



Kents Hill School

Special Educational Needs and Disabilities Information Report

Date: May 2021

Review Date: September 2022

SENCO: Sophie O'Dell

Kents Hill School is a friendly, caring and vibrant learning environment where mutual respect and high expectation produces resilient, enthusiastic learners. We aim to provide a safe and secure environment where children are happy, creative and confident in their learning and development. We seek to celebrate every individual's talents and successes, developing pride and self-belief. We believe that the environment, experiences and expectation that we provide will allow all children to achieve their full potential both academically and personally.

At Kents Hill School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school community. Every teacher is a teacher of every child, including those with special educational needs and disabilities. Working in partnership with families, it is our aim that children will become confident individuals able to make a successful transition on to the next phase of their education.

At Kents Hill we aim to:

- ensure that all children are valued equally and make progress
- provide all children with a broad and balanced curriculum
- identify Special Educational Needs and Disabilities (SEND) as early as possible and ensure their needs are met
- work in close partnership with parents/carers and children
- have high expectations for children, including those with SEND
- work proactively with relevant outside agencies, including Social Services, parent support groups, psychologists and medical services, in identifying and meeting the needs of the children with Special Educational Needs
- maintain and develop a range of expertise within the school
- monitor, review and evaluate the SEND policy and provision annually

What kinds of Special Educational Needs and Disabilities are provided for at Kents Hill School?

At Kents Hill School we offer provision for children with SEND in the following areas:

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

How does Kents Hill School know if children need extra help and what should I do if I think my child may have Special Educational Needs?

Throughout the academic year class teachers undertake a range of different assessments to monitor the progress of all children and will identify any children that are making less than expected progress. As well as this, on-going observations and knowing the children well also means that class teachers and Learning Support Assistants (LSAs) will identify children with additional needs in any of the four SEND areas of need.

Pupil progress meetings are held each term where individual children that need extra support in their learning and children with social, emotions and mental health difficulties that affect their ability to engage in their learning are discussed.

Each class teacher develops a provision map every half term to show individual children or groups of children that need extra support. If concerns are raised by class teachers in relation to academic attainment or progress, the Special Educational Needs and Disability Coordinator (SENCO) will ask for some information from the class teacher which could include some assessments and an intervention programme to be carried out to support the child to make progress. Parents will be informed and asked to meet with class teacher at the end of the intervention to discuss further support if needed.

If a child needs further support the class teacher would complete a First Assessment Communication Tool (FACT) and discuss with the SENCO and Parents. Some further assessments and observations may need to take place to determine with area of need the child has and what type of support will be needed.

Where specific interventions are put in place, entry and exit data will be used to monitor the progress of the children. Some children may have more than one intervention running at the same time. Parents will meet with the class teacher and SENCO to discuss next steps, outcomes and support.

We encourage parents to speak openly with the class teachers about their children's needs and we value input from parents. If parents are concerned about their child's progress or social, emotional and mental health we encourage them to contact the school to arrange a meeting with the class teacher and/or the SENCO.

SENCO: Sophie O'Dell
Telephone: 01908 240038

How will I know how my child is doing?

As a school we encourage parents to talk to us about any concerns. Teachers and the SENCO will arrange a meeting or will reply to e-mails or telephone calls. Appointments can be made via the class teacher, and through the office or e-mail. We aim to respond to correspondence as swiftly as possible.

In the autumn and spring term each class teacher holds 'Parent/Teacher Consultations' to discuss each child's learning and progress. A 'Parent/Teacher Consultation' is also offered at the end of the school year for those parents who wish to meet to discuss transition. Each child will receive an annual report with detail of the child's strengths and areas of development and how they learn. Attainment levels are sent to parents at the end of the school year.

Those children recognised by the school as having a Special Educational Need or Disability will be recognised on the school's SEND register under the category of 'SEND Support'. For SEND support children, the class teacher will make contact with parents once per term to report on

their support and progress and discuss any additional support that is in place. Outcomes for children will be shared during this time and class teachers will review these throughout the year. If you have a child receiving SEND support and want to meet with the SENCO please contact the office to arrange a meeting or pass on a message through the Class Teacher.

If your child is being seen by another professional to support their SEND needs, the SENCO will inform you of any visits, observations or assessments that will take place. Educational Psychologists, Speech and Language Therapists, Specialist Teachers and Health Care professional are some of the professionals that may also support you child.

