

# Kingston St Mary C of E Primary School

## SEND Information Report 2025



As a school we welcome every child and strive to help them to do the very best they can at school. During their time with us, some children will need additional help or support for a short period while others may need a significant amount of help or support on a longer-term basis to achieve their potential.

This report provides details of the support available for children with SEND at Kingston St Mary C of E Voluntary Aided Primary School. We follow the Special Educational Needs Code of Practice 2014

**Areas of Need** The Code of Practice (2014) for children with Special Educational Needs states that there are four broad areas which cover Special Educational Needs.

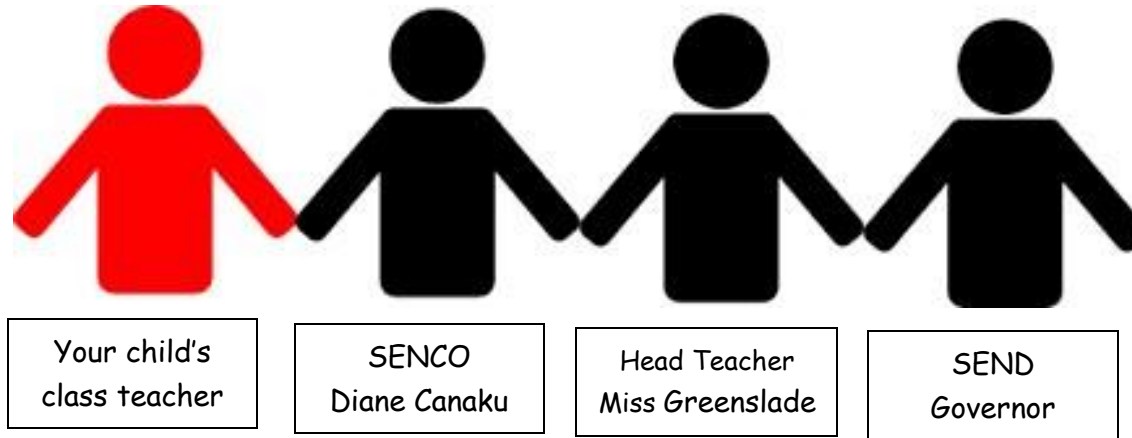
The 4 Areas of Need	Explanation
<b>Communication and Interaction</b>	<p>Children identified with Speech, Language and Communication Needs (SLCN) might display delay or difficulties in:</p> <ul style="list-style-type: none"><li>• Communicating with others</li><li>• Expressing their needs or opinions</li><li>• Understanding what is being said</li><li>• Interpreting social rules of communication</li><li>• Listening/attention</li><li>• Speech/expressive language</li></ul> <p>Children with Autistic Spectrum Disorder (ASD) are likely to present with specific difficulties with social interaction, language and communication.</p>

<p><b>Cognition and Learning</b></p>	<p>This category includes general learning difficulties/disabilities that impact on learning across the curriculum, such as Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD). Children may have Specific learning difficulties (SpLD) that include Dyslexia, Dyspraxia, Dyscalculia</p>
<p><b>Social, Emotional and Mental Health Difficulties (SEMH)</b></p>	<p>Children may experience a wide range of social, emotional and mental health difficulties. These may include:</p> <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Low mood/depression</li> <li>• Attachment disorders</li> <li>• Behavioural difficulties</li> <li>• Attention Deficit Disorder (ADD)</li> <li>• Attention Deficit Hyperactivity Disorders (ADHD)</li> <li>• Withdrawal/isolation</li> </ul>
<p><b>Sensory and/or Physical Needs</b></p>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Physical disability (PD)</li> <li>• Visual impairment (VI)</li> <li>• Hearing impairment (HI)</li> <li>• Multi-sensory impairment (MSI)</li> </ul>

## People to talk to in school about your child with SEN:



If you have concerns about your child, please do talk to us. It is by working together to support children with SEN, that we can achieve the very best outcomes.



### **Class Teacher**

If you have any concerns you should see your child's Class Teacher in the **first instance**. Teachers are available for brief discussions at the beginning or end of the day. An appointment can be made via the School Office (01823 451353) if a more detailed discussion is needed. Your child's class teacher is responsible for monitoring the progress of your child, identifying, planning and delivering any additional help your child may need. They will inform you of the provision made for your child at school and perhaps suggest how you might continue this support in the home environment.

### **Special Educational Needs Coordinator (SENCO) Mr Matt Edwards**

You may also want to talk to the Special Needs Co-ordinator (**SENCO**). Diane usually works in school on a Tuesday and can be contacted via the School Office to make an appointment or to discuss your concerns. Alternatively, please email [SEN@ksm.somerset.sch.uk](mailto:SEN@ksm.somerset.sch.uk)

The SENCO is responsible for co-ordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure that all our children get a consistent, high quality response to meeting their needs in school.

