

## SEND Information Report



### Our Ethos:

Kings Road is a fully inclusive school. We believe in the potential of every individual, from whatever circumstances, to achieve and enjoy their time at our school. We embrace the fact that children are different and therefore the individual needs of every child are different and this includes those with special educational needs.

Our aims are:

- For every child to benefit from access to a rich, varied, challenging and inspiring curriculum which takes account of unequal starting points irrespective of gender, ethnic background, age or disability, enabling each individual to fulfil his or her full potential to the highest possible standard.
- All children to have full access to all elements of school life and to feel secure and know that their contributions are recognised and valued.
- To create a happy, caring, inclusive community where all children feel valued and secure.

Our principal aim as a founding school of the HERA Academy Trust is to promote **honesty, excellence, respect and aspiration**. High expectations are held for all members of our school community. Our vision is underpinned by five core values: **resilience, aspire, respect, pride** and **teamwork**.

We want our pupils to succeed in every area of their life at our school. We believe passionately on developing innovative ways to overcome barriers to learning and general progress, ensuring our children have the full range of skills and values to continue their learning journey, on the way to a happy and successful life.

**How do we identify, provide for and assess the needs of children with SEND?**

Early identification of need can be raised by teachers, children, parents/carers, paediatricians or members of staff working with the child. Our Inclusion Team supports all children at Kings Road, especially those who have Special Education Needs and/or Disabilities (SEND). This is inclusive of, but not exclusive to the following categories of need: communication and interaction; cognition and learning; social; mental and emotional health; and sensory and/or physical.

	<p>Once a need has been identified, a meeting is arranged between parents/carers and class teacher, as well as any other relevant professionals. Subsequently, personalised provision is put in place and is continuously monitored by the class teacher, Special Educational Needs Co-ordinator (SENCo), and where necessary, Specialist Teachers or other external professionals, to ensure the right outcomes are achieved. Pupil Progress Meetings between members of staff track the progress of children and the impact of teaching, including any interventions put into place.</p>
<p><b>What arrangements do we make for consulting with parents of pupils with SEND?</b></p>	<p>Parental involvement is welcomed in all aspects of our school. We work in partnerships with all parents and carers.</p> <p>Senior staff can be contacted on the gate before and after school. Appointments can be made to meet with teaching staff at a mutually convenient time. In addition to this, we hold a Target Sharing Day in both the Autumn and Spring Term, providing parents and carers with the opportunity to gain an in-depth understanding of their child's progress and attainment prior to receiving an annual Report in the Summer term. We also have an annual Meet the Teacher evening early in the school year to give an insight into what to expect from the academic year.</p> <p>For children currently on the SEND register there are additional termly reviews which are carried out by class teachers, one of which is an Annual Review which is likely to involve further professionals. Parents have access to the SENCo and the Family Support and Inclusion Co ordinator.</p>
<p><b>What arrangements do we make for consulting with children with SEND and involving them in their education?</b></p>	<p>Our children are central to everything we do at Kings Road Primary School.</p> <p>Children's views are gathered at the beginning of teaching Topics with regards to what they are interested in and what they would like to learn. This is used to inform their class teachers' planning. Our marking and feedback policy encourages a dialogue between the child and the teacher.</p> <p>For children on the SEND register we encourage them to discuss their personal aspirations and what is important to them which is in line with the new SEN Code of Practice (2014).</p>
<p><b>Areas of need</b></p>	<p>Children's SEND are generally thought of in the following four broad areas of need:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health</li> </ul>

## Areas of need (Continued)

- Sensory and/or physical needs

These can include a range of difficulties with:

- Reading, writing, speaking and listening, mathematical skills
- Speech and language development
- Expressing themselves or understanding information
- Behaving appropriately in school
- Making friends or relating to adults and other children
- Sensory and physical difficulties

Initially the class teacher will provide necessary support through resources or adult support, within the classroom. This will be recorded on a whole class provision map which the class teacher will write. Work will be differentiated further to enable each child to access the curriculum more easily and is part of ongoing good school practice. Provision maps will be updated termly and progress data will map child progress. The class teacher will evaluate the impact and effectiveness of additional provision and decide what alternative provision may be needed.

## SEND Support at Kings Road Primary School

*'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place'.*

*6.44 COP*

If there is still a concern that:

- Limited progress is being made even when the teaching is targeted to improve the child's area of weakness.
- There is no change in the pupil's behaviour or progress, and or,
- There are ongoing concerns expressed by the parents, carers, and members of staff or the child.

