



King Athelstan Primary School

SEN Information Report

Perseverance
Respect
Imagination
Delving Deep
Excellence



This document describes the provision made by King Athelstan Primary School in relation to children with Special Educational Needs and/or Disabilities (SEND), whether or not they have an Education, Health and Care Plan (EHCP) unless otherwise stated.

The school's designated Special Educational Needs Coordinator (SENCo) is:
Assistant Headteacher and Inclusion Lead, Ms Alice Govan.
 Ms Govan is a qualified teacher and has a post-graduate certificate in the leadership and management of special and inclusive education (National Award for SEN Coordination).

She can be contacted via the school office on **020 8546 8210**
 or **admin@kingathelstan.rbksch.org**

Governor with responsibility for SEND and Inclusion:
Helen Beresford-Murray

About King Athelstan Primary School

King Athelstan Primary School is a mainstream school with a nursery, making provision for children aged 2-11 years. From September 2019 this will include a Specialist Resourced Provision (SRP) for pupils with EHCPs who have Social, Emotional and/or Mental Health (SEMH) needs.

In line with our '*relentless pursuit of excellence*', the progress of every child is central to our values. We understand that one size does not fit all and '*put children's happiness and welfare at the heart of everything we do*'. We have high expectations of our staff, our pupils and the wider community and '*expect families to work with us to form a strong team around every child*'. There is a strong inclusive ethos, through which we '*celebrate the excellence of each individual*' and '*empower children with choices which prepare them for a life of opportunity*'.

We are proud of our school: Come as you are and leave us great.

What kinds of SEND does King Athelstan make provision for?


At King Athelstan Primary School we make provision for a wide range of frequently occurring special educational needs and disabilities. This is called 'SEND Support' and occurs without the need for an Education, Health and Care Plan (EHCP). There are special educational needs which occur less frequently and the school can access training and advice to help meet those needs. Current pupil needs include, but are not limited to:


- specific and general learning difficulties;
- speech, language and communication needs;
- social communication difficulties (including autism spectrum conditions);
- sensory process difficulties;
- ADHD;
- social, emotional and mental health needs;
- hearing impairment;
- physical and/or medical needs.

The school is currently, or has recently, made provision for children with more severe and complex needs who have an Education, Health and Care Plan (EHCP) with the following special educational needs:

- autism spectrum conditions;
- general learning difficulties;
- speech, language and communication needs.

Identification and Assessment of Special Educational Needs

<p>How does King Athelstan Primary School assess children?</p>	<p>The principle of early identification and intervention underpins our approach to identifying those children who need extra help. Class teachers monitor the progress of <u>all</u> children in KS1 and KS2 half-termly and children in EYFS four times a year. This is reviewed in termly Pupil Progress Meetings between each class teacher, the Deputy Headteacher and Assistant Headteacher (Inclusion Lead). This is to ensure that children who are making slower progress are identified and supported as soon as possible. Strategies to support children raised as causing concern by teachers may be agreed within the meeting or the Inclusion Team may become involved to offer further advice and support.</p> <p>We use a range of assessment methods in the core subjects including: teacher assessment, National Curriculum tests, a range of assessment materials from published schemes and internally developed methods. Assessment data are further reviewed by senior leaders at least termly. More detailed and individualised assessment (including classroom observation) may be arranged for children who have, or are suspected to have, additional needs in order to explore these further and monitor progression. These would be coordinated primarily by members of our Inclusion Team.</p>
<p>What are the arrangements for extra support?</p>	<p>Additional support is often put in place for children who are making slower progress, even if a special educational need has not been identified. This extra support is known as 'Wave 2' provision and is aimed at enabling the child to catch up with their peers. It might include:</p> <ul style="list-style-type: none"> • focussed small group work on a particular area (e.g. phonics, spelling, reading comprehension, maths, social skills); • additional adult support in the classroom; • provision of additional resources to support participation in class.
<p>When is a child identified as having SEND?</p>	<p>Despite high quality, targeted teaching and support some children may continue to make insufficient progress. This is usually identified through the regular cycle of termly Pupil Progress Meetings but can be discussed between these if necessary. We can refer to the Local Authority's SEN Threshold Guidance document for examples of the types of need and provision that may be identified as a special educational need. For these children, in consultation with parents/carers, a profile of their strengths and needs are ascertained and used to identify an appropriate individualised programme of strategies and intervention. At times it may also be necessary to consult with outside agencies to receive more specialised expertise. The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the child to make better progress. This will be recorded in a 'SEND Support Plan' for the child, along with the assessment information gathered, and reviewed with parents/carers termly. At this point, because the child requires individualised, long term support that is additional to, and different from, the high quality teaching normally available in order to make progress, they will be identified as having a special educational need (SEN).</p>
<p> Department for Education</p>	<p>According to the Special Educational Needs and Disability Code of Practice 2015: <i>"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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</i></p> <ul style="list-style-type: none"> • <i>has a significantly greater difficulty in learning than the majority of others of the same age, or</i> • <i>has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.</i> <p><i>For children aged two or more, special educational provision is educational or training provision</i></p>