As Kents Hill School is part of Milton Keynes Educational Trust (MKET) we have a Speech and Language Therapist who works in the school one morning each week and an Educational Psychologist that we can book time with. We also use specialist support from the Milton Keynes SEND team and NHS Speech and language therapists. If your child is seen by any of these you will receive a report and recommendations for home and school to further support your child.

For children with an Educational Health Care Plan (EHCP), the class teacher will arrange termly meetings to discuss progress, interventions, review old outcomes and to set new outcomes. The SENCO will organise a yearly formal review, held in school, with all professionals involved and parents. The meeting will review how well the EHCP is meeting the needs of the re and how that child is progressing. New outcomes are set to help the child meet the long term outcomes of the EHCP.

How will the learning and development provision be matched to the needs of my child?

Quality First Teaching (QFT) is in place in all classes and helps to ensure all children are able to access the curriculum. Teachers are skilled at developing their teaching to meet the diverse needs of the children in their class.

Differentiation is the process by which teachers ensure that tasks are matched to child's abilities. This might involve the use of adult support, different resources being used or different outcomes being expected of the children. At Kents Hill School differentiation is approached in different ways to enable children to access the curriculum and help ensure that all children can experience both success and challenge in their learning and development.

Children with SEND in Early Years will be supported to develop on all areas of learning from their starting point. Most of the support for children with additional needs will be carried out during the child's learning and exploring time. All adults in the Early Years have experience of how young children learn and will plan and set up experiences and learning opportunities to match the level and interest the children.

If a child needs extra intervention to catch up, fill a gap or revisit some learning then groups are planned by the class teacher. These groups are called Targeted Provision and children are identified each half term using data, observations and discussion between the adults in each year group. This Targeted Provision is planned for a set block of time and each intervention will have entry and exit data.

If a child needs personalised support in addition to Quality First Teaching and Targeted Provision to meet the child's outcomes, the class teacher and SENCO will discuss provision to meet that child's needs. These may be delivered by the class teacher, a Learning Support Assistant (LSA) or another professional from outside the school.

Adaptations to the school or classroom environment may be needed in order to meet the needs of specific children. This may involve purchasing specialist furniture or writing equipment, or may involve providing children with alternative methods or recording their learning. Some children may require sensory equipment or quiet areas to learn. The SENCO, alongside parents and specialist teachers, will meet and discuss the child's needs before they start school, during their time at the school and during any transition process.

How effective is the SEND provision at Kents Hill School?

At Kents Hill School we are always working towards improving our provision to meet the requirements of the changing needs of our children. Throughout the year the Head of School and SENCO will look at the progress of all SEND children on the SEND register. Each half term the SENCO will also look through each class's provision map, intervention groups and the personalised provision that SEND children receive. The SENCO will then use all of this information to track and monitor progress and adjust provision where appropriate if progress is not as good as expected. These checks, alongside lesson visits and differentiation in planning help the SENCO and Head of School evaluate the effectiveness of our school's SEND provision. This information is then used to inform our planning for the next academic year.

How will you help me to support my child's learning?

At Kents Hill School we encourage parents to engage with the school and are always able to arrange a meeting to discuss any concerns, progress or questions you may have. Informal chats can take place with a class teacher after school on a day agreed or a formal meeting can be arranged with the Class teacher and SENCO. When the class teacher reviews outcomes and sets new ones, they will also be able to share details of any interventions and strategies used in school with parents so that parents can work towards the same goals at home. The SENCO can meet with you to discuss any other help and support you may need and if your child has seen another professional such as the Speech and Language Therapist, the SENCO can also arrange meetings to feed back.

What support will there be for my child's overall wellbeing?

In school there is one member of staff who works with children who may need some extra support in understanding and having appropriate responses to different emotions, building positive relationships and developing social communication. The member of staff works closely with class teachers and the SENCO to ensure children feel happy and safe in Kents Hill School. They discuss children and their needs and develop intervention programmes that will support children's social, emotional and mental health needs.

Within the curriculum children are taught Personal, Social, Health and Economic Education (PSHEE) each week. Whole school, year group and class assemblies introduce and build on the children's understanding of the school values. We aim to teach children to become respectful, resilient and mindful of others' thoughts and feelings. The School Council has representatives from every class and they meet every week to discuss children's views. They feed back to their class and any concerns can be raised peer to peer to be discussed in the School Council meetings.

What arrangements are in place for involving SEND children in their own education?

