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"Preparing children for a life full of learning."

Kingshill Infant School

SEND Information Report 2026-27

Welcome to our SEND Information Report; this document outlines our School Offer as stated in the SEND Code of Practice 2015. It provides you with information regarding the provision that Kingshill Infant School makes to meet the needs of SEND children.

Kingshill Infant School is an inclusive environment which strives to create a sense of community and belonging for all our pupils. It is a school where all children are welcome and have opportunities to flourish academically and socially. We have high expectations for all children and systems in place for early identification of barriers to learning and participation.

We believe that all pupils should have equal opportunities to a rich and varied curriculum. Children's strengths and needs are embraced and met within the classroom.

This report will be updated after consultation with parents of children with special needs at our school at least once a year. It is based on key questions asked by parents of children with SEND in Hertfordshire and complies with the SEND Code of Practice 2015.

The categories of SEN that are provided for:

- Communication and interaction, for example, Autistic Spectrum Disorder and speech and language difficulties

- Cognition and learning, for example, Dyslexia and Dyspraxia

- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy

- Moderate learning difficulties

We hope that the following responses to Frequently Asked Questions will support the families of pupils with SEND. If there is anything further that you would like to ask or add, we would welcome any views or comments.

Please contact:

Mrs Helen Godfrey (SENCo) senco@kingshill.herts.sch.uk

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Kingshill Infant School is a fully inclusive school. All children are given equal opportunities to engage in learning activities with their peers. This means that we will ensure that those children, who may need additional support to access their learning, receive it. This support will be carefully targeted to that child's prescribed need and will vary from child to child.

According to the Special Educational Needs and Disability Code of Conduct (2015),

"A child or young person has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, if they have a significantly greater difficulty in learning than the majority of others of the same age or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools."

The attainment and progress of all pupils is monitored frequently and consistently through pupil progress meetings and attainment meetings with the Senior Leadership Team. Those pupils falling behind age related expectations with be highlighted to all adults working with them and the SENCo. Quality First teaching targeted at the areas of weakness will be put in place and the child's progress monitored over time.

If progress continues to be less than expected, it may be necessary to put additional support in place. At this time a thorough assessment of the pupil's needs may be necessary, and a discussion will be had with the pupil, parents, class teacher and the SENCo. Sometimes it might be necessary for outside professionals to be involved.

If a parent or carer thinks their child may have a special educational need, they should make an appointment with their child's class teacher to discuss concerns. Sometimes it might be necessary for the Inclusion Team to be involved

2. How will school staff support my child?

Quality first teaching and ordinarily available provision provides high quality education to all on a daily basis, this includes identifying, assessing and making provision to meet the needs of all learners. Learning is differentiated to meet the needs of all pupils and next steps are identified. It may be necessary for a child to receive additional support in small groups or on a one-to-one basis to support any gaps in their learning. This support may be from the class teacher or a teaching assistant. The school leadership team monitor teaching and learning throughout the school, including individual children's progress.

The SENCo will support class teachers with advice and may suggest the involvement of outside agencies, if this is the case, parents will be involved in each stage of the process.

3. How will I know how my child is doing?

At Kingshill we firmly believe in meeting children's needs through excellent first quality teaching and high aspirations for all. We operate an open door policy, which affords regular opportunities for staff to share day-to-day successes or difficulties. It also provides a ready opportunity for families to make appointments to discuss their child's progress, attainment or emotional well-being.

Parents are invited to a formal consultation with the class teacher in the autumn and spring term to discuss their child's progress and all pupils receive an end of year report.

If a pupil is recognised as having a Special Educational Need and/or disability, the SENCo and class teacher will talk to parents more regularly to set clear targets, review progress and discuss support that will be put in place to help achieve them. Parents will be invited to all meetings with outside professionals.

4. How will the learning and development provision be matched to my child's needs?

Children will receive 'Quality First Teaching' from their class teacher. Learning will be carefully planned and differentiated according to your child's needs and appropriate resources will be used to support learning. Where a child's educational needs are not being met by adaptations, the school will follow the graduated response and 'Assess, Plan, Do, Review' model of intervention and support as laid out in the SEND Code of Practice (2015) and an Individual Support Plan (ISP) will be written for them.

In identifying a child as needing SEND support, the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This will involve taking on the views of the parent and pupil. Regular reviews help to ensure that support and interventions are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. Support and interventions will be decided upon to meet the targets identified for the pupil, based on reliable evidence of effectiveness. They may take the form of specific teaching to fill gaps in learning, such as spelling or reading interventions or a sequence of targeted interventions to support well-being such as Protective Behaviours, Drawing and Talking or a nurture intrrvention

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed regularly with the senior leadership team.

Meetings between school staff, pupils and parents are held regularly to ensure that the provision in place is meeting the child's needs.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school may consider involving outside specialists.

There are a small number of children who, despite the school having taken relevant and purposeful action to identify, assess and support the needs of the child, may still not make the expected progress. In these cases, the school or parents may consider requesting an Education, Health and Care needs assessment (EHCNA).

5. What support will be there be for my child's overall wellbeing?

Our core values of respect, hard working and teamwork are at the heart of all that we do. These are explored, and reflected on, through assemblies and complement a high quality PSHE curriculum, which supports each child's individual development as well as their understanding of relationships with others and the wider community.

The school council is made up of pupils from each of the Year 2 classes and gives pupils a voice in decisions making. All pupils are encouraged to participate in extra-curricular activities and class trips.

We recognise that some children may have additional emotional and social needs which need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. Members of staff are available for pupils who wish to discuss issues and concerns. Families have access to a Family Support worker who is able to support outside of school. If you wish to access this support, please speak to the SENCo.