	<p><i>that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers."</i></p> <p><i>"Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'." "Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition."</i></p>
When might a child cease to have SEND?	If the child makes good progress with the individualised (additional to or different from) strategies and intervention, but would not be able to maintain this without it, they will continue to be identified as having a special educational need. If the child is now able to maintain good progress without this support, he or she will no longer be identified as having special educational needs.
Impact of Special Educational Provision	
How does the school evaluate the effectiveness of its provision for children with SEND?	All support and intervention at King Athelstan is evaluated regularly (at least termly) to ensure that provision remains of high quality and is having sufficient impact on children's progress. This forms part of the rigorous discussion between teachers and senior leaders during the termly Pupil Progress Meetings. Children with a SEND Support Plan will have a formal termly review of this document, in conjunction with the Inclusion Team and the child's parents/carers to ensure that their provision remains appropriate for their needs. Reviews will focus on the extent to which planned targets have been achieved and the views of the child, parents/carers and school staff will be taken into account. Assessment information, gathered by teachers, will show whether adequate progress is being made. For children with an Education, Health and Care Plan (EHCP) there will also be a formal annual review of the provision made for the child and its effectiveness. The effectiveness of the school's provision as a whole is reviewed annually by the Senior Leadership Team in order to inform judgements around future staffing and the levels of external support commissioned.
 Department for Education	The SEN Code of Practice (2015) describes adequate progress as: <ul style="list-style-type: none"> • <i>Is similar to that of children of the same age who had the same starting point</i> • <i>Matches or improves on the pupil's previous rate of progress</i> • <i>Which allows the attainment gap to close between the pupil and children of the same age</i>
What arrangements are in place for assessing and reviewing progress of children with SEND?	Class teachers monitor the progress of all children half-termly and assessment data are monitored by senior leaders at least termly. We use a range of assessment methods including, teacher assessment and formal assessments. Termly Pupil Progress meetings are conducted between each class teacher, the Deputy Headteacher and the Assistant Headteacher (Inclusion Lead) in order to monitor children's progress, discuss any individuals causing concern, and review current and prospective provision. Children requiring additional or different support from what is already in place for them, or where further information is needed, are raised with the Inclusion Team at their next meeting. This may result in: <ul style="list-style-type: none"> • Some 1:1 work to capture the 'voice of the child' • A classroom/playground observation • A meeting with the class teacher to share strategies and offer advice • Facilitating a meeting with the class teacher and parents/carers • Conducting further assessments • Making a referral to an outside agency • Closer monitoring through the Inclusion Team's regular meetings. As stated above, SEND Support Plans are reviewed at least termly.

Teaching Children with SEND

How does the school approach teaching children with SEND?

It is expected that the teaching at King Athelstan will not only be of high quality but also inclusive, with focus around our whole school **PRIDE** values (Perseverance, Respect, Imagination, Delving deep, and Excellence). We strive for excellence in our approach to teaching and learning, personalising this to meet the needs of individual children. This includes embedding approaches traditionally used to support children with additional needs (such as Colourful Semantics) within whole class teaching, recognising that all children can benefit from some of these methods. For many children with additional needs, good quality teaching, which includes differentiation, support and challenge (known as Wave 1 provision), is sufficient to enable them to make appropriate progress.

We, of course, ensure that where particular needs or gaps have been identified for individuals or small groups that these are addressed through intervention or additional support, which may be provided by the teacher, a Teaching Assistant (TA) or members of the Inclusion Team. Intervention at 'Wave 2' is part of our general support offering and is usually delivered through small groups with the aim that children catch up with their peers in the short term.

Some children need educational provision that is 'additional to or different from' that which is usually available. This is special educational provision (Wave 3). Intervention at 'Wave 3' is usually longer term and individualised. Any child with this level of provision will have a 'SEND Support Plan', outlining their:

- strengths and needs
- attainment and progress
- outside agency involvement
- recommended strategies
- termly targets and
- provision.

This is written by the class teacher in consultation with parents/carers, the Inclusion Team and, where appropriate, the child. All regular cover teachers and staff who work with the child have access to this document in order to provide consistency in the teaching approaches used.

