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## Kingston Community School: SEN Information Report 2017-18

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This report is designed to meet the legislative requirements for SEN Information Reports, which are set out in:

[Schedule 1 of the SEN and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

All schools, except special schools established in hospitals, must publish an SEN information report on their website.

**How does Kingston Community School know if children need extra help?**

We identify children who need extra help through:

- concerns raised by parents/carers, staff or the child
- liaison with previous educational placements – nurseries, previous schools
- liaison with outside agencies e.g. Health Visitors, Speech and Language Therapists
- the on-going tracking of pupils' progress and achievement and the identifying children whose attainment is significantly below their peers
- knowing our pupils well and recognising changes in their behaviour or progress
- health diagnoses made by paediatricians and doctors

We have experienced staff and provide regular training opportunities for both teachers and support staff to update and extend their skills in the area of SEN.

Initially a discussion will be set up by the SENCO and class teacher where concerns are raised. The child will be placed on the SEN register after other steps have been followed.

We hold regular meetings with parents throughout the year to discuss their child and set targets. Parents are encouraged to share their views and work collaboratively with the school to support their child.

We currently support children with Autistic Spectrum Disorders (ASD), Speech, and Communication Language Difficulties (SLCN), Specific Learning Difficulties e.g. dyslexia and social emotional and mental health (SEMH) needs. Support given is appropriate to the individual's level of need.

**What should I do if I think my child may have SEN?**

If you are concerned about your child's academic progress or well-being please contact your child's class teacher in the first instance. They will discuss your concerns and outline support which could be offered. If necessary they will arrange for you to meet with Melanie Reilly, Special Needs Coordinator (SENCo). You can contact her via the school office on 020 3108 0360 or via email:

[office@kingstoncommunityschool.com](mailto:office@kingstoncommunityschool.com)

If we have concerns about your child's academic progress or well-being we will contact you to discuss this at the earliest opportunity.

Our provision for pupils includes:

High quality class teaching adapted to the needs of individual pupils

Small group interventions designed for pupils who need to 'catch up'

Small group or individual interventions for pupils with special educational needs (SEN)

Advice and support from the SENCo

Advice and support from outside agencies such as Kingston Language, Behaviour and Learning Team, Kingston Educational Psychology Service, and Speech and Language Therapists; a range of Mental Health Service in Schools (CAMHS) and the School Nursing Service.

If your child's needs are not able to be met by the school without additional funding we will work together to make a request for an Education, Health and Care Plan (previously known as a Statement of Special Educational Needs).

## How will I know how Kingston Community School supports my child?

- ✓ If your child is identified as having special educational needs a Pupil Support Plan (PSP) will be put in place. This will state what targets have been set for your child and the type of support put in place to enable them to achieve them.
- ✓ The PSP will be written by your child's class teacher in consultation with the SENCo. Support plans will be shared and discussed with you at least three times a year.
- ✓ Interventions will be regularly reviewed to monitor the effectiveness of the support and to inform future planning.
- ✓ If we feel your child would benefit from involvement of an outside agency we will contact you to discuss this and request permission. Any reports or recommendations will be shared with you.
- ✓ The SENCO reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- ✓ Members of the school's Governing Body are responsible for SEN and Inclusion and they meet termly with the SENCO. They also report to the Governing Body to keep them informed of developments in SEN and Inclusion. Catherine Joseph is the Governor with overall responsibility for SEN.
- ✓ The SENCO has the responsibility to check that all PSPs are in place and being implemented effectively. She reports half termly to the Alison Cramp, Headteacher who analyses the progress of children receiving interventions to measure the effectiveness of the provision being provided.

**How is the decision made about what type and how much support my child/young person will receive?**

All class teachers deliver Quality First inclusive teaching and are responsible and accountable for all the children within their class.

If additional support is needed, the class teacher will consult with the SENCo and if necessary discuss with parents/carers. All interventions are monitored for impact with outcomes defined at the start. This information is shared with Senior Leadership Team and Governors.

**The class teacher will :**

- ✓ inform parents of any areas of your child's school life they feel needs additional support or continued discussion
- ✓ decide on what type of support is needed and put this in place initially
- ✓ monitor and gather evidence of the impact of support

**For children who need specialist support:**

- ✓ the class teacher will meet with SENCo and further discussions will take place to decide on support
- ✓ if appropriate, SENCo will make the necessary referrals, after parent consultations, to the necessary agencies such as Educational Psychologist or Speech and Language Therapist.

