



## SEND Policy and Information Report

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Reviewed Annually

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## Aims

Our SEND policy and information report aims to:

- Set out how Kingfisher Primary School will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Set out how Kingfisher Primary School ensures that all children, regardless of their needs, reach their academic, personal and social potential in line with our school values and trust pillars

## Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SENCos and the SEN information report

## Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## Roles and responsibilities

### The SEND Team

Meet the SEND Team at Kingfisher:

Executive Head of School and acting SENCo – Janey Denton

Head of School – Fiona Armstrong

HSSW – Alison Brightman

The SENCo

The acting SENCo is Ms Janey Denton.

If you need to contact Ms Denton please contact [office@kingfisher-gst.org](mailto:office@kingfisher-gst.org) FAO Ms Denton acting SENCo or call the school office on 01634 661540

They will:

- Work with the the Head of School, HSSW and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans



- Provide professional guidance to colleagues and work with staff, parents, carers and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Executive Head, Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Review the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Executive Head, Head of School and SENCo to determine the strategic development of the SEND policy and provision in the school

### The Executive Head and Head of School

The Executive Head and Head of School

- Work with the SENCo, HSSW and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

### Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## SEND Information Report

### The Kinds of SEND That Are Provided For

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder or condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate/severe/profound and multiple learning difficulties
- 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, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### Identifying Pupils with SEND and Assessing Their Needs

At Kingfisher Primary School, we believe in a 100% achievement culture, this ensures that all pupils, regardless of their individual needs make at least expected progress. To ensure that all of

our pupils are held to the high expectations in line with our trust pillars each pupil's levels of attainment are assessed regularly. Class teachers make regular assessments of progress of all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Falls behind their previous rate of progress
- Does not close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social or communication needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### Consulting and Involving Pupils and Parents

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents if requested. Where appropriate a school based plan and individual targets will be drawn up.

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

### Assessing and Reviewing Pupils' Progress towards Outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class teacher will work with the SENCo Lead to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' or support staffs' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant



The assessment and associated targets will be reviewed every 6 weeks to ensure that the targets and provision remain SMART (specific, measurable, achievable, reliable and timely).

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## Supporting Pupils Moving Between Phases and Educational Provisions

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

If the child requires increased transition work this will be provided in school with the support of external agencies, where relevant.

### Our Approach to Teaching Pupils with SEND

At Kingfisher Primary School, we believe that all pupils should receive quality first teaching. All teaching will be adapted to suit learning needs of the pupils. They will, where relevant, be provided with additional support to access their learning. This is provided in a number of ways, specific to the individual, an example of these approaches includes:

- Pre-teaching
- Post-teaching
- Precision Teach interventions
- Specific social skills interventions
- Speech and language therapy
- Occupational therapy
- Sensory circuits

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

### Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- All classrooms follow a communication friendly approach to ensure that learners' are able to access questioning and class discussion
- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving a longer processing time, pre-teaching of key vocabulary, reading instructions aloud, etc.

### Additional Support for Learning

We have 7 teaching assistants, including 2 HLTAs, who are trained to deliver interventions such as mathematics and English precision teach, BEAM, fizzy, sensory circuits, speech and language.

Teaching assistants will support pupils on a 1:1 basis as well as in small groups to achieve specific targets, usually, but not always, associated in an EHC plan. Teaching assistants will also work on a 1:1 basis for all precision teach interventions and most speech and language and occupational therapy interventions, as targets are specific for individuals' needs.

Teaching assistants will support pupils in small groups to support in class learning as well as delivering pre- and post-teaching interventions outside of the classroom.

We work with the following agencies to provide support for pupils with SEND:

- School Psychology services (includes Educational Psychologist)
- The Marlborough Outreach Team (specialist support for ASD and social communication difficulties)
- Bradfields Outreach Team (specialist provision)
- Simon Worthington – Occupational Therapy
- MCH (Medway Community Health) Speech and Language
- ELM Speech and language therapy
- MCH Pediatric services (includes specific ASD, ADHD and behavior support)
- Medway Sensory services
- Inspiring Change Primary Support (SEMH/Behaviour Support)

### Expertise and Training of Staff

Our SEND Team allocate 1.5 days a week to manage our SEND provision.