Wave 3: A FEW children will need this SEND provision for children having significantly more difficulty. Intervention is to secure progress and will be individualised and long term


Wave 2: SOME children will need this Intervention/additional support put in place in the short term to help a child catch up

Wave 1: ALL children must receive this Quality First Teaching, including differentiation and classroom strategies

Provision in school can be thought of in three 'waves'. These are not steps to be progressed through but layers that overlap. All children should be in receipt of Wave 1 teaching, regardless of need. Some children may need additional support in a specific area for a fixed period of time in order to enable them to catch up to their peers (Wave 2). They will continue to receive Wave 1 teaching alongside this. A few children will need more individualised, long term provision in order to make progress. This is SEN or Wave 3 provision. They will continue to receive Wave 1, and possibly Wave 2 provision if relevant, alongside this.

What is the role of the class teacher regarding children with SEND?

Teachers are expected to be responsible for, and actively involved in, the education of all children in their class, particularly those with the most complex needs. Whilst Teaching Assistants make a highly valuable contribution to the delivery of support to pupils with SEND, teachers should also use support staff to enable them to work directly with these children regularly too. Given the multitude of research evidence that suggests that the greatest gains are to be made for children with SEND through direct contact with their class teacher, we make careful consideration before removing a child

	<p>from class for additional support.</p> <p>Class teachers will assess the child's strengths and needs, set them targets, plan the teaching or additional support needed to meet these targets, and review their progress and the efficacy of provision regularly. They are able to seek support, at any stage of this process, from the Inclusion and Leadership Teams. Teachers will meet termly with parents/carers of children with SEND to discuss their Support Plan.</p>
 <p>Department for Education</p>	<p>The Special Educational Needs and Disabilities Code of Practice (2015) says:</p> <ul style="list-style-type: none"> • "Special educational provision is underpinned by high quality teaching and is compromised by anything less." • "Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff." • "All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum."
<p>How does King Athelstan Primary School adapt the curriculum and learning environment for children with SEND?</p>	<p>At King Athelstan we continue to follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for children with special educational needs in addition to the Local Authority's SEN Threshold Guidance document. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in professional reports and Education, Health and Care Plans. Any adaptations to the curriculum or learning environment required by a child with SEND will be outlined in their SEND Support Plan, described above. Examples of possible adaptations include, but are not limited to:</p> <ul style="list-style-type: none"> • Individualised differentiation of learning tasks • Individualised behaviour plans • Use of alternative recording methods • Additional adult support • Pre-teaching • Access arrangements for assessments • Individualised risk assessments • Making 'reasonable adjustments' to the school site • Use of specialist equipment • Individualised workstations • Use of tailored visuals <p>As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Senior Leadership Team, in conjunction with Governors have made improvements such as maximising the use of the school building and rooms to enhance provision for children with additional needs. For example we now have four Intervention Rooms for small group and 1:1 work (accessible to all pupils) alongside our Inclusion Room which houses our Inclusion Team and Nurture groups. Further site developments, currently at the planning stage, include: development of the Specialist Resourced Provision space; development of the existing Inclusion Room to maximise use of the space and extensive development of the KS1 and KS2 playgrounds.</p>
<p>What additional learning support is available to</p>	<p>All schools receive funding for SEND children known as 'notional SEN funding'. This funding is used to support and enhance high quality teaching in the school. It helps to ensure there are resources for children requiring special educational provision. In meeting the requirements of The National Curriculum Framework the school employs some additional teaching approaches, as advised by internal and external assessments. These are often delivered by TAs, under the close direction of teachers. The class</p>

children with SEND at King Athelstan?

teacher remains responsible for working with the child on a daily basis. The support offered is matched to the needs of individual children with SEND as the amount and type required for each child to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will apply for 'top up' funding from the Local Authority where the child or young person lives through an Education, Health and Care Needs Assessment which, if agreed, may result in the child having an Education, Health and Care Plan (EHCP). Some parents of children with an EHCP decide to apply for a Personal Budget. The Headteacher has the final say in the use of any personal budget within the school.

Learning support available at King Athelstan includes, but is not limited to:

- 1:1 or small group teaching or support, including pre-teaching
- Specific intervention programmes in a range of areas
- Precision Teaching
- Social Stories
- Social skills groups
- Speech and Language groups
- Use of ICT or additional resources
- Nurture Support

We are also beginning to roll out the use of approaches, often recommended for pupils with additional needs, as strategies to support the whole school community. This is, in part, due to the diverse nature of our school meaning that an increasing number of pupils are accessing these approaches, but also as we believe that these more specific, visual and concrete approaches will benefit everyone. We are beginning to include the speech and language approach of Colourful Semantics in whole class teaching and will be introducing the emotion regulation strategy known as the Zones of Regulation in Spring 2019.

As a school we also have good links with a range of outside agencies which offer support and advice to school staff as well as working directly with children on occasion. These include: Educational Psychology, Speech and Language Therapy and the Emotional Health Service. The school can make referrals to other services if this is deemed appropriate.

Who? 	What Doing? 
What? 	Where? 