The views of our SEND children at Kents Hill School are very important to us. We always involve any child with an EHCP in their annual review. What this will look like will vary according to the child's SEND needs. Participation can range from the child's voice being heard through a questionnaire or attendance in the meeting, to the child greeting adults on the day of the meeting. Regardless of whether a child attends the meeting or not, their views will be sought and recorded to share. Some children are unable to give their views or take part as they may be too young, or have not developed the understanding needed to answer the questions and give their views.

Children on SEND support will regularly discuss their learning with their class teacher and express their strengths and areas they would like some more support. These children will discuss their outcomes and know what is needed to be successful in their Targeted and Personalised Provision.

The Head of School is the Designated Teacher for 'Looked After Children'. In order to support the needs of these children, the school liaises closely and seeks support from staff at the Virtual School.

What specialist services and expertise are available at or accessed by the school?

The school's SENCO seeks advice from the Local Authority Specialist Team and actively engages with local opportunities to share best practice. The SENCO also keeps up to date with current Local and National policies to support children with SEND.

The Local Authority School Nursing Team is able to support the school with referrals to additional services including Occupational Therapists and Speech and Language Therapists. The school nurse also runs a termly clinic in the school where parents can book a time to discuss any concerns regarding health and development of their child.

The SENCO can also support parents with referrals to community paediatricians and can provide evidence for parents of the assessment, support and outcomes set for their child. We welcome visits in school from outside professionals involving observations, assessments and discussions about individual children and the support, strategies and outcomes recommended will be implemented in school.

At Kents Hill School we have access to a Speech and Language therapist for one morning each week and an Educational Psychologist who can assess children in a number of different areas

of development. The LSAs are trained in delivering a range of interventions and these are used throughout the school with individuals and small groups.

The Local Offer is a directory of information that helps families to find and access support. All local authorities are required to have their own Local Offer as part of the Government's SEND reforms. Milton Keynes Local Offer can be found on the following website: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer> the school works closely with agencies delivering the Local Offer and makes reasonable adjustments to support children across the school.

What training have the staff supporting children with SEND had or are having?

The SENCO regularly attends SEND liaison meetings to keep up-to date on the processes, procedures and policies in the local area and takes advantage of relevant up-to date training to support the role.

The SENCO delivers regular Professional Development Meetings (PDMs) to staff focusing on the different areas of SEND, provision mapping, interventions and the use of FACT resources and assessments.

All LSAs have received training in supporting SEND children and different areas of SEND such as ASD, communication, visually impaired support and catch up programmes. Some LSAs have completed Elkan Speech and Language training and completed a course to deliver the speech and language interventions in school. All the staff has had training in Read, Write Inc., Numicon and Talk for Writing and these are used throughout the school in whole class, Targeted and Personalised provision.

One member of staff has been trained in a range of Social, Emotional and Mental Health programmes on intervention such as; Lego intervention, Emotional Toolkit, Positive People and STAMP. These are used 1:1 or in small groups depending on the needs of the children.

How will I be involved in discussions about the planning for my child's education?

Any children with additional needs will have their progress closely monitored by the class teacher and SENCO. We welcome parental involvement in any decisions about how to support children in school and aim to keep parents up-to-date with their child's current progress and outcomes. Our SENCO is available to meet with parents during the week and you can request a meeting via the class teacher or school office. The SENCO will always contact parents when other professional are coming into school to work with their child.

Parents of children with EHC Plans are invited in for a meeting once per term, or more often if needed, to discuss any changes that need to be made to their support. If required these meetings can also include the SENCO and other members of staff who support the child.

How will my child be included in activities outside the classroom, including school trips?

At Kents Hill School we aim for all children to be able to access all trips and visits that take place outside the classroom. Reasonable adjustments will be made to enable any child attending the school to fully participate in activities outside of the classroom, including school trips.

Risk assessments are carried out and where appropriate are discussed with parents to ensure that where possible all children are able to participate in all activities. If it is deemed appropriate that an intensive level of 1:1 support is needed, a parent may be asked to accompany their child during a specific activity. This is to ensure that all children are safe.

How accessible is the school environment?

Kents Hill School's teaching areas are all on one level and there is wheelchair access into the main reception and three different doors leading out onto the play areas. There is a disabled toilet on site. Reasonable adjustments would be made to support any children with additional needs in our care from our SEND budget. For further information please see the equalities policy.

<http://www.kentshillschool.org.uk/images/pdf/2017/MKET%20Equalities%20Policy.pdf>

Who can I contact for more information about SEND at Kents Hill School?

