

Kimberworth Community



Primary School

Special Education Needs and Disabilities (SEND) Information Report 2020/21

Kimberworth Community Primary School is committed to providing equal learning opportunities for all our children regardless of race, gender, special educational needs and/or disabilities (SEND).

All pupils have a right to a full and balanced curriculum, which is both relevant and differentiated to meet their individual needs.

Links:

SEND Policy

<http://www.kimberworth>

Local Offer

www.rotherhamsendlocaloffer.org

A copy of the SEND Code of Practice 2014 is available in school for parents and prospective parents to read upon request.

People to contact

The Special Needs and Disabilities Co-ordinator (SENCO) is

Ms Alison Roddis

Head Teacher **Miss Alison Stothard**

Behaviour/Inclusion Support Officer

Mrs Shazia Rashid

The Special Educational Needs and Disabilities Inclusion

Governor is **Simon Currie**

Ms Roddis, Miss Stothard and Mrs Rashid can be contacted in School either directly or by telephone: 01709 740879 or an appointment to meet Mr Currie can be made on the same number.



Access to the curriculum

The teachers and support staff adopt a flexible approach to curriculum access. Accessibility to the curriculum is achieved on an individual pupil basis. External advice (Learning Support, OT, Physiotherapist, Voluntary Organisation etc.) and parent/carer advice is always sought. The school will provide appropriate materials and equipment to best enable children with SEN and/or disabilities to access the curriculum.

Access to the environment

Our setting is fully inclusive and provides access for all children and adults involved in using the school and Centre.

Provision we currently offer

As an inclusive centre we provide an ever changing range of provision including:

- Communication Needs (Autistic Spectrum Condition and Speech Language and Communication Needs)
- Cognition and Learning Needs (Both moderate and specific)

- Social, Emotional, Behavioural and Mental Health Needs
- Sensory and Physical Needs (Hearing, Visual and Multi-Sensory Impairment Needs)
- Physical and Medical Needs

Current interventions

We are an inclusive school and offer many 1:1 and small group interventions. All staff work very closely together and alongside outside agencies provide a number of targeted interventions. There are a number of staff trained in a range of the interventions which can be used to support children's learning in school. These interventions are:

- Read Write Inc
- Little Talkers - Speech Language and Communication
- Math Magician - Maths
- Reading Rescue - Reading, Writing and Phonics
- Reading Recovery - Reading, Writing and Phonics
- Phonic Play - Phonics
- Fisher Family Trust - Literacy
- 1st class@number 1 and 2 - Maths
- ENABLE/THRIVE - Social, Emotional and Behaviour
- Jump Ahead - Motor Skills
- Write From the Start - Motor Skills
- Spirals - English as an Additional Language
- EALIP - English as an Additional Language
- Bespoke programmes written and monitored by internal and external staff.

Outside agencies

We work alongside a number of outside agencies that support our work in school these include:

- The Learning Support Service
- The Autism Communication Team
- Speech and Language Therapy
- Educational Psychology
- The Visual Impairment Team
- The Hearing Impairment Team
- The Safeguarding Team
- Occupational Therapy
- Physiotherapy
- Other agencies when and as required

Identification of SEND

Kimberworth Community Primary has a clear approach to identifying and responding to SEND. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to the normally available to pupils of the same age. A child will be identified as having SEND when their progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap

It can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

An initial concern may be raised by:

- The child's parent/carer
- A member of the inclusion team
- The class teacher
- Another professional e.g. Speech Therapist, Doctor, Educational Psychologist, School Nurse



Current school data

At Kimberworth Community Primary we have a graduated response to SEND. Provision for a child with SEN and/or disabilities should always match the nature of his/her needs. At every phase there is regular recording of a child's special educational needs, the action taken and the outcomes. Children from Early Years (Below 5 years of age) through to the end of KS2 (11 years) will use the terms:

- School monitoring (where there is an initial cause for concern)
- School support
- SEN support
- Education, Health and Care Plan

At Kimberworth Community Primary we currently have:

28 Children at the School support stage.

15 Children at the SEN support stage.

5 Children at the Early Years SEN support stage.

3 Children with Education Health and Care Plans.

Looked After Children with SEND

Pupils who are Looked After Children with special educational needs and/or disabilities will receive interventions and additional support from appropriate agencies. The designated Looked After Child teacher liaises with the SENDCO

Pupil participation

All children and young people have legal rights. Children with special educational needs and/or disabilities have the right to be involved in making decisions about their education. Our children are encouraged to talk about their needs. They will be encouraged to express their views on the provision made for them. Children are encouraged to share in the recording process and monitor and evaluate their own performance.

Achievements are always celebrated.

Training and staff expertise

We provide staff with training that is relevant to the current needs of the school, whether this is from the learning support service or other services.

Teaching assistants are provided with training that will enable them to deliver interventions. We have teaching assistants who have been trained to deliver learning support programmes, talk boost, 1st class@ number, first class@ arithmetic, Fischer Family Trust, Reading Rescue, Maths Magician, speech and language and many more interventions that are specific to individual children.



Partnership between parents/carers and our School

Parents/carers are welcomed into our school and their views are valued. At Kimberworth Community Primary parents are regarded as active partners, especially when their child has a special educational needs and/or disabilities. Parents/carers of children with SEN and/or disabilities will be fully consulted and have the opportunity to be involved in all aspects of their children's education. This may be through formal and/or informal contact with the school. Meetings will be set formally at least 3 times per year at which point professionals working with the child and family will discuss progress, targets and ways forward.

Admissions to School

Pupils are admitted to the school according to the admissions criteria detailed in the School Prospectus, regardless of ability or disability. All admission decisions are taken with full regard to the SEND Code of Practice 2014.

Transition Arrangements

We provide early transition for all children 3 weeks early before the summer holiday. Children with special educational needs and/or disabilities (SEND) also take part in early transition with extra visits to new classes where appropriate. When children are transferring to Comprehensive schools, children start transition at the beginning of year six with extra visits to the schools. They become familiar with staff from the school as they are regularly at our school.

Complaints

Kimberworth Community Primary seeks to promote a culture of close co-operation between parents/carers, the centre, the LA and other professionals. It is in this spirit of close co-operation that we can best enable a child to achieve his/her full potential.

Parents/carers are encouraged to contact us if they have any questions or concerns about their child's special educational needs or provision.

Formal parental complaints may be referred to the SEND Governor, after the child's Teacher, SENCO and Head Teacher have first been approached. Complaints should be either in writing or by appointment.