



# King Athelstan Primary School

## SEN Information Report



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.

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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 is assisted in this role by **Inclusion Teacher, Mrs Jane Bennett.**

They can be contacted via the school office on **020 8546 8210**

or [admin@kingathelstan.rbksch.org](mailto:admin@kingathelstan.rbksch.org)

Governor with responsibility for SEND and Inclusion:  
**Caroline Dawes**  
(Chair of Governors)

### About King Athelstan Primary School

King Athelstan Primary School is a mainstream school with a nursery and makes provision for children aged 2-11 years. The school's cohort currently has well above the local and national average proportion of children with special educational needs (25% as of January 2025, including 5% with an EHCP).

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 some special educational needs which occur less frequently and the school can access training and advice to help meet those needs, if required.

Currently the most prevalent areas of need at King Athelstan are:

- Autism
- Speech, language and communication needs (including language disorders)
- Social, emotional and mental health needs

	<p>Other pupil needs include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• specific and moderate learning difficulties (including dyslexia)</li> <li>• sensory processing difficulties</li> <li>• ADHD</li> <li>• physical disabilities and/or medical needs</li> <li>• hearing impairment</li> </ul> <p>The school currently makes provision for children with more significant or complex needs who have an Education, Health and Care Plan (EHCP) for the following special educational needs:</p> <ul style="list-style-type: none"> <li>• neurodevelopmental differences including autism, ADHD and dyslexia;</li> <li>• social, emotional and mental health needs;</li> <li>• speech, language and communication needs, including DLD;</li> <li>• moderate learning difficulties;</li> <li>• physical and/or medical needs.</li> </ul>
<b>Identification and Assessment of Special Educational Needs</b>	
<u>How does the school assess children?</u>	<u>What are the arrangements for support?</u>
<u>When is a child identified as having SEND?</u>	<u>When might a child cease to have SEND?</u>
<p><b>How does King Athelstan Primary School assess children?</b></p>	<p>Early identification and support underpin our approach to identifying those children who need extra help.</p> <ul style="list-style-type: none"> <li>• Class teachers formally monitor the progress of <u>all</u> children in KS1 and KS2 half-termly and children in EYFS four times a year.</li> <li>• This is reviewed in regular Pupil Progress Meetings between class teachers and members of the Senior Leadership Team to ensure that children who are making slow progress, or are low attaining, are identified and supported as soon as possible.</li> <li>• Support strategies may be agreed within the meeting or the school's Inclusion Team may offer further advice to staff.</li> </ul> <p>We use a range of assessment methods in the core subjects including:</p> <ul style="list-style-type: none"> <li>• teacher assessment</li> <li>• National Curriculum tests</li> <li>• assessment materials from published schemes</li> <li>• internally developed methods.</li> </ul> <p>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.</p>
<p><b>What are the arrangements for support?</b></p>	<p>Additional support is often put in place for children who are making slow progress, or working below the expected standard, regardless of whether a special educational need has been identified. This extra support is sometimes known as 'Wave 2', or 'catch-up' provision and is aimed at enabling the child to catch up with their peers. It might include:</p> <ul style="list-style-type: none"> <li>• specific classroom or teaching strategies</li> <li>• adapted learning tasks</li> <li>• focussed small group work (often known as 'intervention') on a particular skill</li> <li>• provision of additional resources to support participation in class.</li> </ul>
<p><b>When is a child identified as having SEND?</b></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 Pupil Progress Meetings but teachers are able to raise concerns with our Inclusion and Leadership Teams at any time.</p> <p>When deciding whether a child has SEND the school:</p> <ul style="list-style-type: none"> <li>• Refers to the Local Authority's SEN Threshold Guidance</li> </ul>

