



Kenninghall Primary School
Special Educational Needs and Disability (SEND)
Information Report

September 2018-2019

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). This report is published in September and reviewed in July of each academic year, it is also regularly updated by the school SENDCo.

Introduction

Kenninghall Primary School is an inclusive school and we ensure that pupils are included in all aspects of learning and school life. From time to time some children require additional support to help meet their needs or improve their learning.

At Kenninghall, we are committed to working together with all members of our school community. This information report has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer. Key contacts are listed below:

- Head Teacher: Mrs Sharon Medler office@kenninghall.norfolk.sch.uk
- SENDCo: Miss Laura Stimpson office@kenninghall.norfolk.sch.uk
- SEN Governor: Mr Jeremy Hall 01953 887286

This SEND Information Report describes the range of provision and support available to support identified children as and when appropriate. This is subject to change depending on budgetary constraints and policy review.

If you have specific questions about the Norfolk Local Offer please visit:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/what-is-the-local-offer> for information.

Alternatively if you think your child may have SEN, please speak to their Class Teacher or contact the school SENDCo. We pride ourselves on the positive and collaborative relationships we have with parents.



How we Identify and Assess SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN learners are grouped in the Code of Practice under four broad areas:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

Our SEN profile for 2017-18 shows that we have 10.6% of children, identified as having SEN, and 1.2% have an Education Health and Care Plan.

- 7.1% of all children are identified as having SEN linked to Cognition and Learning (66.6% of SEN group)
- 3.5% of all children are identified as having SEN linked to Communication and Interaction (33.4% of SEN group)
- 0% of all children are identified as having SEN linked to Social, Emotional and Mental Health difficulties (0% of SEN group)
- 0% of children are identified as having SEN linked to Physical and Sensory needs (0% of SEN group)

The national figure for SEN identification is 14.4%, 2.8% of Pupils with Statements or EHCPs and 11.6% of pupils at SEN support.

At Kenninghall Primary School we are committed to ensuring that all learners have access to learning opportunities. We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier/s to their learning.

Learners can fall behind in school for many reasons such as:

- Absence
- Attendance of different schools (i.e. inconsistent opportunity to learn)
- English as an Additional Language (EAL)
- Social and Emotional concerns
- Medical Conditions

We ensure that assessment of educational needs directly involves the learner, their parents/carers and of course their class teacher. We have a range of assessment tools available within the school and some which we share with our cluster of schools.

For some learners we may want to seek advice from specialist services. Kenninghall Primary School is part of the Old Buckenham Cluster and commissions support from:

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| Speech and Language Therapy | www.ecch.org/our-services/services/cf-speech-and-language-therapy-for-children-and-young-people/ |
| Ormiston Point 1 Counselling Service | www.ormiston.org |
| Child and Adolescent Mental Health Service (CAMHS) | https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/ |
| Willow Tree Educational Psychology Service | www.willowtreelearning.co.uk/aboutus.php |
| Virtual School Sensory Support (for children with visual or hearing needs) | http://vsss.virtual-school.org.uk/about |
| Access Through Technology | www.schools.norfolk.gov.uk/Pupil-needs/Access-Through-Technology/index.htm |
| English and an Additional Language (EAL) | http://www.schools.norfolk.gov.uk/Pupil-needs/Minorities-Achievement-Attainment-Service-MAAS/NCC134932 |
| School 2 School Support | www.s2ssupport.co.uk/ |

The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support

For a very small percentage of pupils, whose needs are significant and complex, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.



Our Approach to Teaching Learners with SEN

At Kenninghall Primary School we believe in participation for all. We want to create an inclusive culture in our school and we strive to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. In the first instance, all pupils access quality first teaching, with teachers holding high expectations for all their pupils. They ensure that all teaching is based on building on what your child already knows, can do and can understand. Teachers use a range of learning styles so that every child can fully engage with their learning and may use various strategies to adapt access to the curriculum. This might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards systems
- Sloping writing desks

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. In consultation with the individual child and parents/carers, teachers will complete an 'Individual Education Plan' (IEP) and/or a 'One Page Profile' to ensure that children are fully involved in their own learning.

The support we provide is described on a provision map, which outlines the interventions and actions we deliver to support learners with SEN across the year groups. We modify the provision map regularly to reflect the changing needs of our learners and we work closely with other schools and professionals to ensure that we identify and deliver high quality intervention programmes.