Colourful Semantics is a teaching strategy that uses colour-coded cards to 'show' how a sentence is made up. Each colour card represents a word or part of the sentence. All children can benefit from the use of Colourful Semantics as all children need to develop an ability to think about sentences. Colourful Semantics activities help children;

- make requests, describe pictures, talk about events
- formulate sentences of increasing length and complexity
- understand vocabulary and develop their storytelling skills
- understand and use grammar
- develop functional reading skills
- ease memory load
- use the approach to aid their writing

What is the role of Teaching Assistants at King Athelstan?

Our team of TAs play a vital role in assisting teaching and learning across the school day. The role of the TA has changed rapidly over recent years and increasingly they play a vital role in delivering support to pupils with SEND. The team participate in regular training, coordinated by their line manager - the Assistant Headteacher (Inclusion Lead), and are supervised by class teachers and the Extended Leadership Team. Additional advice and support is provided by the Inclusion Team and professionals from outside agencies. From Spring 2019 all TAs will form part of our lunchtime provision, enabling us to better support pupils with additional needs during these unstructured times as well as

	during their classroom learning.
What is the role of the Inclusion Lead at King Athelstan?	The role of the Assistant Headteacher and Inclusion Lead at King Athelstan is primarily to act as the strategic lead for inclusive practice across the school, working as part of the Senior Leadership Team to ensure that inclusion remains central to everything we do. They are responsible for ensuring that the school carries out its statutory responsibilities relating to children who have special educational needs and/or disabilities (SEND) under the guidance of the Local Authority. The AHT Inclusion leads our Inclusion Team and work collaboratively with them to coordinate and oversee the provision for children who have SEND, speak English as an Additional Language (EAL), or may be more vulnerable members of our community for a variety of other reasons. They work together to liaise with professionals from outside agencies (such as Educational Psychologists, Speech and Language Therapists and Social Workers) and parents/carers to ensure a cohesive package of support for children and their families. They also support and advise teachers and TAs in their work with pupils with identified needs.
What is the role of the Inclusion Team at King Athelstan?	<p>We are fortunate to have a dedicated Inclusion Team, made up of non-class-based teaching and support staff who are able to offer both planned and ad-hoc support to pupils, staff and parents. Alongside Ms Govan, our Assistant Headteacher, with overall responsibility for Inclusion, the team is currently made up of:</p> <ul style="list-style-type: none"> • Mrs Ramkissoon, our Nurture Lead (responsible for Nurture provision and supporting SEMH needs across the school in addition to being a DSL); • Mrs Bennett, our Inclusion Teacher (responsible for Speech and Language and EAL provision and supporting communication and learning needs across the school); • Mrs Whooley, our Nurture NNEB (who runs Nurture and social communication interventions and supports the Nurture Lead); • Miss Gulliford, our Inclusion TA (who supports Nurture groups and Forest School, and supports the Inclusion Teacher by delivering small group and 1:1 speech and language and phonics interventions across the school); • Ms Peters, our Intervention Teacher (who delivers provision for identified pupils who are entitled to the Pupil Premium Grant); • Mrs Heath, a part-time TA (who delivers 1:1 and small group support for pupils with an Intensive Speech and Language Package). <p>As a result, our staff team have a wide range of training, skills and experience.</p> <p>When children are identified as having SEND, they are allocated an in-school 'case-holder' from the Inclusion Team. This is in order to provide staff and parents with a single point of contact within the team, although many staff may contribute to the child's support in school. Caseholders are allocated based on the expertise of staff and existing relationships with the child and their family. Most often cases will be held by Ms Govan, Ms Ramkissoon or Mrs Bennett.</p>
Social Inclusion	
How does the school enable children with SEND to engage in activities together with peers who do not have SEND?	<p>All clubs, trips and activities offered to children at King Athelstan are available to those with special educational needs and disabilities. For some children 'reasonable adjustments' may need to be made and we are happy to do this in partnership with families and carers.</p> <p>Extra-curricular activities are run both by the school and external agencies and include before school, lunchtime and after school clubs. Children with SEND are welcome to apply for a place at any club and, if there are concerns around accessibility or additional support is required, this will be discussed with parents/carers and agreed with the club leader. We regularly conduct 'inclusive participation audits' to ensure the cohorts accessing our extra-curricular provision to ensure we are providing opportunities</p>