	<ul style="list-style-type: none"> <li>Creates a profile of their strengths and needs, using assessments of the child and consultation with parents/carers and colleagues. At times it may also be necessary to consult with outside agencies to receive more specialist advice.</li> <li>Uses this profile to identify provision (strategies, resources, intervention) to enable the child to make better progress.</li> <li>Records this on a 'SEND Support Plan' and reviews this with parents/carers termly.</li> </ul> <p><b>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).</b></p> <p>Occasionally, in order to support an accurate assessment of the child's needs and required provision, a 'Monitoring Plan' will be implemented (also reviewed termly) to allow closer observation over time.</p>
 Department for Education	<p><b>According to the Special Educational Needs and Disability Code of Practice 2015:</b>  <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"> <li><i>has a significantly greater difficulty in learning than the majority of others of the same age, or</i></li> <li><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></li> </ul> <p><i>For children aged two or more, special educational provision is educational or training provision 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>
<b>When might a child cease to have SEND?</b>	If the child makes good progress with the SEN support provided 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.
<b>Impact of Special Educational Provision</b>	
<u>How is the effectiveness of the school's SEND provision evaluated?</u>	<u>How is progress assessed and reviewed for children with SEND?</u>
<b>How is the effectiveness of the school's SEND provision evaluated?</b>	<p>All teaching, 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 Pupil Progress Meetings.</p> <p>SEND Support Plan reviews:</p> <ul style="list-style-type: none"> <li>Are completed at least termly by the class teacher, in conjunction with parents/carers and with oversight from the Inclusion Team to ensure that provision remains appropriate.</li> <li>Focus on progress towards individual targets and incorporate the views of the child, parents/carers and school staff.</li> <li>Use assessment information, gathered by teachers to show whether progress is</li> </ul>

	<p>being made.</p> <p>Children with an Education, Health and Care Plan (EHCP) will also have an annual review of this document, with oversight from the Local Authority.</p> <p>The effectiveness of the school's provision as a whole is reviewed at least annually by the Senior Leadership Team in order to inform judgements around future staffing and the levels of external support commissioned.</p>
 Department for Education	<p><b>The SEN Code of Practice (2015) describes adequate progress as:</b></p> <ul style="list-style-type: none"> <li>• <i>Is similar to that of children of the same age who had the same starting point</i></li> <li>• <i>Matches or improves on the pupil's previous rate of progress</i></li> <li>• <i>Which allows the attainment gap to close between the pupil and children of the same age</i></li> </ul>
<p><b>How is progress assessed and reviewed for children with SEND?</b></p>	<p>Class teachers formally monitor the progress of all children half-termly and assessment data are monitored by senior leaders at least termly. We use a range of formal and informal assessment methods including:</p> <ul style="list-style-type: none"> <li>• Teacher assessment using, for example, the child's work</li> <li>• Formal assessments ('tests')</li> <li>• 1:1 or small group conferencing between staff and children</li> <li>• Observation</li> <li>• Meetings with colleagues and parents</li> </ul> <p>For children where their social, emotional and mental health needs are a significant barrier to their academic progress, staff using the Measures of Success assessment tool to monitor progress of non-academic skills/behaviours.</p> <p>Regular Pupil Progress Meetings are conducted between class teachers and members of the Senior Leadership Team in order to monitor children's progress, discuss any individuals causing concern, and review current and prospective provision.</p> <p>Where further advice and support is needed, teachers can seek support from the school's Inclusion Team. This may result in:</p> <ul style="list-style-type: none"> <li>• Some 1:1 work to capture the 'voice of the child'</li> <li>• A classroom/playground observation</li> <li>• A meeting with the class teacher to share strategies and offer advice</li> <li>• Joining a meeting with the class teacher and parents/carers</li> <li>• Conducting further assessments</li> <li>• Making a referral to an outside agency</li> <li>• Closer monitoring through the Inclusion Team's regular meetings.</li> </ul> <p>As stated above, SEND Support Plans are reviewed at least termly.</p>
<p><b>Teaching Children with SEND</b></p>	
<p><u>How does the school approach teaching children with SEND?</u></p>	<p><u>What is the role of the class teacher regarding children with SEND?</u></p>
<p><u>What adaptations to the curriculum and learning environment can be made for children with SEND?</u></p>	<p><u>What additional learning support is available for children with SEND?</u></p>
<p><u>How are Teaching Assistants (TAs) used?</u></p>	<p><u>What is the role of the Inclusion Team?</u></p>
<p><b>How does the school approach teaching children with SEND?</b></p>	<p>Teaching at King Athelstan is expected to be of high quality and inclusive, with focus around our whole school <b>PRIDE</b> values (Perseverance, Respect, Imagination, Diving deeper, and Excellence). We strive for excellence in our approach to teaching and learning, personalising this to meet the needs of individual children, and continually work together and with wider professionals to review the inclusivity of our practice. This includes embedding approaches traditionally used to support children with additional</p>



needs (such as Colourful Semantics or the Zones of Regulation) 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 adaptation, support and challenge (see Wave 1 below), is sufficient to enable them to make appropriate progress.