The SENCO is also responsible for liaising with all the other professionals who may be coming into school to help support your child's learning and provides specialist support for teachers and support staff in school on strategies and programmes of work that can enable children with SEND to achieve the best possible progress.

### **Head Teacher - Miss Greenslade**

Miss Greenslade is responsible for the day to day management of all aspects of the school including the support for children with SEND. She is also responsible for ensuring that the school's SEND Policy is carried out. She must make sure that the Board of Governors is kept up to date about any issues in the school relating to special educational needs.

### **The SEND Governor - Lily Hawkins**

The School's Governing Body, in co-operation with Miss Greenslade, is responsible for determining the School's SEND Policy and making sure that the school's SEND resources and staffing are used to give the necessary support needed for children with SEND. Mrs Kirstie Lord has a specific responsibility for SEND and meets with the SENCO to discuss SEND provision in the School.

## **The Identification of Children with SEN**

A child may be identified as having a special educational need (SEN) at any point in their educational journey. We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- A previous school or setting has identified SEN.
- A child is making little/no progress
- In school observations
- Teacher/ SENCO observations
- SENCO & teacher assessments identify a delay/difficulty.
- A child is working significantly below age related expectations.
- A child receives a diagnosis from a health professional/services

- Through liaison with outside agencies (with parent/carer consent)
- Pupil Progress meetings between class teachers, Head teacher and SENCO

## When Teachers Have Concerns

When teachers have concerns, they will meet with parents at the earliest opportunity.

### The First Step - Universal Support

Teachers will plan carefully, differentiating for individual needs through **high quality teaching** to respond to children who may have

SEN.

### The Next Step - SEN Support

Teachers will review the impact of the classroom strategies they have tried. When these strategies have not met a child's needs the teacher will inform the SENCO and parent carers.

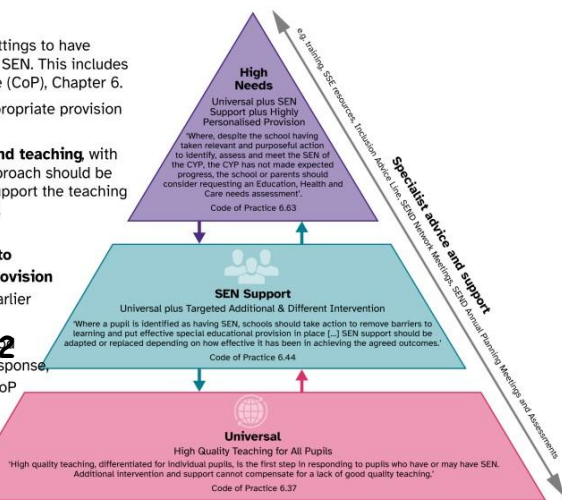
- The SENCO, teacher, child and parent carers will work together to plan for additional SEN support, including targeted intervention.

ment for educational settings to have young people (CYP) with SEN. This includes SEN. Code of Practice (CoP), Chapter 6. needs of CYP so that appropriate provision central to the CoP.

**approach to learning and teaching** with individual CYP. This approach should be , and at all levels, and support the teaching [Teacher Standards 2021](#).

schools should take action to special educational provision four part cycle earlier defined with a graduated response, known as the graduated response, (CoP)

ected progress, ns to matched er in ; advi ; on. nd interventions.



### Outside Professionals

With parental consent, it may be helpful to involve specialists.

This might include:

- Hearing/Vision Impairment Team
- Autism and Communication Advisory Service
- Occupational/Physio Therapy
- Social, Emotional and Behavioural Support Advisory Team
- Learning Support Advisory Team

Link to Somerset Graduated Response Tool:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response-tool/>

## **Our Support for children with SEND - A Graduated Response**

When a child is identified as having SEN, with parental consent they will be placed on the SEN register. We will take action to remove barriers to learning and put additional provision in place. The impact of this provision is measured through The **Assess, Plan, Do, Review Cycle**.

## Review

Class teacher, SENCO, child and parent carers review progress towards SMART targets. If SEN still not met, the cycle begins again with a reassessment of need, new targets and provision.

## Assess

Identify a child needing SEN support - through assessment and child, parent carer input.



Each term parent carers are invited to meet with our SENCO to create and review **ILPs**.

## Do

School staff, child and parents implement the ILP (with support from wider professionals where appropriate).

## Plan

Teacher, child and parents create an **Individual Learning Plan (ILP)** setting out support and intervention to meet identified needs. SMART targets are set (Specific, Measureable, Accurate, Time-bound).

Class teachers meet with our SENCO termly to review ILPs and discuss



the needs of

children with SEN in their class.



