



Kiveton Park Meadows Junior School

Special Educational Needs and Disability (SEND)

Information Report

September 2022

Welcome to Kiveton Park Meadows Junior School's SEND Information Report which is part of Rotherham Local Authority's 'Local Offer' for learners with Special Educational Needs and Disabilities (SEND). The Local Offer can be found using the following link: www.rotherhamsendlocaloffer.org

What is the Local Offer?

The LA Local Offer:

The Children and Families Bill was enacted in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'SEND Information Report'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School Local Offer:

This utilises the LA Local Offer to meet the needs of SEND pupils. It outlines our SEND Policy and the provision that we are able to provide for our SEND children at Kiveton Park Meadows Junior School.

The names and contact details of the SENDCo and other staff and contacts for parents and carers who have concerns			
SENDCo & Deputy Headteacher	Mrs Jennifer Pacheco	01909 771207	
Headteacher	Mrs Laura Carr	01909 771207	
SEND Governor	Mr John Repen		
Administrative Assistant	Mrs Diane Erskine	01909 771207	school@kpmj.jmat.org.uk

Overview of context and our SEND profile for 2022 - 2023:

Ofsted rating: Good (17.06.2017)

Number of children on roll: 194

Percentage of children with SEN: 30%

SEN support: 51 (26.15%)

EHCP: 9 (4.6%)

Number of Looked After Children: 0

Number of Free School Meals: 68 Pupil Premium (35%)

Number of children with English and an Additional Language: 11 (5.64%)

SEND Frequently Asked Questions

Who are the best people to talk to at Kiveton Park Meadows about my child's difficulties with learning / Special Educational Needs or disability (SEND)?

The Class Teacher:

The class teacher is responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and keeping the Special Education Needs Coordinator up to date on their progress.
- Writing Individual Target Plans (ITPs), and sharing and reviewing these with parents once each term and planning for the next term. The school has recently started to use The Birmingham Toolkit to support teachers in making accurate assessments and appropriate targets.
- Personalised teaching and learning for your child as identified within the school's **Graduated Response Pyramid**. (See SEND section of school website for more information on our Graduated Response)
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo (Mrs Jennifer Pacheco) is responsible for...

- Developing and reviewing the school's SEND policy
- Co-ordinating all the support for children with SEND through school.
- Ensuring that parents are:
 - i) Involved in supporting their child's learning.
 - ii) Kept informed about the support their child is getting
 - iii) Involved in reviewing the progress their child is making
- Liaising with all the other people who may be coming in to school to help support children's learning e.g. Speech and Language Therapy, Educational Psychology, NHS colleagues.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils at Kiveton Park Meadows are known) and making sure that records of children's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND to achieve the best progress possible.

The Headteacher – Mrs Laura Carr

The Headteacher is responsible for...

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that the SENDCo and class teachers meet the needs of all children.
- Making sure that the Governing Body is kept up to date about issues relating to SEND.

The Governing Body:

The Governing Body and governor responsible for SEND (Mr John. Repen) is responsible for...

- Making sure that the necessary support is given for any child who attends the school, including those who have SEND.

How does the school identify SEND?

The SEND Code of Practice defines SEND as:-

A child or young person has SEND 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:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *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.*

If a pupil is identified as having SEND our school will make provision that is 'additional to or different from' a differentiated curriculum intended to overcome the barrier to the learning.

There are four broad areas of need which are:

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

What are the different types of support available for children with SEND at Kiveton Park Meadows?

a) Class Teacher Input via Excellent Targeted Classroom Teaching (Quality First Teaching):

For SEND children this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what the child already knows, can do and can understand.
- Personalised teaching strategies are in place to ensure that all children are fully involved in learning.
- Specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support children to learn.
- Different ways of teaching are in place, so that all children are fully involved in learning in class. This may involve things like using more practical learning.
- The class teacher will have carefully checked on the children's progress and will have decided that there is a gap or gaps in their understanding / learning and needs some extra support to help them make the best possible progress.

b) Specific Group Work:

Small Group Intervention which may be:

- Run in the classroom.
- Run by a teacher or a Teaching Assistant.

c) Specific Individual Work:

1:1 Intervention lead by a teacher or a Teaching Assistant which includes:

- Time out of class to work on specific targets set by the Class Teacher in consultation with the SENDCo.
- Reviews with parents to discuss progress and plan next steps.

d) Specialist Support advised by Outside Agencies e.g. Fusion (learning support), Speech and Language Therapy, Educational Psychology:

This means the children have been identified by the Class Teacher and/or SENDCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Fusion – A Learning Support Service;
- JMAT Strategic Inclusion Lead – Mrs Cheryl Gaughan;
- Independent Consultants such as Educational Psychologist (EP).