We have a team of 7 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in precision teach, speech sound interventions, speech, language and communication interventions and have been part of the metacognition training.

We use specialist staff for fine and gross motor interventions, speech and language difficulties and precision teach.

We also work closely with our Trust schools in Medway, sharing expertise.

### Securing Equipment and Facilities

Much of the school's SEND budget secures human resourcing, where additional funding is required to meet complex needs or achieve an individual's EHCP targets Banded top up funding is applied for. A costed provision map is produced, alongside SMART targets to ensure that there is a clear rationale for funding.

### Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their parallel assessment targets each short term
- Reviewing the impact of interventions and in-class provision as part of whole school evaluation each short term. This includes: learning walks, weeks in learning, book looks and formal learning plan reviews.
- 3 weekly meetings conducted by SENCo to provide tailored support to class teachers so that the provision and adaptations made are high quality and appropriate.
- Using school-based plans and provision mapping to measure progress
- Holding annual reviews for pupils with EHC plans
- In school review held three times a year with key professionals, led by Educational Psychologist and SENCo

### Enabling Equity among All Pupils

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to attend our residential trip(s) at the end of KS2.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Specialist PE equipment is used to support sensory and physical needs and ensure inclusivity for all.
- No pupil is ever excluded from taking part in these activities because of their SEND.
- All pupils access the curriculum through the use of carefully planned, differentiated and delivered lessons





- All pupils, regardless of their SEND, are able to move around the school site safely. A lift is available for any pupil that requires one.

For further information regarding accessibility, the accessibility plan can be found on the school website.

### Support for Improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the pupil leadership teams.
- Pupils with SEND are also encouraged to be part of our lunchtime provision and circle of friend's intervention to promote teamwork, building friendships and turn taking.

We have a zero-tolerance approach to bullying.

### Working with Other Agencies

The SENCo works closely with MCH (Medway Community Health), Simon Worthington (Occupational Health) and ELM Speech and Language to ensure that our traded therapies as well as NHS therapies are evaluated at least once per term. The SENCo also works closely with MCH to ensure the health needs of all children at Kingfisher Primary School are met, by making referrals for ASD, ADHD, dietetics, physiotherapy, challenging behaviour, etc as well as supporting parents through referral to parenting groups and support with accessing appointments. The SENCo meets with the Medway SENDCo group at least twice per term to evaluate practice and provision across Medway. The SENCo holds termly meetings with the school nursing team to discuss provision and referrals. The SENCo liaises regularly with the HSSW (Home School Support Worker) to ensure that there is appropriate information sharing and support offered to our families under social care and early help.

### Complaints about SEND Provision

Complaints about SEND provision in our school should be made to the SENCo in the first instance. If they cannot be resolved, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### Contact Details Of Support Services for Parents and Carers of Pupils with SEND

If parents or carers have concerns regarding their children, who have additional needs, they should, in the first instance speak with their class teacher or acting SENCo (Ms. Denton). If parents or carers do not feel that their concerns have been rectified they should arrange an appointment with the Head of School (Mrs Armstrong) or the Executive Head of School (Ms Denton).

Where parents or carers requires external support or advice, they should contact Family Action on:

01634 566 303  
medwaysendias@family-action.org.uk  
Medway SENDIAS  
Family Action  
5a New Road Avenue  
Chatham ME4 6BB

Contact details for raising concerns

Mrs F Armstrong  
office@kingfisher.-gst.org\_ FAO Head of School





## SEND Policy and Information Report

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Ms J Denton  
office@kingfisher.-gst.org FAO Executive Head

All of the above can be contacted through the main school office on 01634 661540

### The Local Authority Local Offer

Our local authority's local offer is published here:  
[https://www.medway.gov.uk/info/200307/local\\_offer](https://www.medway.gov.uk/info/200307/local_offer)

## Evaluation Arrangements

This policy and information report will be reviewed Janey Denton, SENCo, every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## Links with Other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Exclusion
- Anti-bullying