

School's Information Report

At Kingshill Infant School the Head Teacher, Teachers, Special Educational Needs Coordinator (Senco) and teaching assistants frequently discuss the progress of all pupils. With regards to special needs, it is important to address the difficulties some children experience, for whatever reason. This may involve short periods of intervention in a particular area, focussed help within the classroom or, with consultation with the parents, referral to an outside agency to ask for advice on a child's additional needs.

All Hertfordshire schools maintain a similar approach!

Key to abbreviations used

SEND	Special Educational Needs & Disabilities
SENCO	Special Educational Needs Co-ordinator
EP/Ed Psyc	Educational Psychologist
SpLD	Specific Learning Difficulties
EHCP	Education, Health & Care Plan
CAF	Common Assessment Framework

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

- According to the new SEND Code of Practice : 0 to 25 years, 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'
- Class teachers regularly monitor progress through regular assessment. They know the children well. When progress and attainment are significantly below age related expectations further assessment may be necessary.
- The class teacher should be the parents first port of call- either at parents evening or ask for an informal meeting
- Parents are encouraged to share concerns
- Sometimes it might be necessary for the school's Special Educational Needs Coordinator to be involved

2. How will the school staff support my child?

- The class teacher is responsible for all the children in their class including those with SEN.
- It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis.
- SENCO
- Specialist outside support may sometimes be suggested by the SENCO.
- Head
- Teaching assistants
- Parents will be fully involved at every stage of the process.

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

- Parents evening
- End of year reports
- Communication further to parents evening
- Individual targets which are reviewed termly

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

- Good Quality teaching from the class teacher
- Careful planning- work differentiated according to the child's needs
- Suitable support resources
- Regular assessment
- Small group or one to one support where appropriate
- Regular meetings and discussion with children where appropriate

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

- Assemblies / Personal Social & Emotional Education (PSE)
- Pupil voice – talking to your children
- Nurture groups
- Nurture room
- In school Counsellor (where appropriate)
- School council
- Wider outcomes- participating in extras activities, social development, enjoyment in and out of school, after school clubs
- Positive relationships- between parents, school and children
- Teaching assistant supporting the children
- Access to school Family Worker
- Links to Silver Birches Children's Centre
- High expectations of behaviour & support for one another as detailed in the Behaviour and Anti Bullying Policies
- If your child has a medical condition please see our Medical Conditions policy

6. What training have the staff, supporting children with SEND had or are having?

- In school training on a range of SEND needs – regularly updated
- Experienced SENCo
- Relevant courses and training for all staff
- DSPL3 Amwell Outreach training
- Ongoing SEND updates
- Ongoing advice from outside specialists

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

- Good quality teaching

- SENCO- expertise from within school
- Education-Educational Psychologist, DSPL3 Primary Behaviour Team, SEND Schools Advisory Service - Outreach support for specific needs, ASD, Visual Impairment & Hearing Impairment (Via SENCO), Early Years Advisory Team (for Foundation Stage children)
- Health- via GP, Speech and Lang, Paediatrician, OT, Physiotherapy
- Safer Spaces (Counselling and Play Therapy)

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

- School information about how to help your child
- Parent's evening
- End of year report
- Links from school website
- Parent workshops
- Parenting courses can be accessed through your local Children's Centre
- Individual target reviews

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

- Parent consultations- regular at least 3 times a year
- Individual Support Plans (ISPs) - monitoring progress
- Risk Reduction Plans (RRPs)
- Families First Assessment - for multiple needs where multiple services are required- this is only started in consultation with the parents
- EHCP

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

- Risk assessments carried out- as appropriate
- Reasonable arrangements will be made dependent on your child's needs.
- Parental discussion with the class teacher and/or Head

11. How accessible is the school environment?

- All Hertfordshire schools will comply to the Equality Act 2010 and will make reasonable adjustments
- Accessibility plan is updated according to need.

12. Who can I contact for further information?

- Class teacher
- SENCO/ Head
- SEND Governor
- Parent Partnership

- County- SEN Officer
- Whilst we would hope that problems may be overcome in school there is a Complaints policy available in school

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?

- Our school works closely with all settings at the time of transition.
- We have meetings for parents before children enter the school system. Extra visits can be arranged for pupils with SEND.
- Internal transition meetings for transition from one year group to the next
- Meet with preschool or nursery that child attends prior to coming to Kingshill
- Meet with Key Stage 2 staff in the setting that our Y2 children transfer to
- Home visits for new to Nursery children
- Records are transferred and discussed within 15 days of the child leaving the school, underneath the Education Regulations Act 2000. Both electronic and paper are transferred and discussed.

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

- School budget is decided by Head and Governors for SEND
- In exceptional circumstances additional funding can be applied for Local High Needs Funding for individuals.
- Children who have an EHCP may have funding linked to this
- Within the budgetary constraints, support is allocated according to the level of need.

15. How is the decision made about how much support my child will receive?

- In consultation with class teacher, parents, SENCo and Head teacher to discuss what is appropriate
- Regular review meetings with professionals that may include the child where appropriate
- Careful monitoring of support to ensure development of the child's independence.

16. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information about the Hertfordshire Authority local offer can be found at:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

The above states our intentions but there may need to be adjustments made in light of Government issued guidance linked to Covid 19.

Last updated November 2023