The Class Teacher

Relationships are built up between school support staff, teaching staff and parents informally on a day-to-day basis. If any concerns arise about your child's learning or progress, parents are initially encouraged to request a meeting with their child's Class Teacher. Further meetings can be arranged to discuss strategies and progress as required.

Special Educational Needs and Disability Coordinator (SENCO): Miss Sophie O'Dell

Further conversations between the SENCO, the class teacher and parents can be arranged as appropriate to discuss any developing needs. The SENCO is responsible for coordinating any additional support including social, emotional and mental health support that your child may need.

Headteacher: Mrs Jane Mackie

The Head of School oversees all areas of the school's provision. After discussions with the class teacher and SENCO, If appropriate, the Head of School will be involved in meeting with parents to discuss children's progress and deciding upon how the school can best meet your child's needs.

SEND Governor: Mrs Jan Brown

Our SEND Governor supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014). The SEND governor and SENCO meet to discuss current practice, training, progress and next steps for SEND in the school.

Please follow the link below to our school website where you will find any relevant policies and procedures that you may wish to read:

Special Educational Needs and Disabilities Policy

http://www.kentshillschool.org.uk/images/pdf/2017/KHS_SEND_2017.pdf

Behaviour Policy

<http://www.kentshillschool.org.uk/images/pdf/2017/Behaviour%20Policy.pdf>

Child Protection Policy

<http://www.kentshillschool.org.uk/images/pdf/2017/Safeguarding%20and%20Child%20Protection%20Policy.pdf>

Anti-bullying Policy

http://www.kentshillschool.org.uk/images/pdf/Anti_Bullying_Policy_2016.pdf

If you wish to make a complaint about any aspect of the SEND provision at Kents Hill School, please do so by consulting the procedures detailed in our Complaints Policy. This can be found on our school website.

How will the school prepare and support my child when they join Kents Hill School, transfer to a new school or move to the next stage of their education?

Starting in Early Years

For children with any additional needs starting either Nursery or Reception, the SENCO and class teacher will visit the child in their current pre-school setting or home to meet the child and talk to the parents or setting carers about the child's needs. If outside agencies are involved or the child is attending Speech and Language clinic or under a paediatrician, then the parents should pass this information on to the class teacher and SENCO.

For children that have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENCO to ensure that arrangements are in place for the child's transition to Nursery or Reception. These meetings will involve school staff, staff from any previous settings and parents.

Nursery and Reception children have the opportunity to visit the school with their parents and meet the school staff in that area. Nursery children have lots of short visits and then start Nursery in small groups over a few weeks in September. This allows staff to settle children in and also support those with additional needs.

Reception children also have whole day in their new class to meet their new classmates and engage in activities with adults. A meeting will inform parents of all the necessary arrangements. Extra visits can be planned in addition to the normal transition visits if the school, parents or child feels they are needed.

Joining Kents Hill School at any other time

For children with additional needs who join in-year the Class teacher will always try to ensure that they liaise with the child's previous teacher. The SENCO will receive information from the previous setting and then invite the parents in to meet alongside the class teacher. This is then an opportunity to get to know the child and how to best support them.

For children who have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENCO to ensure that arrangements are in place for the child's transition into school. These meetings will involve Kents Hill staff, school staff from the child's previous setting and parents.

Moving Schools to Year 3

At the end of Year 2 the vast majority of children move to Heronsgate School. Year 2 children are invited to spend a morning during the Summer Term at Heronsgate undertaking various taster activities. In July children are again invited as part of our whole school moving up morning. On this day children will spend the morning with their new class and teacher.

For children with any additional needs, the SENCO from Heronsgate will visit Kents Hill School to meet the children and discuss each child's needs with the SENCO. For children who have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENCO to ensure that arrangements are in place for the child's transition into Year 2 at Heronsgate.

For children with additional needs that are moving to Year 3 in another school the SENCO would contact the new setting and arrange to meet with the new class teacher and/or SENCO to discuss the child. Extra visits to the school will be arranged if needed and children with EHC Plan will have extra support and opportunities to visit.

How are the school's resources allocated and matched to children's Special Educational Needs?

The school has an SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children.

This money can be used for:

- providing specialist equipment to support a specific need
- providing additional intervention programmes to help a child learn and progress
- providing a Learning Support Assistant to support individuals or small groups
- providing any additional resources to support learning in any area

If a SEND child has additional needs that require more support, equipment or resources, the SENCO can apply for top-up funding through the Local Offer.