We monitor progress of all learners, and staff continually assess pupils to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings with staff.

For pupils who are looked after or adopted and also have special educational needs the school works closely with the Virtual School, carers and outside agencies to ensure bespoke provision.

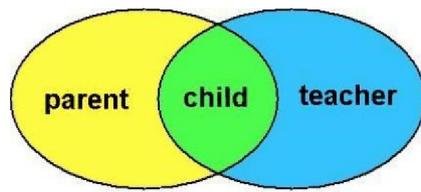
How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership at Kenninghall Primary School. We follow the 'assess, plan, do, review' model and ensure that both parents/carers and children are involved in the process. Before any additional provision is selected to help a child, the class teacher, parents/carers and learner agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP), the same termly review conversations take place, as well as an annual formal review of the EHCP.

Class teachers may also keep you informed via home/school contact books, letters, reports and additional meetings as required.

The school SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.



Pupils with Medical Needs

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the guidelines in the School Medicine Administration Policy.



Social and Emotional Support for Pupils

We recognise that having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children who provide high quality pastoral care for all of the pupils in their classes. Mrs Liz Bowers also provides a weekly 'Chill and Chat' session, allowing pupils the opportunity to discuss any worries or concerns they may have in a relaxed and welcoming environment. A worry box is also provided and is regularly checked and acted upon. Mrs Bowers and Miss Stimpson are also 'Compass' (Creating Opportunities to Maximise Personal and Social Skills) practitioners, trained to deliver sessions to small groups and individuals.

Fostering Positive Pupil Behaviour

As a school we have a very positive approach to all types of behaviour with a clear 'Good to be Green' reward system that is followed by all staff and pupils. If a child has behavioural difficulties an Individual Behaviour Plan is written with the child and parents to identify the specific issues, put relevant support in place and set targets. After any behaviour incident we expect the child to reflect on their behaviour with an adult, sometimes completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.



Schools approach to Bullying

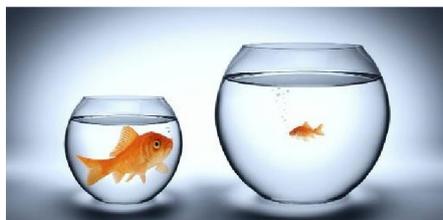
Bullying is anti-social behaviour and can affect anyone. At Kenninghall Primary it is unacceptable and will not be tolerated. The anti-bullying policy can be accessed on the website.

Transition - Preparing for the Next Step

Transition is a part of life for all learners. This can be transition into a new class in school, having a new teacher, or moving on to another school. At Kenninghall Primary School we recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school we will contact the new school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes within school, all Information including IEPs and EHCPs will be passed on to the new class teacher in advance and teachers will meet to discuss provision.

In Year 6, the SENDCo will discuss the specific needs of your child with the SENDCo of their new secondary school. This may include creating a 'Personal Passport' which includes information about themselves for their new school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.



Additional Opportunities for Learning

Our best endeavours are undertaken to ensure that pupils with SEND are able to fully engage in all extra-curricular activities. At Kenninghall Primary School in 2017-18 we offered a range of additional clubs and activities, including choir, ukulele, art club and netball. A timetable of clubs can be found on the school website. We are committed to making reasonable adjustments to ensure participation for all.

Funding for SEN

Kenninghall Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. Additional 'Top Up' funding can be accessed for high need pupils by application to the Local Authority.

The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Head Teacher and SENDCo discuss all the information they have about SEND in the school, including the children already receiving support, the children needing extra support and the children who have been identified as not making as much progress as would be expected. It is then decided upon what resources, training and support is needed.

Have Your Say

This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEN.

Complaints from parents of children with SEN should be directed to the School SENDCo or Head Teacher in the first instance.



Useful Links for Parents/Carers

- [Norfolk Parent Partnership](#)
- [Norfolk Family Information Service](#)
- [Special Educational Needs and Disability Guide for Parents and Carers](#)
- [Council for Disabled Children](#)
- [NASEN](#)
- [Family Voice – for parents/carers of children with SEN](#)
- [Sibs – for brothers and sisters of disabled children and adults](#)
- [Carers Matter – for carers in Norfolk](#)
- [Young Carers](#)
- [Mental Health Resources](#)
- [Child and Adolescent Mental Health Service \(CAMHS\)](#)

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