Parents will be kept informed of any referrals made

## **What support will there be for my child's overall well-being?**

- ✓ All our staff provide pastoral support as the need arises, and pupils are encouraged to talk to any member of staff with whom they feel comfortable.
- ✓ All pupils are supported with their social and emotional development through our PSHCE (personal, social, health, citizenship and emotional) curriculum, through which we explore our school values. Themes and activities are shared through class lessons, circle times, extended activities, interventions, assemblies and projects.
- ✓ In addition, we have a range of specific additional programmes, run by specially trained staff, to help support particular aspects of well-being and address emotional needs. These include:
  - ✓ A member of staff trained specifically as an Emotional Literacy Support Assistants (ELSA) who work with children identified as benefitting from weekly emotional support sessions.
  - ✓ A nurture group runs weekly, also led by the ELSA trained support staff.
  - ✓ The local Behaviour Support Service has supported us in developing a programme of social skills therapies through play, for younger children.
  - ✓ We are supported by a range of Local Authority Services in supporting social and emotional well-being, including the Education Welfare Officer and the Family Advice and Support Service (FASS) and the Families Apart organisation
  - ✓ An ongoing priority at KCS involves staff developing higher level expertise in supporting emotional health and well-being, through development of a structured approach to supporting pupils with behavioural, learning & emotional literacy.
  - ✓ Our Behaviour Policy provides clear guidance on expectations, rewards and sanctions and is fully implemented throughout the school, managed by our Positive Behaviour Leader who supports staff, groups of children and individuals
  - ✓ Our school council ensures the views of pupils are heard and actioned upon.

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

- ✓ The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.
- ✓ The school always acts upon advice received from external agencies e.g. enlarging of print for visually impaired children; use of coloured overlays and exercise books; use of brain breaks, sensory cushions, weighted blankets for children with sensory issues.
- ✓ We endeavour to ensure that all class rooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.
- ✓ We endeavour to ensure that all class rooms are ASC friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources.
- ✓ We endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of the 10 second rule to allow processing time, pre-teaching of key vocabulary.
- ✓ Small group rooms are available in both key stages to provide quiet work areas for 1:1 or small group work

## **How will the school know how well my child is doing and how will you help me to support my child's learning?**

We believe that your child's education should be a partnership between parents and teachers therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. Staff are available before and after school, offering opportunities for informal chats and the chance to arrange more formal meetings if needed.

- ✓ Class teachers continually assess each child and note areas where they are improving and where further support is needed. We track children's progress from entry at Reception through to Year 2. Progress is reviewed formally every half term and an age related level is given in Reading, Writing and Maths.
- ✓ Children who are not making expected progress are picked up through progress review meetings with the Class teacher and members of the school's Senior Leadership Team. In these meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed.
- ✓ We run parent consultation evenings twice a year where we share attainment, progress and targets. A detailed written report for each child is provided in the summer term.
- ✓ Additional meetings to provide information and advice about supporting children can be requested at any time. These will be arranged with class teacher and/ or SENCo as appropriate.
- ✓ Additionally parents of children with SEN may be asked to come into school for partnership meetings with outside agencies who are providing support. These are sometimes called "TAC" meetings-Team Around The Child or "TAF" meetings – Team Around the Family.
- ✓ We deliver parent meetings and workshops on various curriculum areas and supporting children with a range of needs, throughout the year. We warmly encourage parents to attend these meetings which can be very helpful in co-ordinating support, strengthening links between home and school and helping to provide a comprehensive and integrated programme of support for children with SEN.