	<p>accessible to our whole school community. Children with SEND are also included in all school trips and special activities with similar discussions with parents/carers around meeting accessibility or additional support needs. This sometimes follows an individualised risk assessment.</p>
<p>What support is available to improve the emotional, mental and social development of children with SEND?</p>	<p>We as a school care passionately about developing the child as a whole. We take seriously our responsibility to enable all children to develop emotional resilience and social skills, both through direct teaching (for instance in PSHE) and indirectly, acting as models within every conversation we have with children throughout the day. We recognise and celebrate World Mental Health Day, involving the whole school community, each year. Assemblies regularly focus on themes such as: maintaining positive mental health and wellbeing; celebrating individuality and difference (including a recent series of assemblies exploring invisible differences, including autism); and making a positive contribution.</p> <p>Our school's Inclusion Team includes our Nurture Team. Children are able to access support by attending the Inclusion Room at any point during the day. This may be to have a conversation about an event or incident, seek support with emotion or sensory regulation, or write down a worry to 'feed' to Billy the Worry Monster. The team also run Nurture groups for pupils in KS1 in order to develop emotional and social skills and improve readiness to learn. As a school we buy in support from the Local Authority's Emotional Health Service and currently use this to run social communication interventions and group Art Therapy in KS2. In Autumn 2018 we set up a Forest School programme, run by ForestSchooling.co.uk and hosted at St Johns Primary School. This is currently accessed by pupils in Years 4 and 5, with the aim of developing resilience and social skills and providing a sensory experience. Several pupils find the emotion regulation approach known as the 'Zones of Regulation' supportive and, as such, we plan to roll this out as a whole school approach from January 2019. You can read more about what we offer to develop children's social, emotional and mental health below.</p> <p>Some children may need support above and beyond our core offering in order to develop their social or emotional skills. This might include:</p> <ul style="list-style-type: none"> • individualised versions of our whole school approaches, including rewards and consequences • small group/1:1 work with our Nurture team • Drawing and Talking therapeutic intervention • referral to outside agencies <p>From September 2019 King Athelstan Primary School will include a Specialist Resourced Provision for children with an EHCP who have Social, Emotional and/or Mental Health (SEMH) needs.</p> <p>We are always interested in hearing parents/carers and children's views. Children with and without SEND can make their voices heard through our School Council who are involved in improvements to the school, annual surveys, recruitment of new staff and the review of certain policies, including the anti-bullying policy. On an individual level children with additional needs will be included in conversations about their learning and provision in an age-appropriate way wherever it is felt that they are able to.</p>



"Forest School is a unique educational approach that gives young people increased contact with, and knowledge of, the natural world, and a powerful process that enables the holistic personal development of young people. It offers all types of learners opportunities to achieve and develop confidence and self esteem through different types of learning in the enveloping environment of a woodland. It is child led and designed to be fun. It allows our children to achieve and most importantly grow; at their own pace. We centre on the social, physical, intellectual, communication, emotional and spiritual needs of the children, in other words - their holistic development. This in turn helps foster resilient, confident, independent and creative learners that go on to use their new skills in the class room environment."

Our Nurture room is designed to be a safe and calm environment that allows children to explore their individual needs while reducing the barriers to their learning. Nurture is open to all children in the school and supports all areas of a child's emotional wellbeing. Its purpose is to offer children opportunities to promote and support their social and emotional development. Research evidence shows that **children's learning is most effective when they have a sense of emotional wellbeing, good self-esteem and a feeling of belonging to their school community.** The Nurture Room provides children with this opportunity and so helps to develop children's maturity and resilience. The Nurture Room is a place of learning. Our Nurture team consists of Mrs Denise Ramkissoon, Mrs Tracey Whooley and Miss Jade Gulliford, who are based in the Inclusion room - and always available to listen to parental/carers concerns about their children.

Nurture is at the heart of the pastoral care for all at King Athelstan Primary School.



THE ZONES OF REGULATION®

The Zones of Regulation approach categorises the range of emotions into four colours: Blue feelings are slow and low (sadness, tiredness, illness, etc.); Green feelings indicate a readiness to learn or engage positively with the day ahead; Yellow feelings are 'fizzy' (excitement, anxiety, etc.); and Red feelings are large and out of control (anger, giddy elation, etc. The approach teaches children to recognise these 'Zones' in themselves and others, supports them to identify their 'triggers' to move between zones and helps them to build a toolkit of strategies to regulate their emotional state.

How will any incidents of bullying towards children with SEND be managed at King Athelstan?

We are aware that children and young people with SEND are more likely to be the victims of bullying and so it is important to ensure that they can report any behaviour that concerns them to an adult immediately. Children can access support from the Nurture Team throughout the school day. The Inclusion Room also has 'Billy the Worry Monster' - a soft toy with a zipped mouth which children can 'feed' their written down worries. The contents of the 'monster' is checked regularly by the Nurture Team and concerns responded to immediately. If a child has communication difficulties, arrangements can be made to ensure there is a key adult, with whom they feel comfortable and can communicate effectively, that they can liaise with regularly. The playground is staffed, during break and lunchtimes, almost entirely by Teaching Assistants with whom the children are very familiar. Our Year 5 'Young Leaders' support younger children to organise games and activities on the playground. We are hoping to be able to offer a staffed 'Quiet Room' during lunchtimes from January 2019 to provide a safe space for pupils who find the playground overwhelming. Further information on the management of bullying incidents can be found in the school's Anti-bullying Policy.