A SEND meeting with the SENCo, class teacher and other adults working with the child, will be convened. The meeting will review provision to date, resources used and the results of any diagnostic and formal assessments.

## What training and expertise do our staff have?

At Kings Road we believe High Quality Teaching (HGT) to be an essential foundation in the teaching, learning and assessment for all pupils.

The Code of Practice states that HQT:

- Seeks to engage and support the learning of all children and young people;
- Builds on pupils' prior learning and responds appropriately to the 'pupil voice';
- Builds from the skilful design of learning;
- Is construed as children and young people progressing in their learning;
- Involves a curriculum that is methodically constructed and reviewed to deliver small and efficient steps of progression.

At Kings Road Primary School there is a commitment to providing necessary support and training for all staff. Attendance at courses and training opportunities are discussed and reported on in order to support whole school knowledge and good practice.

Members of staff have received training related to SEND. These have included sessions on:

- How to support pupils on the autistic spectrum
- How to support pupils with speech and language difficulties
- How to support pupils with physical and co-ordination needs
- How to support children with social and emotional needs.
- Quality interactions: improving pupil independence and outcomes through practitioner-pupil talk
- Identifying and supporting children with memory difficulties
- Behaviour management strategies
- How to support children's social skills
- Bereavement training

**How do we adapt the curriculum and learning environment?**

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and English.
- Experiences.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, physical and practical activities.
- Helping children to manage their behaviour and to take part in learning, physical and practical activities.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Taking into account the views and wishes of the child and encouraging them to contribute to decisions made about their education where appropriate.

**How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?**

We are a fully inclusive school. We believe in the potential of every individual, from whatever circumstance, to achieve and enjoy their time at school. The school has a holistic approach, serving not just the whole child but the whole family. The success of this is relevant in its contribution to our school's ethos and core values. Working together with our "sister" school: Lawford Mead, we nurture and empower our children for the future. We want our children to succeed in every area of life. We believe passionately in developing innovative ways to overcome barriers to learning and general progress, ensuring our children have the full range of skills and values to contribute their learning journey. We provide support and training for all staff and know that their contributions are recognised and valued.

**What resources are available?**

Both the Inclusion Team and the SENCo have a budget to provide additional resources for individual children. This is monitored annually and equipment/resources are purchased according to advice received from Specialist Teachers and other professionals.

<p><b>How the Governing body supports the needs of pupils with SEN?</b></p>	<p>The Governing Body has a named member for SEND, who meets with the Inclusion Team and SENCo to evaluate and access provision.</p> <p>The SEN Governor is responsible for supporting the development of quality provision across the school and regularly evaluates its impact.</p>
<p><b>Which Professional Services and Agencies does the school work alongside?</b></p>	<p>Specialist services which are available to support children with SEND include Local Authority (LA) services, such as:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist,</li> <li>• Social care,</li> <li>• Specialist teachers</li> <li>• Counselling services</li> </ul> <p>Further details and support services can be found on the Local Offer website. At Kings Road we also work alongside Health Services and Family Support Agencies for example:</p> <p>School Nurse,</p> <ul style="list-style-type: none"> <li>• iS Essex</li> <li>• Moulsham Grange,</li> <li>• Paediatrician,</li> <li>• Kids Inspire</li> </ul> <p>Information for these services can be obtained from the SENCo or on the Local Offer website.</p>
<p><b>How do we support children with transitions?</b></p>	<p>The school has a strong transition programme which operates between year groups, Key Stages and educational settings. Additional arrangement are put into place for children with SEND where necessary. Where transfers into or from Kings Road occur, the school will institute a programme of supported visits, as well as exchanges of data and staff expertise to ensure a smooth transition.</p>
<p><b>Where can I find the Local Offer for Essex?</b></p>	<p>Further information about the services available in Essex to support children and young people with SEND can be found in the Local Authority's Local Offer which is available online at:</p> <p style="text-align: center;"><a href="http://www.essexlocaloffer.org.uk/">http://www.essexlocaloffer.org.uk/</a></p>

**Who can I  
contact for  
further information?**

We hope you find the information contained within our School Offer informative and should you require any further information please do not hesitate to contact the SENCo or a member of the Inclusion Team.

SENCo: **Miss Clare Houghton** [senco@kingsroad-pri.essex.sch.uk](mailto:senco@kingsroad-pri.essex.sch.uk)

Family Support Inclusion Co ordinator: **Mrs Jo Kendall** [FSIC@kingsroad-pri.essex.sch.uk](mailto:FSIC@kingsroad-pri.essex.sch.uk)

Telephone: 01245 256074.