<p><b>How will my child be able to contribute their views on how things are going?</b></p>	<p>We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.</p> <p>If your child has a Statement or Education, Health and Care Plan they will be invited to share their views at the annual review meeting. This may involve them attending part of the meeting or working with a member of staff to record their ideas prior to the meeting.</p> <p>During the various interventions pupils are able to put forward views. They are able to speak to an identified member of staff with regard to talk about bullying and friendship issues. This is then followed up in a variety of ways to meet the needs of the children concerned and the nature of the issue. Children know they can also tell staff about concerns with regard to child protection issues and these are then dealt with by one of the school's Designated Safeguarding Officers.</p>
<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>All teaching staff and support staff receive in-service training to continually enhance their skills and knowledge in Special Educational Needs. Some of our staff are trained in specialist areas to support a particular special educational need.</p> <p>The school works very closely with a range of external agencies, both supporting our work with individual children and providing training to increase expertise in that area.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>▪ Educational Psychology Service</li> <li>▪ Speech and Language Service</li> <li>▪ Health &amp; social Services</li> <li>▪ Occupational Therapy</li> <li>▪ Family Adolescent and Child Team (FACT)</li> <li>▪ Bereavement service</li> <li>▪ School Nursing Team</li> </ul>

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

Teachers or TAs trained in first aid accompany all school day and residential trips. If a child has a specific need which requires 1:1 support, this will be provided to ensure all children with special needs or disabilities can attend

Risk assessments are carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school (after consulting with parents/ carers). All risk assessments are signed by the Alison Cramp, Headteacher.

From time to time individual children may need risk assessments to ensure they are fully included in school trips; this may be to ensure additional resources are in place for full access to this aspect of the curriculum.

**How will the school prepare and support my child when joining Kingston Community School, transferring to a new school or planning for the next stage of their education?**

We encourage all new children to visit the school prior to starting so they can have a look around the school. For children with SEN we encourage further visits to assist with the acclimatisation to new surroundings. We would also like to visit them in their current school to further assist transition.

Children joining our school in Reception

- ✓ Parents/Carers will be invited to a meeting where they are able to find out how the class operates and ask questions about their own child.
- ✓ If a child has specific additional needs the staff will make individual times to meet with the parents.
- ✓ If the child has a specific medical or needs plan this will be discussed with parents and the relevant professional.
- ✓ Where appropriate the Reception staff and the SENCo will liaise with outside agencies already involved with your child e.g. Speech and Language Therapist, Early Years Inclusion Team
- ✓ Children will begin part time in the Reception class and the move to full time will be discussed with each parent/carer.

Children joining our school in other year groups:

- ✓ Your child's previous school will pass on all the records they hold for them, including end of year reports, assessment records and any involvement from outside agencies
- ✓ If your child has SEN the previous support plans and reports will also be forwarded
- ✓ If necessary our SENCo will contact your child's previous school to discuss the support they were receiving
- ✓ If a new child coming to the school has additional needs the SENCo will contact the parents to discuss their child's needs.

**How are parents involved at Kingston Community School and how can I become involved?**

At Kingston Community School we are firmly committed to a partnership approach with parents/ carers and recognise it as the best way to support a child's learning and needs.

- ✓ We have an open door policy - teachers & other school staff regularly meet with parents to discuss aspects of learning and welfare. We welcome all parents and greatly value parental support.
- ✓ Some of the many ways in which we encourage parents to become involved in their child's education and school life include:
- ✓ Parent Teacher Association
- ✓ Parent Forum meetings to discuss strategic issues
- ✓ Parent Workshops
- ✓ Parents' evenings, class open afternoons, year meetings, class assemblies and events
- ✓ Volunteer Parents to support in class
- ✓ Parental help for visits and events
- ✓ Inclusion team – made up of teaching and support staff, Alison Cramp, Headteacher community and parent governors

## Who can I contact for further information?

### School queries:

- ✓ In the first instance, parents/carers are encouraged to talk to their child's class teacher.
- ✓ The Inclusion Leader/ SEN Co-ordinator Melanie Reilly is also available to discuss any concerns and can be contacted through the School Office.
- ✓ The Governor with responsibility for SEN is Catherine Joseph, who works closely with the school and the SENCo in developing policy and practice, reporting back to the governing body on SEN matters.
- ✓ Alison Cramp, Headteacher, is also available and can be contacted in the same way.
- ✓ We warmly welcome parents/ carers to visit the school to discuss their child's needs and a visit can be arranged through the school office.

### Local support:

The Kingston specific 'Local Offer', which provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities, can be found at:

[https://www.afcinfo.org.uk/local\\_offer](https://www.afcinfo.org.uk/local_offer)