Where specific needs or learning gaps have been identified for individuals or small groups, these may be addressed through intervention or additional support, if teaching adaptations at Wave 1 have not had sufficient impact (see Wave 2 below). This support may be provided by the teacher, a Teaching Assistant (TA) or members of the Inclusion Team and is part of our general support offering. It is usually delivered through small groups with the aim that children catch up with their peers in the short term.

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

- strengths and needs
- attainment and progress
- professional involvement
- recommended strategies and resources
- planned 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 responsible for, and are expected to be actively involved in, the education of all children in their class, including those with the most complex needs. Research evidence suggests that the greatest gains are to be made for children with SEND through direct contact with their class teacher, so we make careful consideration before removing a child from class for additional or alternative support. We are continually developing our classrooms and teaching approaches to be as inclusive as possible.

Class teachers 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 impact of provision regularly. They are able to seek support, at any stage of this process, from the Inclusion and Leadership Teams in school. Teachers will meet termly with parents/carers of children with SEND to discuss their Support Plan.



Department  
for Education

The Special Educational Needs and Disabilities Code of Practice (2015) says:

- "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."

**What adaptations to the curriculum and learning environment can be made for children with SEND?**

King Athelstan 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. We make best endeavours to incorporate advice provided by colleagues and outside agencies.

Any adaptations to the curriculum or learning environment required for a child with SEND will be outlined in their SEND Support Plan, described above. Examples of possible adaptations include, but are not limited to:

- Individualised adaptation or scaffolding of learning tasks
- Use of tailored visuals
- Use of alternative recording methods
- Pre-teaching
- Individualised workstations
- Additional adult support
- Access arrangements for assessments
- Individualised behaviour support plans and/or risk assessments
- Making 'reasonable adjustments' to the school site or learning environment
- Use of specialist equipment

Recent reviews of our school behaviour policy have ensured that an understanding of the underlying needs expressed through children's unexpected behaviours are at the heart of the way these are managed at King Athelstan, including reasonable adjustments for SEND.

The accessibility and appropriateness of our curriculum and learning environment are under constant review. The Senior Leadership Team, in conjunction with Governors, considering the provision for children with additional needs at all times. For example, we have four Intervention Rooms, used for small group and 1:1 working, alongside our Inclusion and Nurture Space (named Wiltshire after artist Stephen Wiltshire, as each room in the school is named for a different artist) which houses our Inclusion Team along with a safe space and flexible small group workspace. There has been extensive development of the playgrounds to promote and enable wide ranging physical activities and outdoor learning opportunities. Work on the KS1 playground is ongoing.

**What additional learning support is available for children with SEND?**

All schools receive 'notional SEN funding' to support high quality teaching and ensure there are resources for children requiring special educational provision. Additional teaching approaches, as advised by internal and external assessments, are sometimes implemented, often delivered by TAs, under the close direction of teachers, however the class 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 a

very small number of cases a higher 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). Parents of children with an EHCP may decide to apply for a Personal Budget and the Headteacher has the final say in the use of any personal budget within the school. Please see the Local Offer for details (link below).

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

- Specific intervention programmes in a range of areas, including Precision Teaching, Social Thinking groups and Speech and Language Therapy groups
- Small group teaching or support, including pre-teaching
- Social Stories
- Use of ICT or additional resources
- Nurture Team support

An audit of our intervention offering is currently in progress and further detail will be available next academic year.

We often use approaches recommended for pupils with additional needs as strategies to support all children. The diverse nature of our school means that an increasing number of pupils need access to these approaches but also these more specific, visual and concrete approaches often benefit everyone. Many classes include aspects of the speech and language therapy approach known as 'Colourful Semantics' in whole class teaching and the whole school uses the emotion regulation curriculum 'The Zones of Regulation', providing a common language to discuss feelings and supportive strategies.

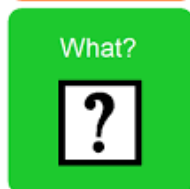
The school has good links with a range of outside agencies which offer support and advice to staff, as well as working directly with children on occasion. These include: Educational Psychology, the Education Inclusion Support Service, Speech and Language Therapy and the Mental Health Support Team. The 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 a colour-code to show visually how a sentence is made up. Each colour 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

**How are Teaching Assistants (TAs) used at King Athelstan?**

Our team of TAs play a vital role in assisting teaching and learning across the school day. Their role has changed rapidly over recent year, now almost exclusively delivering support for pupils with SEND. Teachers will also use any additional adult to enable them to work directly with these children regularly too.

