



Kingslea SEN Information Report

As part of the Children and Families Bill (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25.

This leaflet tells you more about Kingslea and how we can support your child in order to reach their full potential in the four broad areas of need:

- *Communication and interaction
- *Cognition and learning
- *Social, emotional and mental health difficulties
- *Sensory and/or physical needs



What is the SEN Information Report?

The intention of the SEN Information Report is to improve choice and transparency for families.



“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best,
- become confident individuals living fulfilling lives,
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Every school is required to use their best endeavors to make sure that a child with SEN gets the support they need—this means doing everything they can to meet children and young people’s SEN.”

SEND 0-25 Code of Practice, 2015, p92)

Kingslea Primary is a mainstream primary school. The Inclusion Manager/SENCo is Mrs Ceri Russell and she can be contacted on 01403 254282 or email office@kingslea.org.uk

* The children at Kingslea are assessed on a regular basis against the Early Years Foundation Stage Curriculum and the National Curriculum.

* Children that are identified as having a significant difference to the expected age related target are then observed, monitored and assessed individually to identify any specific support that they may require.

* Children entering the school either in Foundation Stage or other years are assessed by the class teacher and previous records and information are read and taken into account when identifying individual children's starting points. A history of special needs will lay the foundations of the next steps in learning and identifying the areas of support required.



* Information gained from previous schools or Nursery, as well as from parents, teachers and outside agencies will also inform and determine the specific needs.

* Parent partnership and co-production and communication is vital to our approach and we value and welcome others opinions and concerns.

* Transition arrangements in joining Kingslea are well planned and both child and parents are supported. Children joining in Foundation Stage are given many opportunities before starting school to familiarise themselves with the school and the Early Years staff. Children joining in other year groups may be offered a visit day before they start to familiarise themselves with the school.

* Any member of staff working with individual children will be responsible and in a position to share information and achievement.

* Regular training is available for all staff, as well as 'in house' training opportunities. We have one trained Learning Mentor, a numeracy specialist teacher, additional maths teacher, Pupil Premium Support Worker and an Attendance Officer.



* All staff are trained in Safeguarding Level 1, with three Designated Members of Staff for Safeguarding. All staff have had behaviour and disability awareness training with some staff being trained in the use of restraint for pupils.

* The Kingslea Governor with a responsibility for SEND is Alison Wood. She meets with the Inclusion Manager regularly to discuss whole school provision as well as individual children.



* To support pupils with additional needs, regular meetings with parents, pupils, staff and relevant outside agencies take place following the assess, plan, do and review cycle. This is in addition to our termly Parent Consultation evenings, parent forum meetings, parent workshops and open mornings. This is to seek views of all involved.

* Every child is an individual and support will be differentiated to meet their needs, with regular reviews. Decisions are then made as to the most appropriate support for pupils given their needs.

* Behaviour in the school is good, with staff and pupils mutually respecting each other.

* Kingslea has a First Aid co-ordinator who is a fully trained First Aider and a large team of Emergency First Aid trained staff. We also have two members of staff who are trained in Early Years First Aid. All members of staff are trained regularly in the use of Epi –pens.



* Within the locality, we have bought in additional Speech and Language support and Educational Psychology support. This also allows us to train staff in the area of Speech and Language and look at how we can best support pupils in school.

- * A policy is in place for administration of medicines.
- * Kingslea has a good professional relationship with a range of outside support agencies and services, including speech and language therapists, social communication team, inclusion advisory service, school nurses, as well as links with Social Care, community police force and educational welfare department.
- * Additional risk assessments are put into place for children with specific needs when planning trips or extracurricular activities.
- * We have a particular duty in ensuring children who are Looked After (CLA) are given the appropriate support and care to ensure they reach their potential. Our designated teacher for Looked After Children is Mrs Ceri Russell
- * Transition arrangements are put in place for pupils leaving Kingslea by liaising with the new school, alerting key staff and agencies as needed.
- * Our Inclusion Manager will oversee individual support for pupils with additional special educational needs, and this will be implemented by our experienced and caring staff across the school. All teachers are teachers of inclusion and special educational needs, and we make reasonable adjustments to our practice so as to comply with the Equality Act (2010).



- * The main school building is on one level and is easily accessible for wheelchairs.
- * We also have a hygiene room with an accessible toilet, hoist and shower bench. One toilet in each of the KS1 classrooms is also accessible for wheelchairs.
- * Resources and specific equipment are budgeted for and alternative grants are always applied for if available.
- * Parents, school staff including the Head Teacher, Deputy Head, Inclusion Manager and Governors and outside agencies are all involved in decision making to provide the best support possible for individual children.



What to do if you are concerned your child has additional needs?

In the first instance, speak to your child's class teacher or make an appointment to speak to Mrs Russell the Inclusion Manager.



For further information about children and young people with Special Educational Needs and Disabilities in the Horsham area, have a look on these websites:

<http://compass-support.org/index.html>

<https://westsussex.local-offer.org/>