Where it is deemed appropriate, parents will be invited into school to discuss concerns and plans for further support.

6. What specialist services and expertise are available at or accessed by the school?

External services currently working with Kingshill Infant School:

- Speech and language therapists
- Autism Advisory Team
- Specialist teachers such as for hearing or visual impairments and for those with a physical disability.
- DSPL3 Primary Behaviour Team
- School Nursing Service
- Family Support Worker
- Early Years Advisory Team (for Foundation Stage children

- DSPL3 (local area) SEND support: https://www.dspl3.org.uk/ (for parents too)
- Child and Adolescent Mental Health Service (CAMHS)
- Parents may also access some services through their General Practitioner.

7. What training have the staff supporting children and young people with SEND had or are having?

Collectively, staff have knowledge and expertise in a wide range of needs, including autism, visual and hearing impairments, speech language and communication needs and Social, Emotional and Mental Health (SEMH) needs. School staff have regular training by external agencies or through the sharing of information from the SEND team and other members of staff.

The SENCo is part of a local SEND cluster group where members have access to up-to-date training in relation to supporting all types of special educational needs. She has completed the NASENCo Award and attends regular SEND briefings and updates as well as receiving ongoing advice from outside specialists.

Knowledge and support is reviewed regularly and where a gap in knowledge is identified training will be sought and all staff have an up to date working knowledge of SEND issues and current legislation.

8. How will you help me to support my child's learning?

We aim to provide a partnership between home and school in all aspects of your child's education. The class teacher and, if appropriate, the SENCo will arrange to meet families needing more support or guidance.

For pupils with SEND, class teachers and the SENCo will involve families in setting clear targets, reviewing progress towards them, discussing support that will be put in place and identifying the responsibilities of the parent, the pupil and the school. Your child's class teacher will suggest ways in which you can support your child at home with individual areas of need.

9. How will I be involved in discussions about and planning for my child's education?

At Kingshill Infant School, we believe in a child-centered approach. When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account. As well as regular discussions at parent's consultation evenings, and written reports, parents of children with SEND will be involved in all stages of the 'Assess, Plan, Do and Review' process. This may take the written form of an Individual Support Plan (ISP) as well as through meetings with class teachers to plan next steps.

Children with SEND have termly meetings when parents can contribute to future planning.

We will have an early discussion with the pupil and their parents when identifying whether the child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties.
- We take into account the parents' concerns.
- Everyone understands the agreed targets for the child.
- Everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive SEND support.

For a few children and families with multiple needs, a Families First Assessment (FFA) may be necessary to enable all services to work together efficiently and share information. Families First Assessment is used by practitioners who work with children, young people, parents and carers. It is used to identify needs and to organise the right support and services to address them at an early stage. The 'Early Help' support, provided by the Families First Team, support parents and children with a range of situations and needs. Parents are central to these meetings and are encouraged to ask for this support through the school's inclusion team.

A small percentage of children with more complex SEND will have an Education, Health and Care Plan (SEN Code of Practice 2015). This is a statutory document administered by Local Education Authority Special Educational Needs officers ensuring that children receive the provision they need and that their parents' wishes are taken in to account. A child with an EHCP will have annual reviews to review and plan the next steps for the individual child.

10. How will my child be included in activities outside the classroom including school trips?

At Kinsghill, no pupil is ever excluded from taking part in an activity because of their SEND.

Activities include:

- Enriching outside trips
- Visitors into the school
- Extra-curricular clubs including breakfast and after school clubs
- Sports Day

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and where necessary, reasonable adjustments will be made according to each child's needs. Parents are consulted to ensure full participation and active engagement of all

children.

When outside agencies are involved, we ensure that they are made aware of each child's needs so they can make reasonable adjustments and engage with the child in a sensitive and appropriate manner.

11. How accessible is the school environment?

All Hertfordshire schools comply with the Equality Act 2010 and make reasonable adjustments to include all children. Specific requirements will be discussed as they arise (see Accessibility Plan).

12. Who can I contact for further information?

In the first instance, always contact your child's class teacher. The SENCo, SEN Assistant and Head Teacher are also available to discuss concerns with parents. In addition, parents may also contact the Local Authority SEND Officers for further advice.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for all children, especially those with SEND and we take steps to ensure that any transition is as smooth as possible. Our school works closely with all settings and other agencies who may need to be involved at the time of transition.

If your child is joining us from another school:

The SENCo will undertake a pre-visit where appropriate. If your child would be helped by a book/passport to support them in understand moving on, then one will be made with/for them. Your child will be able to visit our school and stay for taster sessions, if this is appropriate and we will meet with parents to discuss need and any concerns that you may have.

If your child is moving to another school:

We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. We ensure that all records are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place. There will be opportunities to make additional

visits to the new class and where possible, the children will spend time with their new teacher.

14. **How are the school's resources allocated and matched to children's special educational needs?**

The school budget, received from Hertfordshire LA, includes money for supporting children with SEND. The head teacher decides on the budget for special educational needs in consultation with the SENCo and school governors, on the basis of needs in the school. The money is used to provide additional support or resources dependent on individual needs. Resources may include deployment of staff depending upon individual circumstance.

Local High Needs Funding, where appropriate, may be applied for in order to support the needs of individual children.

15. **How can I find information out about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

The authority's local offer of services and provision for children and young people with SEND can be accessed at

https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

It outlines provision they expect to be available across education, health and social care for children and young people in their area who have a SEND.

Please speak to the SENCo if you require assistance accessing information.