**Any additional adult support aims to:**

- facilitate access to high quality teaching
- deliver effective intervention and support the transfer of this learning into class
- scaffold children's development of greater independence

- support the safety and wellbeing of individuals, helping develop self-regulation skills

**Support staff are deployed based on the needs of the children.**

- Aside from Early Years (Nursery and Reception) where a higher adult:child ratio is necessary, our Teaching Assistants are not allocated to specific classes.
- TAs work as part of a Phase Group Team (KS1, lower KS2 or upper KS2), under the direction of the class teachers, to meet the needs of the children in that cohort.
- Support staff with a range of skills have been allocated to each phase to support this.

**King Athelstan does not operate a 1:1 model of support.**

- This model has been shown through extensive research to have a limited, or even negative, impact on pupil outcomes.
- Therefore, the only exceptions to this policy are when:
  - it has been risk assessed to be necessary for safety reasons
  - it is a requirement for the delivery of a particular intervention
  - it is explicitly stated as necessary in Section F of an EHCP following multi-agency assessment

However, even in these instances, every effort will still be made to scaffold the child's independence.

- Children with a significant allocation of support time will be allocated key adults but must be supported by a team. This supports the child's flexibility and independence; supports staff development and wellbeing; allows flexibility around cover and a 'change of face' when needed.

**Classroom support is 'elastic not Velcro'.**

- When a TA is supporting a child with their learning in class, they will not spend the whole lesson sitting directly next to them (like Velcro).
- TAs will aim to take an 'elastic' approach. Whilst one or more children may be the focus of their support, they will scaffold their independence. For example, they may start a child off on a task, model how to answer a question and check for understanding before stepping away and allowing the child to attempt it independently. The TA will then return to check in and reassure or address misconceptions before the next independent attempt.
- Support will be flexible. When new learning is introduced, children are likely to need more intensive support than when they are rehearsing previous learning.
- When the child can be independent or work with a peer rather than an adult this will be encouraged.
- Teachers try to ensure that tasks are accessible to the child and that adult support is not the only form of differentiation to support them.

All TAs form part of our break and lunchtime provision, enabling us to better support pupils with additional needs during these unstructured times as well as during their classroom learning.

The TA team participate in regular training, coordinated by the Assistant Headteacher and Inclusion Teacher, and are supervised by class teachers and the Extended Leadership Team. Additional advice and support, for both staff and children, is provided by the Inclusion Team and professionals from outside agencies.



**What is the role of the Inclusion Team at King Athelstan?**

Our Inclusion Team offer both planned and responsive support to pupils, staff and families. The team is currently made up of:

**Ms Govan, our Assistant Headteacher** has overall responsibility for Inclusion and acts as the strategic lead for inclusive practice across the school:

- Part of the Senior Leadership Team to ensure that inclusion remains central to everything we do.
- Responsible for ensuring 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, including EHCPs and their associated processes.
- One of the school's Designated Safeguarding Leads
- Leads the Inclusion Team who 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.

**Mrs Bennett, our Inclusion Teacher and Assistant SENCo** supports and deputises for the SENCo in addition to some class teaching responsibilities.

- Leads on learning and language needs and provision
- Coordinates Educational Psychology and Speech and Language Therapy
- Gathers supporting evidence for EHC needs assessment requests

**Mrs Ramkissoon, our SEMH Lead**

- Leads on social, emotional and mental health needs/provision
- Coordinates referrals to CAMHS, Emotional Health Service, Mental Health Support Team and School Health
- One of the school's Designated Safeguarding Leads

**Mrs Whooley, our Nurture Support**

- Runs nurture and social communication interventions
- Provides proactive and responsive support for groups and individuals

**Becks Parker, our Early Years Lead**, leads on SEND provision for our youngest learners.

**Ms Chase, our Speech and Language TA**, delivers 1:1 and small group support for pupils with an Intensive Language Package along with specific speech and language support for identified individuals in EYFS and KS1.

**Mr Atkins, our Pupil Premium TA**, who delivers 1:1 and small group phonics and maths intervention.

Our staff team have a wide range of training, skills and experience. You can find out more about us in the 'Meet the Team' section of the website.

When children are identified as having SEND, they are allocated an in-school 'case-holder' from the Inclusion Team to oversee their support. Case holders 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 (usually EHCPs), Ms Ramkissoon (usually SEMH, ASD or ADHD needs) or Mrs Bennett (usually learning, language or communication needs).