Resources, Support and Expertise Available to Children and Families

What




All teachers and support staff attend regular training in order to support their work with children with additional needs. This is provided within school, through the local

<p>expertise do the staff at King Athelstan have in relation to children with SEND and what training is available to ensure this expertise is secured and developed?</p>	<p>authority and through outside agencies and companies. Teachers currently receive at least one in-school training session per half term on an aspect of inclusion, with more specific training for individuals or year groups provided where needs are identified. The support staff team also have an ongoing programme of training in school with at least two sessions per half term on a range of topics. Many also receive advice and training through the outside agencies they work alongside with individual children.</p> <p>In addition some staff members have received qualification or certification following enhanced and specialist training:</p> <ul style="list-style-type: none"> • Mrs Ramkissoon has completed a Place2be qualification in Child Psychology and Counselling • Mrs Bennett and Mrs Ramkissoon have both completed Working with ADHD Level 2 • Mrs Whooley completed Building Resilience in Young People training with the Emotional Health Service • Ms Peters holds a PhD in Interventions for Children's Literacy Learning Difficulties and has completed Advanced Skills training in Dyslexia <p>Staff have also had recent training in:</p> <ul style="list-style-type: none"> • Sensory Integration (teachers and TAs) • A Graduated Response to SEND (teachers) • Zones of Regulation (teachers and TAs) • Colourful Semantics (teachers and TAs) • Makaton (EYFS and Inclusion staff) • Social Thinking (Nurture staff) • Girls and Autism (Nurture staff) <p>Additionally, the Inclusion Lead and members of the Inclusion Team regularly attend local SEN, SEMH and EAL networks in order to remain up to date with local knowledge and services.</p> <p>Where a training need is identified that cannot be met in school we can approach the local authority and the outside agencies we work closely with to support us. Our attached Educational Psychologists can provide training to the whole staff, small groups or individuals in liaison with the Inclusion Lead. Professionals from other outside agencies, such as speech and language therapists, also regularly provide resources and training to staff in order to meet the needs of children with SEND.</p> <p>All staff have access to the school's growing 'Inclusion Support Guide', developed by the Inclusion Team, containing a range of advice, support, and policy documentation in order to support them in developing their inclusive practice.</p>
<p>What equipment and facilities are available to support children with SEND at King Athelstan and how is this maintained?</p>	<p>We have a wide range of equipment and resources available in school to support children with SEND. This includes:</p> <ul style="list-style-type: none"> • Resources, both bought-in and self-generated, to support children with needs such as specific difficulties in literacy or maths e.g. InPrint software • Resources compiled from various external sources, including the Speech and Language Therapy Service. • A large section of resources to support children with Social, Emotional and Mental Health (SEMH) needs, within our Nurture space, as well as some specific to pupils with diagnoses such as Autism and ADHD. • Resources to support children's sensory and physical needs such as fidgets, pencil grips, scooter boards, gym balls, Move 'n' Sit cushions, technology etc. <p>The school continues to invest in updating and maintaining equipment and resources, and</p>

	<p>purchases additional resources to meet identified needs in a considered manner, to ensure quality, cost-effectiveness and impact. Decisions around the purchase of any additional equipment to support an individual child will be made on a case-by-case basis.</p>
<p>How are outside agencies, such as health and social services, local authority support and voluntary organisations, involved in meeting the needs of children with SEND and supporting their families?</p>	<p>The school and its governing body have membership to SPARK (School Performance Alliance Richmond and Kingston) and have invested in a significant support agreement with the local authority's Educational Psychology Service and Emotional Health Service. This enables our Inclusion Team to hold regular planning and prioritisation meetings with representatives from these services. Termly Educational Psychology planning meetings are used to discuss open cases and potential referrals but may also be used to gather informal support and advice regarding the needs of individuals. These can be followed up during the regular school visits. At King Athelstan we involve the Educational Psychologists in systemic work at the school including staff training and resourcing. For more information about this service please see: https://www.afcinfo.org.uk/pages/local-offer/information-and-advice/education/educational-psychology-service</p> <p>Our Nurture Lead also meets termly to plan input from our link therapists from the Emotional Health Service. This is currently used to provide group interventions including Art Therapy and a Social Communication group.</p> <p>Our Inclusion Teacher (Speech and Language Lead) coordinates referrals, assessments and direct work conducted by the local authority's provider and the supplementary work of an independent therapist, commissioned by school, with whom we have a longstanding relationship.</p> <p>Children with emotional or mental health needs may be referred by the school directly to the Emotional Health Service (EHS), part of the local authority's CAMHS. Referrals to this service can also be made by health professionals and parents/carers can refer their child directly via the Single Point of Access (020 8547 5008). We, as a school, try to liaise with the CAMHS professionals supporting the child and their family to ensure any strategies or advice offered are implemented consistently across settings. The EHS may conduct assessments, screen for neurodevelopmental conditions, or offer behavioural and therapeutic interventions. They also work directly with parents/carers and professionals. For more information about this service please see: https://www.afcinfo.org.uk/pages/local-offer/information-and-advice/health/emotional-health-service</p> <p>The School Nurses are able to support with a range of physical and mental health and safeguarding issues. They also provide training for staff on medical procedures such as the use of 'Epi-pens' and how to administer blood tests and insulin for children with diabetes.</p>
<p>Working Together</p>	
<p>How does King Athelstan Primary School consult with parents/carers of children with SEND about, and involve them</p>	<p>Parents/carers of children with identified SEND will have a minimum of three face-to-face parent-teacher meetings across the academic year. At times, these may also be attended by members of the Inclusion or Leadership Teams. In the autumn and spring terms these may be in the form of extended Parent/Carer Evening appointments or separate meetings. An additional summer term meeting will be arranged alongside the annual written report received by all parents/carers. We are happy to arrange meetings and/or make telephone contact outside of these times.</p> <p>As part of our normal teaching arrangements, all children may access some additional teaching or support to help them catch-up if monitoring of their progress indicates that</p>

