



# KINGSLAND CE PRIMARY SCHOOL

## LOCAL OFFER 2022 – 2023



The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with Special Educational Needs and Disabilities (SEND) and their families. It is intended to provide parents/carers with information about how to access services in their area and what they can expect from those services.

At Kingsland Church of England Primary School, we are continually looking at how we can improve the provision for our pupils and therefore the information in this Local Offer will be regularly reviewed and updated.

### **How will the school know if my child needs additional help and how will the school share information with me?**

We know that early identification of pupil needs is vital to enable immediate support to be put in place in order to address specific concerns. This starts in Reception (Class One), where initial transition visits to home and pre-school, on-going monitoring, conversations with parents, observations and evaluations of progress, can alert the teacher to concerns. Mrs Green is an experienced Special Educational Needs and Disabilities Coordinator (SENDCO), and liaises with Miss Corrick (Class 1 teacher) closely. Difficulties that arise after Class One are identified by the class teacher and discussed with the SENDCO. Any concerns identified are discussed with parents. No decision is ever taken without parental support and permission. We believe that early identification and intervention is key to your child reaching their full potential.

A child who has transferred to our school after the Reception year will initially be assessed by their class teacher and brought to the attention of the SENDCO if there are any concerns about their progress and/or attainment.

*Our child's needs were noticed straight away on starting at this friendly school.*

*We value the staff's sensitive and caring approach; encouraging educational and social development without squashing his enthusiasm.*

*Thank you.*



*The small group intervention focusing on the development of both fine motor and gross motor skills has had a definite and positive impact on Ben. He frequently commented on how enjoyable he found the various activities and at no point viewed himself as 'different'.*

### **What should I do if I think my child may have Special Educational Needs?**

If you have concerns, then contact your child's teacher, Mrs Green (SENDCO) or Mr Debenham (Headteacher).

### **How will the school support my child?**

In-school interventions are put into place if it is felt the pupil would benefit from more focused work in areas of difficulty. This may be daily, or twice or three times weekly, within a small group outside the classroom. All interventions are reviewed and evaluated regularly by the SENDCO and Senior Leadership Team. Parents are informed if the interventions change or are no longer needed. Class teachers have regular Pupil Progress review meetings with the SENDCO and Headteacher following half-termly pupil assessment. All results are tracked through careful data analysis to monitor pupil progress.

If it is felt that the SENDCO needs further advice and strategies in supporting a child, it might be that outside agencies need to be consulted. Parental permission has to be given before this is done. It may be that the Educational Psychologist's input is needed or concerns are with Speech and Language, behaviour issues, weak fine/gross motor skills, or that a referral may be needed to the Child Development Centre. We have a wide range of specialists that regularly work with many of our pupils in school and have good liaison with special schools and clinics that work with and support our pupils. Meetings are held in school for parents to attend, with the outreach or specialist teachers who work with their child. Reports that come to school and minutes of meetings are always forwarded to parents.

In the case of a child who has severe learning or medical needs and where strategies and interventions have not been effective, we may approach parents to agree to a referral to apply for an Education, Health and Care Plan (EHCP). This, if agreed, may take a little while to be assessed, but could give the pupil funded 1:1 support in school and enable them to be safe, supported and secure with a designated adult. A pupil with an EHCP has termly progress reviews and an annual review to monitor and assess progress and strategies in place, both in school and with outreach agencies involved with learning or medical issues.

## What sort of expertise and support will be available to support my child?

We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. All the teachers in the school are teachers of children with Special Educational Needs. As such, Kingsland CE Primary School adopts a 'whole school' approach to Special Educational Needs which involves all the staff adhering to a model of good practice.

- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Needs might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- Each of our classes has a Higher Level Teaching Assistant or Teaching Assistant. Their role is to support the Class Teacher in delivering a differentiated curriculum with additional responsibilities of providing support for those children who require 'keep up' and/or specific interventions.
- It is our responsibility to ensure that pupils with Special Educational Needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.
- Our SENCO is also an experienced teacher. She has a 'PG Dip. Special Inclusive Education' and 'OCR Level 7 Diploma in Teaching and Assessing Learners with Specific Learning Difficulties (SpLD)/Dyslexia'. Kingsland CE Primary School has been awarded the SEN Self Evaluation twice by Herefordshire Local Authority.
- Our support staff have experience and qualifications in supporting children on the Autistic Spectrum (ASD), speech and language difficulties, Dyslexia, Dyspraxia, Down's Syndrome, Attention Deficit Hyperactivity Disorder (ADHD), physical and sensory disabilities, behaviour, social and emotional issues and developmental delay.
- When making a transition to another school (e.g. High School) the SENDCo will liaise with the receiving school SENDCo to ensure that necessary information about your child's learning needs is passed on.

*This service has been a great help to our son. His confidence and self-esteem is much improved. Thank you for all your ongoing help and support.*

*Learning issues were identified early in Year One by Mrs Green. With continued support and help, Charlie has gained much needed self-confidence; now believing that he can do things despite finding work hard at times. Charlie's attitude to learning has become more positive.*

## **How will the school know how well my child is doing and how will they inform me about this?**

Parents are able to contact the school at any time with queries they may have about their child's progress or the SEND provision in place. You will be able to discuss your child's progress at Parents' Evenings. Class teachers are also usually available at the end of the school day if you wish to raise a concern. However, we recommend you make an appointment if you wish to have a more in-depth conversation. Appointments can be made to see the SENDCO, class teacher or Headteacher by visiting the school office. Parents of children with SEND will also receive a termly invitation to meet with the SENDCO to discuss their child's provision.

All reports from work with outside agencies are forwarded to parents.

## **Links:**

**SEN and Inclusion Policy**      [www.kingslandceprimary.com](http://www.kingslandceprimary.com)

**Disability and Access Policy**      [www.kingslandceprimary.com](http://www.kingslandceprimary.com)

**Behaviour Policy**      [www.kingslandceprimary.com](http://www.kingslandceprimary.com)

**Local Authority Offer**      <https://www.herefordshire.gov.uk/family-support/local-offer-4?documentId=831&categoryId=200207>

**Local Authority SEND Partnership Facebook page**      <https://www.facebook.com/HfdsSEND>

## **Dedicated contacts at the school**

### **Who should I contact if I have any questions or concerns about my child's Special Educational Need/Disability (SEND)?**

Available staff to contact are:

Mrs S Green - SENDCO and Designated Teacher for Looked After Children and Post-Looked After Children

Mr S Debenham - Headteacher and Designated Safeguarding Lead