Social Inclusion	
<u>How does the school enable children with SEND to engage in activities together with peers who do not have SEND?</u>	<u>What support is available to improve the emotional, mental and social development of children with SEND?</u>
<u>How will any incidents of bullying towards children with SEND managed?</u>	
<p><b>How does the school enable children with SEND to engage in activities together with peers who do not have SEND?</b></p>	<p>We endeavour to make all of our clubs, trips, activities and experiences accessible for children with special educational needs and disabilities. We plan for, and risk assess, each event separately and consider the needs of individual children within this process. For some children reasonable adjustments may need to be made and we are happy to work in partnership with families to explore these. Some recent examples include:</p> <ul style="list-style-type: none"> <li>• Providing sensory supports, such as ear defenders or fidgets</li> <li>• Using photos/videos/website and social stories to prepare children in advance</li> <li>• Taking an alternative route/transport (e.g. taking the bus instead of walking)</li> <li>• Providing support from familiar school adults and/or inviting adults from home to join in the event</li> </ul> <p>Extra-curricular activities are run both by the school and external agencies, usually after school. 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. Mr Darren McLaughlin coordinates our club offering and monitors the participation of different groups of children at intervals to ensure we are providing opportunities accessible to our whole school community. This might include:</p> <ul style="list-style-type: none"> <li>• Having a familiar school adult walk them to their club for the first couple of sessions and Mr McLaughlin checking in during sessions, where possible</li> <li>• Providing sensory equipment for the sessions (e.g. ear defenders)</li> <li>• Advising club leaders on support strategies for individuals used in school</li> </ul> <p>Unfortunately, it is not possible for the school to provide additional support from school staff (e.g. 1:1) for children during before/after school activities.</p>
<p><b>What support is available to improve the emotional, mental and social development of children with SEND?</b></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; and making a positive contribution. Children consistently provide positive feedback about these assemblies.</p> <p>Children are able to access support by attending Wiltshire (the Inclusion/Nurture space) at any point during the day. This may be to have a conversation about an event or incident, seek support with emotional or sensory regulation, or write down a worry to 'feed' to the Worry Eater. Classes also have individual systems that children can use in a similar way. The team also run Nurture groups for pupils in <b>EYFS and</b> KS1 in order to develop emotional and social skills and improve readiness to learn. We have used the emotion regulation curriculum known as the 'Zones of Regulation' as a whole school since January 2019 and this can be seen across all classes.</p> <p>As a school we are supported by the Mental Health Support Team, through which we can access staff training, parental support and 1:1 and small group therapy or intervention. We can buy in support from other services based on the current needs of the school. In Autumn 2018 we set up a Forest School programme, run by Forest Schooling UK and hosted at St John's Primary School. This is accessed by small groups of pupils in KS2,</p>

with the aim of developing resilience and social skills and providing a novel sensory experience.

Some children may need support above and beyond our core offering in order to develop their social or emotional skills. This might include:

- individualised versions of our whole school approaches
- reasonable adjustments to the behaviour policy
- small group/1:1 work with our Inclusion Team or other members of support staff
- referral to outside agencies

We have invested significant time in reviewing our Behaviour Policy in recent years, working with the whole school community to develop understanding of why some children may regularly exhibit unexpected behaviours and how this can be supported. We have particularly engaged children in the concept that 'fairness' does not necessarily mean everyone having the same thing, or being treated the same way - fairness is about everyone getting what they need in order to be successful. As such, our children are generally very accepting of individual differences.

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 and Junior Leadership Team who are involved in improvements to the school, annual surveys, recruitment of new staff and the review of certain policies. We are delighted that children with SEND are regularly represented in positions of responsibility in school. 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.