<p>in, the education of their child?</p>	<p>this is necessary; this will not imply that the child has a special educational need. If, following this normal provision improvements in progress are not seen, we will contact parents/carers to discuss this and what we will be doing to help us to address these needs more effectively. Where special educational provision is made, the child will be identified as having special educational needs. A 'SEND Support Plan' will then be set up for them in collaboration with the parents/carers. This document outlines their strengths, needs, attainment, progress, recommended strategies and professional involvement as well as termly targets and provision. This document will form the basis for the termly parent-teacher meetings and parents/carers will be supported to contribute to assessment, planning and review.</p> <p>Parents of children with an Education, Health and Care Plan will also be invited and supported to contribute to an annual review of this document which, wherever possible, will also include other agencies involved with the child. Information will be made accessible to parents/carers.</p> <p>A child's class teacher should always be parents'/carers' first port of call when communicating with school about their child's needs. This is because the teachers spend the most time with the children and therefore know them best. They are also in the best position to implement any strategies and recommendations. Members of the Senior Leadership and Inclusion Teams are present at the front gate and by the Inclusion Room at the start and end of each school day. Please do approach a member of staff if you have something brief you wish to discuss or to make an appointment for a lengthier conversation. You can also telephone the school office to make an appointment to speak to a member of staff.</p> <p>We also endeavour to support parents/carers by running workshops and presentations on a range of topics, run by both staff members and external agencies. Recent examples include: Assessment, Calculation policy, KIRF (Key Instant Recall of Facts), Teaching for Mastery, Reading and Writing workshops and Raising a Resilient Child.</p>
<p>How does King Athelstan Primary School consult with children with SEND about, and involve them in, their education?</p>	<p>When a child at King Athelstan has been identified as having special educational needs, because special educational provision is being made for him or her, a 'SEND Support Plan' is set up for them. This document outlines their strengths, needs, attainment, progress, strategies and professional involvement as well as termly targets and provision. The child will be consulted about and involved in the arrangements made for them as much as possible. Wherever appropriate, they will be involved in setting targets for themselves, trying to identify the strategies that work for them and expressing their views about school life as part of person-centred planning. This may be approached in a variety of ways, depending on the level of understanding and maturity of the child. Sometimes children will work with a member of our Nurture team to complete a 'voice of the child' survey to ascertain their views. Importantly, they will also be involved in identifying and celebrating their progress and achievements.</p> <p>Pupil voice is strong at King Athelstan and, just like any other child, children with SEND have the opportunity to contribute to and influence school life through a variety of forums such as assemblies, school council, surveys, Eco Warriors, pupil interviews, working parties for special events and prefect roles.</p>
<p>How are complaints from parents/carers</p>	<p>At King Athelstan we operate an open door policy and build strong relationships with families. The majority of concerns can be resolved quickly through discussion between staff and parents/carers. The same arrangements for the treatment of any other complaint at King Athelstan Primary School are used for complaints about provision made for special educational needs and disabilities.</p>