## High Needs

Some children with complex or high needs require an Educational Health and Care Plan (EHCP) when the nature and extent of their SEN or disability requires additional support or resources that are not typically available.

For children and parent carers with an EHCP it will be reviewed yearly in an Annual Review Meeting.

## Our Communication with Parent Carers

Termly	At the end of the academic year	At <u>any point</u> in the year
<ul style="list-style-type: none"><li>• Autumn and spring term teacher parent carer meetings - teachers update parents on pupil progress.</li><li>• ILP (Individual learning plan) review meetings with SENCO. Discuss the Assess, Plan, Do, Review cycle.</li></ul>	<ul style="list-style-type: none"><li>• End of year school reports.</li></ul>	<ul style="list-style-type: none"><li>• Teachers share initial concerns with parent carers and meet to plan next steps together.</li><li>• SENCO will contact parent carers to share reports from professionals, assessment outcomes or respond to questions.</li></ul>

We communicate with parents via:

email

[SEN@ksm.somerset.sch.uk](mailto:SEN@ksm.somerset.sch.uk)

Meetings



phone  
01823 451353



## **Pupil Voice**

We value and listen carefully to the voice of our children with SEN.

We work hard to form supportive relationships with children, encouraging children to talk freely with us.

Children's views and opinions are central to the Assess, Plan, Do, Review cycle.

Children with complex needs who are in receipt of an EHCP will complete a 'person centred review' as part of the Annual Review Process.

## **Accessibility**

The school is partly wheelchair friendly and there are accessible changing and toilet facilities. All children, including those with SEND are encouraged and supported to be fully involved in all areas of school life. All clubs and school trips are open to everyone and individual arrangements are planned in advance to ensure they are able to participate.

## **Medical Needs**

Children with significant medical needs or health conditions will have a Health Care Plan which will detail what support needs to be given at school and who is responsible. The Health Care Plan will be drawn up in consultation with parents and the appropriate health care professionals.

Some children may require medicine to be given in school. Parents will be asked to complete a permission form and hand all medication into the school office. The school keeps a record of each occasion a child is given or is witnessed to have taken medication. Details of date, time and dose are recorded. This applies equally to daily or emergency medication.

## Transitions

### **Starting School**

Prior to starting the Foundation Stage Class, children identified as having SEND will have a School Entry Planning meeting. This will be attended by parents/carers, pre-school staff, school staff including the school SENCO and any external professionals involved in supporting the child. Through discussions, an action plan is devised to make the transition to school as smooth as possible. For children with a medical condition, this will identify staff training requirements to ensure your child's needs are fully met. All families will be invited to a new parents' meeting to gather information. The Foundation Stage Teacher may also visit your child to see them in their pre-school setting. All children will be invited to attend transition sessions to ensure that they are familiar with the staff and the setting in advance.

### **Moving Classes**

When a child with SEND moves to a new class the teachers and SENCO meet to share information about the child's strengths and needs so that the transition can be planned appropriately and any additional provision may be implemented.

### **Transition to Secondary School**

Once the secondary school places have been allocated, children in Year 6 with SEND are discussed with the secondary school SENCO. Additional visits to the school can be organised. A meeting for parents/carers and primary and secondary school staff might also be arranged to plan the child's transition to the secondary school setting. Outside Agencies may also be invited.

If your child has complex needs an Annual Review Meeting will take place in the Summer Term and the SENCO from the secondary school will be invited to attend

## Resourcing and budgets

The school aims to ensure high quality provision for children with SEND with the funds it has available through its SEND budget. We have a team of trained LSAs who work throughout the school supporting individuals and groups of children. Children with the highest level of need will receive the most support. The Head Teacher in liaison with the SENCO is responsible for allocating the LSA time and targeting provision according to need and the budget available.

## Emotional Wellbeing

We are an inclusive school and all members of staff believe that having high self-esteem is crucial to a child's well-being. Class Teachers and support staff work closely with children to build trusting and supportive relationships. All children are given chances to talk about their views through regular personal, social, health education (PSHE) class discussions. There is also a school council where children can contribute their views via their class representative at the half- termly school council meetings. Children who need extra support with their feelings and worries are given time to talk with a trusted key adult and may need more regular meetings between their Class Teacher and parents or carers.

We also have support from a Parent and Family Support Advisor (PFSA) who can work with children and families on a wide range of situations. If you would like support from a PFSA please contact the school.

## Glossary of Acronyms

- SEN - Special Education Needs
- SEND - Special Educational Needs and Disability
- SENCO - Special Educational Needs Coordinator
- EHCP - Education, Health and Care Plan
- ILP - Individual Learning Plan

- LSA - Learning Support Assistant
- TA - Teaching Assistant
- ELSA - Emotional Literacy Support Assistant
- PFSA - Parent Family Support Advisor