*"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/Inclusion space (Wiltshire - named for the artist Stephen Wiltshire) is designed to be an environment that allows children to explore their individual needs while reducing the barriers to their learning. It is open to all children in the school and supports all areas of a child's emotional wellbeing. There are two learning spaces and a safe space to support children who are feeling highly dysregulated.*

*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.** Wiltshire supports this and so helps to develop children's maturity and resilience. It is a place of learning. Our Inclusion Team are based in Wiltshire, providing support to children, advice to staff and working with families alongside class teachers.*





# 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; Yellow feelings are 'fizzy' (excitement, anxiety, etc.); and Red feelings are large and out of control (anger, fear, 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?**

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 Inclusion Team throughout the school day. The Inclusion space (Wiltshire) also has our 'Worry Eater' - a soft toy with a zipped mouth to which children can 'feed' their written worries. The contents of the 'monster' is checked regularly by the team and concerns responded to. 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. We offer a staffed 'Quiet Room' during break and lunchtimes to provide a safe space for pupils who find the playground overwhelming. Our Equality and Diversity Lead (Miss Laura Meggitt) champions positive representation of a wide range of needs and disabilities (alongside other minority groups) and supports with managing any incidents of discrimination between peers. 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 expertise do staff have in relation to SEND and what training is available?

What equipment and facilities are available to support children with SEND?

How are outside agencies involved in meeting the needs of children with SEND and their families?

**What 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?**

All teachers and support staff attend regular training in order to support their work with children with additional needs. This is provided by sharing expertise within school, through the Local Authority and through outside agencies. Teachers receive regular in-school training sessions on aspects of inclusion, with more specific training for individuals or small groups provided where needs are identified. The support staff team receive ongoing training in school related to their role, e.g. through the Inclusion Team or through the outside agencies they work alongside with individual children. We are also able to access specialist staff training through the Mental Health Support Team and Educational Psychology Service.

Some staff members have received qualification or certification following enhanced and specialist training:

- Ms Govan is a qualified teacher, who holds a BSc in Psychology and has a post-graduate certificate in the leadership and management of special and inclusive education (NASENCo). She also completes regular training to maintain a Level 3 Safeguarding certificate as one of our DSLs.
- Mrs Ramkissoon has a foundation degree in Child Psychology and Counselling and Maintains a Level 3 Safeguarding certificate as one of our DSLs. She liaises with, and attends training through, the Mental Health Support Team.
- Mrs Bennett is a qualified and experienced teacher and is a trained Read, Write Inc. teacher. She liaises with, and receives training through, the Educational Psychology Service and Speech and Language Therapy Service.
- Mrs Bennett and Mrs Ramkissoon have both completed Working with ADHD Level 2



	<ul style="list-style-type: none"> <li>Mrs Whooley is a qualified NNEB (Nursery Nurse) who has completed training on, for example, Understanding and Supporting Sensory Differences and Lego Therapy.</li> </ul> <p>Additionally, the above staff regularly attend local professional networks in order to remain up to date with local knowledge and services.</p> <p>The Senior Leadership Team (Miss Emily Newton, Mrs Naomi Ahearn, Ms Alice Govan and Miss Becks Parker), Inclusion Team (Mrs Jane Bennett, Mrs Denise Ramkissoo, Mrs Tracey Whooley) and PE Teacher/Clubs Lead (Mr Darren McLaughlin) have all received training in the use of de-escalation strategies and physical intervention, including restraint.</p> <p><b>The wider staff teams have also had recent training in:</b></p> <ul style="list-style-type: none"> <li>Read Write Inc (support staff)</li> <li>De-escalation strategies and the PACE approach (all staff)</li> <li>Attachment and trauma needs (all staff)</li> <li>Attachment and trauma aware behaviour management approaches (all staff)</li> <li>Emotion Coaching (all staff)</li> <li>Neurodiversity (all staff)</li> <li>Inclusive Classroom Practice (teachers)</li> <li>Executive Function (teachers and support staff)</li> </ul> <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. 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 a resource bank developed by the Local Authority and school Inclusion Team, containing a range of advice, support, resources and policy documentation in order to support them in developing their inclusive practice.</p>
<p><b>What equipment and facilities are available to support children with SEND at King Athelstan and how is this maintained?</b></p>	<p>We have a wide range of equipment and resources available in school to support children with SEND. <b>This includes:</b></p> <ul style="list-style-type: none"> <li>Resources, both bought-in and self-generated, to support children with their learning, communication and social skills e.g. Widgit Online</li> <li>Resources compiled from various external sources, including the Speech and Language Therapy Service.</li> <li>A large selection of resources to support children with Social, Emotional and Mental Health (SEMH) needs, within our Nurture/Inclusion space, as well as some specific to pupils with diagnoses such as Autism and ADHD.</li> <li>Physical resources to support children's sensory and physical needs such as fidgets, pencil grips, scooter boards, gym balls, Move 'n' Sit cushions, etc.</li> </ul> <p>The school continues to invest in updating and maintaining equipment and resources, and 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><b>How are outside agencies, such</b></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. Our Inclusion Team to hold regular planning and prioritisation meetings with representatives from this and other</p>