<p>of children with SEND, concerning provision at King Athelstan, handled?</p>	<p>We encourage parents/carers to share their concerns by:</p> <ul style="list-style-type: none"> • talking to their child's class teacher and/or the caseholding member of the Inclusion Team in the first instance and then • talking to the Senior Leadership Team thereafter to attempt to resolve the issue • writing formally to the Headteacher if necessary • making the complaint formal to the Chair of the Governing Body (see our Complaints Policy for details on how to do this) if it remains unresolved.
<p>Transition and Admissions</p>	
<p>What are the school's arrangements for supporting children with SEND in a transfer between phases of education and/or other schools?</p>	<p>At King Athelstan Primary School children may join us at various points in their education journey. This may be joining our Nursery and 2 Year Old Provision, joining our Reception classes at the very start of their school career, or transitioning to our school from another - either in the UK or overseas.</p> <p>For pupils joining Early Years we provide a range of opportunities to meet staff, parents and carers and other children. We encourage families to attend up to 3 stay and play sessions that take place towards the end of the school year. We also provide a 'Welcome to King Athelstan' talk to give more information on our Early Years provision. When a child joins a Reception class, we ensure that we have either visited the child at their previous setting, or have a hand over conversation on the phone. We carry out home visits for every new child starting in either Nursery or Reception. This gives parents/carers an opportunity to meet the class teachers and go through any additional information that might need to be discussed prior to your child's start date. A subsequent meeting in school can be arranged if needed. In addition, we work closely with Health Visitors to provide a joined up approach for our youngest children. We always aim to work closely with other providers to ensure we have as much information as possible to ensure a smooth transition. When a child moves from Early Years to Year 1, we have a transition plan in place that involves children spending time with their new class teachers.</p> <p>For those children transitioning from other schools or at other times of the year we encourage them to visit the school with their parents/carers prior to starting and to meet their class and teacher. A 'buddy' will be arranged within their class to help them to settle in. Records are sought from the previous school and a meeting with school staff will be conducted (sometimes by telephone). If the child has additional needs, a member of the Inclusion Team will arrange to meet with the parents/carers and child at the earliest opportunity, often at their initial visit.</p> <p>King Athelstan also contribute information to a child's onward destination, whether transitioning to another primary school or moving on to secondary school, by providing information to the next setting. We have well-developed links with the local secondary schools where the majority of our children will attend. A range of transition activities occur throughout Year 6, including 'taster lessons' at some of the schools and visits from secondary school staff. Class teachers meet with representatives from the secondary schools to hand over the children in their care and the SENCOs will meet to hand over any children with additional needs. We sometimes continue the dialogue after children have left in order to provide advice to colleagues and secondary school staff can come and observe pupils in their current class to support their planning for transition if required. Records are forwarded to their new school. All children visit their new school for the day at least once and children with SEND are often offered additional transition visits by the secondary schools in order to meet with the learning support team.</p>

<p>What are the admission arrangements for children with SEND?</p>	<p>The admission arrangements for children with SEND but without an Education, Health and Care Plan follow the same process as any mainstream admission. We do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures. Admission arrangements for children with an Education, Health and Care Plans are made through the Local Authority's SEN Team in consultation with parents/carers and the school's senior leaders.</p>		
<p>Other Sources of Support and Information</p>			
	<p>The local authority's 'local offer' is published at: https://www.afcinfo.org.uk/local_offer <i>This website provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.</i> Twitter: @AfCLocal_Offer</p> <p>Parents/carers without internet access can also make an appointment with the Inclusion Team for support in accessing the information they require.</p>		
	<p>KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS): Telephone: 020 8831 6179 Email: RichmondKingston@kids.org.uk Website: http://www.kids.org.uk Address: The Moor Lane Centre, Moor Lane, Chessington KT9 2AA and The Croft Centre, Windham Road, Twickenham TW9 2HP <i>KIDS is a national charity providing a wide range of services for disabled children, young people and their families across the country. SENDIASS is a friendly team of local advisors who offer impartial advice and support on all matters relating to SEND. They aim to enable you to make informed decisions and provide impartial, confidential advice and information for families around education, health and care.</i></p>		
	<p>Information and advice is also available through the National Contact helpline: Website: https://contact.org.uk/our-helpline/ Freephone: 0808 808 3555 Email: helpline@contact.org.uk Facebook: facebook.com/contactfamilies Twitter: @contactfamilies</p> <p><i>The helpline is for parents and carers in any part of the UK with a disabled child aged from birth to 25 years. The child can have any kind of disability or additional need, and they do not need to have a diagnosis.</i></p>		
<p>Date Reviewed:</p>	<p>December 2018</p>	<p>Next Review Due:</p>	<p>December 2019</p>
<p>Relevant Legislation:</p> <ul style="list-style-type: none"> • Part 3 of the Children and Families Act 2014 • SEN Code of Practice 2014 • The Special Educational Needs and Disability Regulations 2014 • The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49 • The Order setting out transitional arrangements, Section 137 • The Equality Act 2010 		<p>Other King Athelstan policies that you may find supportive:</p> <ul style="list-style-type: none"> • Admission Arrangements • Anti-bullying • Behaviour • Child Protection & Safeguarding • Disability & Access • E-safety • Equal Opportunities • EYFS • Learning and Teaching • Learning Environment • Medicines • Personal Care • Positive Handling 	