What could happen?

Parents will be asked to give their permission for the school to refer their child to a specialist professional. This will help the school and parents understand the child's particular needs better and be able to support them better in school.

The specialist professional will work with the child to understand their needs and make recommendations as to the ways the child is given support.

Review meetings, attended by parents and professionals will take place to discuss progress towards targets and identify next steps.

e) Specified Individual Support:

This type of support is available for children whose learning needs are, severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHC). If an EHC Plan is to be written, the child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and Intervention Groups (please see the "Including All Children" documentation from the LA).

The school or parents can request that Local Authority Services carry out a Statutory Assessment of the child's needs. This is a legal process which sets out the amount of support that will be provided for the child.

After the request has been made to the 'Panel of Professionals' (with detailed information about the child, including some from parents), they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask parents and all professionals involved with the child to write a report outlining the child's needs. If the panel do not think the child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the 'Panel of Professionals' will decide if the child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHC). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.

The EHC Plan will outline the support the child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for the child.

An additional adult may be used to support the child with whole class learning, run individual programmes or run small groups that include the child. In most cases, children benefit from a team of adults working closely with each child, including the class teacher.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the SENDCo.

If you continue to be concerned following this discussion you may speak to the Headteacher.

School telephone number: 01909 771207.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will discuss this with you in more detail and:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

How is additional support allocated to children and how do they progress in their learning?

The school budget, received from Rotherham LA, includes money for supporting children with SEND.

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:

- the children getting additional support already
- the children needing additional support
- the children who have been identified as not making as much progress as would be expected

They will then decide what resources/training and support is needed to best support the pupils.

Schools identify the needs of their pupils on a school provision map. This identifies all resources/training and support that is currently available, is reviewed regularly and changes are made as required to reflect pupil need.

Who are the other people providing services to children with SEND at Kiveton Park Meadows Junior School?

School Provision:

Class Teachers

Teaching Assistants

Higher Level Teaching Assistants

The school maintains strong links with other bodies including:

- Speech and Language Communication Team (SALT)
- Health and Social Care
- Early Help Service
- School Nurse
- Physiotherapy
- Occupational Therapy
- Hearing Impairment Team, peripatetic teacher and specialist support staff
- Visually Impaired Service
- SENDIASS (Officers can be contacted on Rotherham 01709 823627. The role of this service is to give impartial advice to parents and carers).

Independent Consultants:

- Educational Psychologist – Dr Alison Salt
- Fusion colleagues – This is a Learning Support Service – Jackie Naudin

CAMHS

Rotherham Child and Adolescent Mental Health Service provide a specialist assessment for children with neurodevelopmental disorders.

Referral for a neurodevelopmental assessment – Who can refer?

- This has now changed and CAMHS will only accept referrals from schools or settings unless the child/young person is electively home educated.
- CAMHS believe the best approach for referral into service is for schools and parents to work together to complete the referral pack.

What is needed to make a referral?

- CAMHS require the referral packs to be collated and submitted by the school setting. They do not accept referrals from parents or carers or self-referrals.
- If parents or carers require support to complete their pack, please contact the school SENDCo who will support with this.

IMPORTANT NEW INFORMATION – FROM CAMHS:

- Before the SENDCo will submit the referral, much work will already have been done in school, including:
- The class teacher and/or SENDCo will have written an SEN Support Plan (or equivalent) which documents at least two terms of 'Plan, Do, Review' evidence.
- There will be information about the agencies which are involved with the pupil.
- The class teacher will provide a 'Provision Map'.
- The SENDCo will submit any reports by involved practitioners, past or present.
- The SENDCo will submit any completed Sensory Questionnaires.