<p>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>services, although it should be noted that waiting times remain very long at present due to unprecedented demand. Termly Educational Psychology planning meetings are used to discuss open cases and potential referrals as well as the needs of the school as a whole. 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:  <a href="https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/education/education-services/educational-psychology-service">https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/education/education-services/educational-psychology-service</a></p> <p>Our SEMH Lead (Mrs Denise Ramkissoo) also meets termly to plan support through the Mental Health Support Team including, training for staff, workshops and consultations with parents and carers as well as some support for small groups of pupils. Our Inclusion Teacher (Mrs Jane Bennett) coordinates referrals, assessments and direct work conducted by the local authority's provider for Speech and Language Therapy.</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:  <a href="https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/health-services/emotional-health-service">https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/health-services/emotional-health-service</a></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><b>Working Together</b></p>	
<p><u>How are parents/carers of children with SEND consulted about and involved in their child's education?</u></p>	<p><u>How are children with SEND consulted about and involved in their education?</u></p>
<p><u>How are complaints about SEND provision at King Athelstan handled?</u></p>	
<p>How are parents/carers of children with SEND consulted about and involved in their child's education?</p>	<p>Parents/carers of children with SEND Support Plans will have a minimum of three consultations with their child's class teacher across the academic year. At times, these may also be attended by members of the Inclusion or Leadership Teams.</p> <ul style="list-style-type: none"> <li>• In the autumn and spring terms parents/carers will be invited to book extended (double) Consultation Evening appointments.</li> <li>• Summer term Consultation Evening appointments are only held for children with SEND Support Plans, in addition to the annual written report received by all parents/carers.</li> <li>• We are happy to arrange additional meetings and/or make telephone contact outside of these times.</li> </ul> <p>Many children may access some additional teaching or support to help them catch-up if monitoring of their progress indicates that this is necessary. This is part of our normal teaching arrangements and does 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 done to address these needs more</p>

	<p>effectively. Where special educational provision is made, the child will be identified as having special educational needs and parents/carers will be informed. 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 targets and provision. This document will form the basis for the termly review meetings and parents/carers are encouraged to contribute.</p> <p>Parents of children with an Education, Health and Care Plan will also be invited 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 in advance of the meeting.</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 also available to support staff, children and families.</p> <p>We endeavour to support parents/carers by sharing resources and strategies as well as providing workshops and presentations on a range of topics, run by both staff members and external agencies. Recently, we have had groups run by the Mental Health Support Team.</p>
<p><b>How are children with SEND consulted about and involved in their education?</b></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 planned provision. Where appropriate, the child 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. All children set long- and short-term goals for themselves annually known as 'butterfly dreams'. 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, the Junior Leadership Team, School Council, surveys, Eco Warriors, Sports Captains, pupil interviews, working parties for special events and prefect roles.</p>
<p><b>How are complaints about SEND provision at King Athelstan, handled?</b></p>	<p>At King Athelstan we aim to 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 (see our Complaints Policy).</p> <p><b>We encourage parents/carers to share their concerns by talking to their child's class teacher in the first instance.</b> If necessary, concerns can then be escalated in the following order:</p> <ol style="list-style-type: none"> <li>1. Speak to a member of the Inclusion Team if the concern continues.</li> <li>2. If the issue is not resolved, meet with a member of the Senior Leadership Team.</li> <li>3. If deemed necessary after completing the above, write formally to the Headteacher.</li> </ol>

4. Make a formal complaint to the Chair of the Governing Body (see our Complaints Policy for details on how to do this) if all other avenues have been exhausted.

## Transition and Admissions

How does the school support children with SEND to transition between phases of education or schools?

What are the admission arrangements for children with SEND?

**How does the school support children with SEND to transition between phases of education and/or other schools?**

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 or our Reception classes at the very start of their school career, or transitioning to our school from another - either from within the UK or overseas.

For pupils joining Early Years we:

- Offer a range of opportunities to meet staff, parents and carers and other children, including stay and play sessions.
- Hold a 'Welcome to King Athelstan' talk to give more information on our Early Years provision.
- Ensure (for those joining Reception) that we have either visited the child at their previous setting, or have a hand over conversation on the phone
- Carry out meetings with parents/carers for every new child starting in either Nursery or Reception to go through any additional information that might need to be discussed prior to your child's start date.
- Work closely with Health Visitors and other local services to provide a joined up approach for our youngest children, ensuring we have as much information as possible for 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.

