child. |

Step 3 - Assess, plan, do, review cycle

| What the school will do? | How are parents and children involved? |
|---|--|
| <ul style="list-style-type: none"> • If the specific support that has been delivered is reviewed and found not to have resulted in the child making satisfactory progress the SENCO will consider the need to refer to outside specialists. • The SENCO will arrange for appropriate external agencies to make their own assessments and will monitor that the advice is being followed. • The recommendations from external agencies may be recorded on a personal plan for the child and if appropriate specific targets will be set. • Additional funding may be applied for to support the needs. | <ul style="list-style-type: none"> • By this stage children are usually placed on a list for children who receive SEN support. • Outside agencies will work with the child in order to develop a more detailed list of recommendations. • Outside agencies usually like to gather parental views through informal discussions/meetings. • Specific targets may be set for the child and provision will be reviewed as part of the 'assess, plan, do review' cycle. |

Step 4 - Education, Health and Care plan (EHCP)

| What the school will do? | How are parents and children involved? |
|---|--|
| <ul style="list-style-type: none"> • If over a period of time the child continues to make less than expected progress despite the school following advice and putting in place a range of interventions then the school, family or other stakeholders may request a statutory assessment from the Local Authority, with a view to receiving an 'Education, Health and Care Plan'. • Further and more specialised provision may be put in place. • The SENCO will be responsible for co-planning and monitoring provision and preparing an annual review of the plan. | <ul style="list-style-type: none"> • Parent's and child's views will be sought as part of the statutory process. • Further assessments may need to be carried out for the Local Authority. |

The Code of Practice (2014) has identified four broad areas of need for schools to use to manage provision for children who require special educational provision. The table below describes some of the ways in which we might support each area:

| Area of need | How the school may support pupils | Training/ Outside Agencies |
|--|---|---|
| <p>Communication & Interaction:</p> <p>Autistic Spectrum Disorder</p> <p>Speech, Language & Communication Needs</p> | <ul style="list-style-type: none"> • Language groups e.g. teaching Talking or NELI • Speech and Language Service advice • Implementation of SALT programmes by TA's • Communicate in Print (symbols) to aid comprehension • Auditory memory training e.g. Black Sheep Press materials • School Start programme • Visual timetables • Social interaction groups | <p>Training:</p> <p>Elklan speech and language programme</p> <p>Teaching Talking</p> <p>Signalong</p> <p>Makaton</p> <p>Agencies:</p> <p>NHS & Private Speech and Language Therapy Service (SALT)</p> <p>Educational Psychologist</p> <p>Outreach from Hampton Dene School</p> |
| <p>Cognition & Learning:</p> <p>Moderate Learning Difficulties</p> <p>Severe Learning Difficulties</p> <p>Profound & Multiple Learning Difficulties</p> <p>Specific Learning Difficulties</p> | <ul style="list-style-type: none"> • Small group work supported by TA/Teacher • Intervention programmes specific to needs e.g. Fresh Start, Direct Phonics, Power of 2, Spot on with number • Multi-sensory approach • Practical/concrete resources e.g. Numicon • ICT programmes to make over learning engaging and rewarding e.g. 123 Maths | <p>Training:</p> <p>Numicon programmes</p> <p>Literacy/Numeracy Ambassadors</p> <p>LA & Cluster group Numeracy and Literacy training programmes</p> <p>Agencies:</p> <p>Educational Psychologist</p> <p>Private Learning Support Assessors</p> <p>Westfield School outreach service</p> |
| <p>Social, Emotional & Mental Health:</p> <p>Emotional Well Being</p> <p>Social Behaviour</p> <p>Learning Behaviour</p> | <ul style="list-style-type: none"> • Consistent use of school behaviour policy • Appropriate rewards & sanctions • Values • Circle time/Jigsaw RHSE programme • Home/school books • Early Help • Social skills programmes • Mentoring by staff • Group and 1-1 nurture • Pastoral care by Headteacher • Forest School • Thrive and ELSA trained staff | <p>Training:</p> <p>Safeguarding training</p> <p>Attachment theory training</p> <p>Thrive training</p> <p>ELSA traing</p> <p>Agencies:</p> <p>Educational Psychologist</p> <p>Behaviour Team</p> <p>Child & Adolescent Mental Health service (CAMHS)</p> <p>Phoenix (Bereavement Service)</p> <p>Butterflies (Counselling Service)</p> <p>School Nurse</p> <p>Art therapy</p> <p>WEST programme</p> |
| <p>Sensory and/or Physical:</p> <p>Hearing Impairment (HI)</p> <p>Visual Impairment (VI)</p> <p>Physical/Health/Medical (PD)</p> | <ul style="list-style-type: none"> • Motor group interventions e.g. Jungle Journey, Speed Up, Pindora's Box • Specialist equipment e.g. pencil grips, desk slopes, coloured overlays etc • IT e.g. Ipads, enlarged keyboard, dictaphone • Referral to OT/Physio • 1-1 support from OT/Physio • Sessions planned by Physio and delivered by TA | <p>Training:</p> <p>Signalong</p> <p>Makaton</p> <p>Agencies:</p> <p>The Kite Centre - OT and Physio team</p> <p>Child Development Centre</p> <p>Inclusion support</p> <p>Specialist Advisory Teachers</p> <p>PASS Team</p> |

Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.

The Education Endowment Foundation have produced a guidance report for Special Educational Needs in Mainstream Schools. It offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement. We will be using this guidance as a tool to help us audit our current school offer. [Special Educational Needs in Mainstream Schools | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

Education Endowment Foundation

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS
Summary of recommendations

- 1** Create a positive and supportive environment for all pupils, without exception

 - An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
 - promote positive relationships, active engagement, and wellbeing for all pupils;
 - ensure all pupils can access the best possible teaching; and
 - adopt a positive and proactive approach to behaviour, as described in the EEF's [Improving Behaviour in Schools](#) guidance report.
- 2** Build an ongoing, holistic understanding of your pupils and their needs

 - Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
 - Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
 - Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.
- 3** Ensure all pupils have access to high quality teaching

 - To a great extent, good teaching for pupils with SEND is good teaching for all.
 - Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
 - The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.
- 4** Complement high quality teaching with carefully selected small-group and one-to-one interventions

 - Small-group and one-to-one interventions can be a powerful tool but must be used carefully; ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
 - High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
 - The intensity of intervention (from universal to targeted to specialist) should increase with need.
 - Interventions should be carefully targeted through identification and assessment of need.
 - Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).
- 5** Work effectively with teaching assistants

 - Effective deployment of teaching assistants (TA) is critical. School leaders should pay careful attention to the roles of TA and ensure they have a positive impact on pupils with SEND.
 - TA should supplement, not replace, teaching from the classroom teacher.
 - The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.

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Further information about strategies staff can use to meet specific needs can be found in our guide 'Adaptive Teaching in Practice.'