On receipt of the fully completed referral pack, the Social and Emotional Wellbeing Panel will screen these to assess whether further neurodevelopmental assessment is appropriate.

How are the teachers in school helped to work with children SEND and what training do they have?

The SENDCo's job is to support the class teacher in developing provision for children with SEND and in providing additional support and advice for class teachers.

All teachers are teachers of SEND and have high expectations of pupils with SEND, including a commitment to ensuring they achieve their full educational potential.

All staff develop their awareness of special educational needs and focus on inclusive practice to remove barriers to learning with access to a broad, balanced and relevant mainstream curriculum which is differentiated to ensure continuing progress.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD), Social, Emotional and Mental Health difficulties and Speech and Language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the SENDCo (a qualified trainer to deliver training from Autism Education Trust – AET).

How will the teaching be adapted for my child with SEND?

All Class Teachers are teachers of SEND. They plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will Kiveton Park Meadows Junior School measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher. The class teacher and SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

His/her progress is reviewed every term in reading, writing and mathematics at a meeting with the teacher.

Children may have an Individual Target Plan (ITP) which will be reviewed every term or earlier, following which, a future plan will be made to follow on from previous outcomes. Some children may have a LSP – a learning support plan with targets set by the SENDCo and reviewed after a ten-week period. Other children who may need increased support may have a detailed SEND Support Plan which will be reviewed regularly by the SENDCo, class teacher and parents.

The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.

Monitoring progress is an integral part of teaching and learning at Kiveton Park Meadows Junior School. Following the 'assess', 'plan', 'do' and 'review' model we ensure that parents and carers and pupils are involved in each step.

What support do Kiveton Park Meadows School have for you as a parent of a child with a SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. Class teachers may be contacted via Class Dojo or in person at the end of the school day. They will make an appointment if more time is needed to discuss concerns.

The SENDCo will be available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. ITPs / Learning Support Programme targets and SEND Support Plans will be reviewed with your involvement. Homework will be adjusted as needed to your child's individual needs, e.g. spellings selected for your child. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. Should you require help to manage at home with a child with a special need then school can signpost and / or refer you to support services to meet your needs such as Early Help.

How is Kiveton Park Meadows accessible to children with SEND?

The main school building and library/ICT building are single storey with outside access points and internal doors that are wheelchair accessible. Within each building there is a disabled toilet. We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.

How will Kiveton Park Meadows support your child when they are moving on to another class or leaving the school?

Kiveton Park Meadows recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. Staff work closely with new schools to share information and build relationships to ensure a smooth transition for your child.

When moving classes in school:

Information will be passed on to the new class teacher in advance and a planning meeting will take place between the new teacher and current class teacher. Pupil Passports (a one -page profile with key information, including pupil voice) and ITPs will be shared with the new teacher.

Where possible, children will spend time in their new classrooms with their new teachers/assistants to familiarise themselves before they move classes.

If your child is moving to another school:

We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.

Transition visits will be arranged for the new SENDCo to meet the child and / or for the child to visit their new school.

We will make sure that all records about your child are passed on as soon as possible.

What Emotional and Social Development support do Kiveton Park Meadows have for a child with a SEND?

At school, we recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school. The emotional health and well-being of **all** our pupils is very important to us. Mrs Carr has completed the Senior Mental Health Leads training and Mrs Pacheco is currently undertaking this training.

Class teachers and all staff continually monitor the emotional health and well-being of all our pupils. We have a robust Safeguarding Policy in place and we follow National & LA Guidelines. We have robust Behaviour and Anti-Bullying policies in place that are reviewed regularly.

Additional Information:

If you require any more information about SEND at Kiveton Park Meadows or in Rotherham, please feel free to contact school and make an appointment to see Mrs J. Pacheco (SENDCo).

Tel: 01909 771207

All Kiveton Park Meadows Junior School SEND Information can also be found on the school website:

www.kivetonparkmeadows.co.uk

Further Local Authority SEND Information can be found on the Local Offer Website:

www.rotherhamsendlocaloffer.org

Parents may also like to seek impartial information and support from the Rotherham Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS):

www.rotherhamsendiass.org.uk

Other support may be available from:

Rotherham Parent Carers Forum

<https://www.rpcf.co.uk/>

Telephone: 01709 296262