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
- Arrange a 'buddy' within their class to help them to settle in
- Request records from the previous school and a meeting with school staff may be conducted (sometimes by telephone) if there are known to be additional support needs.




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. To support our Year 6 children moving to secondary school we:

- Provide a range of transition activities throughout Year 6, including 'taster lessons' at some of the schools and visits from secondary school staff
- Meet with representatives from the secondary schools (including SENCOs) to hand over the children
- Sometimes continue the dialogue after children have left in order to provide advice to colleagues
- Encourage secondary school staff to visit and observe pupils in their current class to support their planning for transition if feasible.
- Forward records 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



	<p>their learning support teams.</p> <p>When children move between year groups within King Athelstan Primary School we:</p> <ul style="list-style-type: none"> <li>• Organise two whole class opportunities to meet their new teacher for a taster lesson</li> <li>• Plan opportunities to try out their new playground for those changing Key Stage</li> <li>• Provide photos of staff in transition letters and social stories for each class to support conversations at home</li> <li>• Identify key children who may need additional support with the transition. This may include, for example, additional visits to their new classroom/teacher/playground, individual social stories/resources, small group work.</li> </ul>
<p><b>What are the admission arrangements for children with SEND?</b></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. Please see the Local Authority website for details. We do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures for all children.</p> <p>Admission arrangements for children with an Education, Health and Care Plan (EHCP) are slightly different as they are coordinated by the Local Authority's SEN Team. Parents can request that the school is consulted on potential placement if they feel it may be suitable to meet their child's needs. The school will assess the consultation and respond to the Local Authority. Families are encouraged to visit for a tour if they are considering King Athelstan Primary School as a potential placement.</p>
<p><b>Other Sources of Support and Information</b></p>	
	<p><b>The Local Authority's 'local offer' is published at:</b> <a href="https://kr.afcinfo.org.uk/local_offer">https://kr.afcinfo.org.uk/local_offer</a></p> <p><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. Parents/carers without internet access can also make an appointment with the Inclusion Team for support in accessing the information they require.</i></p>
	<p><b>Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS):</b></p> <p><b>Telephone:</b> 0808 164 5527</p> <p><b>Email:</b> <a href="mailto:info@RKsendiass.co.uk">info@RKsendiass.co.uk</a></p> <p><b>Website:</b> <a href="http://www.RKsendiass.co.uk">www.RKsendiass.co.uk</a></p> <p><i>Richmond &amp; Kingston SENDIASS is a free and confidential service offering impartial information, advice and support on issues relating to a child or young person's special educational needs or disability.</i></p>
	<p><b>Information and advice is also available through the National Contact helpline:</b></p> <p><b>Website:</b> <a href="https://contact.org.uk">https://contact.org.uk</a></p> <p><b>Freephone:</b> 0808 808 3555</p> <p><b>Email:</b> <a href="mailto:helpline@contact.org.uk">helpline@contact.org.uk</a></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><b>Relevant Legislation:</b></p> <ul style="list-style-type: none"> <li>• Part 3 of the Children and Families Act 2014</li> <li>• SEN Code of Practice 2014</li> <li>• The Special Educational Needs and Disability Regulations 2014</li> <li>• The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49</li> <li>• The Order setting out transitional</li> </ul>	<p><b>Other King Athelstan policies that you may find supportive:</b></p> <ul style="list-style-type: none"> <li>• SEN and Inclusion</li> <li>• Admission Arrangements</li> <li>• Anti-bullying</li> <li>• Behaviour</li> <li>• Child Protection &amp; Safeguarding</li> <li>• Disability &amp; Access</li> <li>• E-safety</li> <li>• Equal Opportunities</li> </ul>

<i>arrangements, Section 137</i> <ul style="list-style-type: none"> <li><i>The Equality Act 2010</i></li> </ul>		<ul style="list-style-type: none"> <li><i>EYFS</i></li> <li><i>Learning and Teaching</i></li> <li><i>Learning Environment</i></li> <li><i>Medicines</i></li> <li><i>Personal Care</i></li> <li><i>Restraint and Restrictive Intervention</i></li> </ul>	
<b>Date Reviewed:</b>	January 2025	<b>Next Review Due:</b>	January 2026