



Kenilworth Primary School

SEN Information Report – September 2021

School	Kenilworth Primary School
Headteacher	Mrs Ajose
SENCo and EYFS SENCo	Mrs Sampson (SENCo) and Mrs Manning (EYFS SENCo)
Contact details (email addresses)	Headteacher: head@kenilworth.herts.sch.uk Mrs Sampson (SENCo): k.sampson@kenilworth.herts.sch.uk Mrs Manning (EYFS SENCo): c.manning@kenilworth.herts.sch.uk School Office: admin@kenilworth.herts.sch.uk
Contact details (school telephone number)	0208 953 3459

How does the school know if children/young people need extra help, and what should I do if I think my child may have Special Educational Needs?

At Kenilworth Primary School we take great care to ensure that we are meeting the needs of all pupils, including those who require additional support. We make this judgement through:

- Obtaining information through parents, outside agencies, professionals and other settings.
- Close monitoring of pupils at school through observations, feedback and marking, pupil voice, assessment, moderation and data analysis. Your child's progress will be carefully monitored and reviewed during half termly Pupil Progress meetings with the Headteacher, Deputy Head, SENCo and the class teacher.

We strongly believe that early identification of additional support is paramount to supporting children to achieve their full potential. Early identification allows carefully targeted provisions to be put in place at the earliest stage, ensuring every child is fully supported from the start of their academic journey. As a result of this, we are privileged to have an EYFS SENCo, Mrs Manning, who works with children in Early Years to identify children who may need extra help, allowing targeted provision to be put in place at an early stage.

If you think your child has additional needs, you should contact their class teacher in the first instance (all our classes have individual year group emails). The class teacher will advise you, and if necessary refer you to Mrs Sampson (SENCo), Mrs Manning (EYFS SENCo) or Mrs Ajose (Headteacher).

An appointment can be made with any member of staff via the following email addresses:

Mrs Ajose, Headteacher: head@kenilworth.herts.sch.uk

Mrs Sampson, SENCo: k.sampson@kenilworth.herts.sch.uk

Mrs Manning, EYFS SENCo: c.manning@kenilworth.herts.sch.uk

The school office: admin@kenilworth.herts.sch.uk

How will school staff support my child?

The SEND code of practice (2015) states that it is the teacher's responsibility to provide for SEND in the class and to follow school procedures for identifying, assessing and meeting those needs. It is also the class teachers' responsibility to ensure that progress is being made where children are having targeting interventions. The SENCo supports the class teacher by providing advice, monitoring and links with outside agencies.

If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness. Following that, it may be necessary to organise specific intervention programmes or additional support. This could be in the form of extra group work or individual support by a trained adult. Below are some of the interventions that we offer groups or individual pupils:

- Phonics catch up interventions
- Writing and Maths catch up Interventions
- Reading interventions (e.g. 'Project X' and 'Reading Revival')
- Speech and Language Interventions (e.g. 'Wellcomm').
- Closely targeted interventions run in EYFS, as identified by our EYFS SENCo (e.g. 'Attention Bucket', 'Sensory Circuits' and 'Brick Therapy').
- 1:1 reading support

We are also privileged to have a Parent Liaison Officer, Mrs Morriss, at Kenilworth. Mrs Morriss's role is twofold: she provides a key line of support for our families in the morning, whilst also delivering Nurture Provision alongside Miss Hardaker in the afternoon. Our Nurture Provision supports children develop Social, Emotional and Mental Health (SEMH) skills, allowing them to develop key life skills. Our Nurture Provision is discussed in more detail in the '*What support will there be for my child's overall wellbeing?*' section below.

How will I know how my child is doing?

At Kenilworth we closely track children's progress using AM7, a Hertfordshire tracking system. We have also recently purchased the 'EvidenceMe' Assessment system to closely track the progress of key children with SEN where necessary. Together these systems allow us to carefully monitor the progress of every child, and highlight any gaps to be supported. This information will be shared with parents at parents evening and in the end of year report.

We also use 'Tapestry' in EYFS to enable us to capture evidence through photos taken with iPads, to clearly evidence learning outcomes. We have also very recently begun using 'EvidenceMe' to allow us to capture evidence in the same way in Key Stages 1 and 2 where appropriate. This provides us with a clear picture of what the child is learning and the progress they are making. We appreciate that a key concern of parents with a child with SEN is to have live feedback about what their child is currently learning in class, and the use of 'Tapestry' and 'EvidenceMe' allows us to communicate this seamlessly with parents and carers.

Where Nurture Provisions are in place, we measure the progress of Social Emotional Mental Health (SEMH) using Boxall Profile Assessments. At the end of a child's Nurture Provision, their parent or carer will be invited to attend a meeting with Mrs Sampson (SENCo) to discuss the progress made whilst their child has been attending Nurture provision, as illustrated using the Boxall Assessments.

Every child on the SEN register at Kenilworth has a provision in place, which we continually review using the 'Assess, Plan, Do, Review' cycle. We have recently invested in the monitoring system

'Edukey' to allow us to review and track the progress of children accessing these provisions. This allows us to carefully monitor the impact these provisions are having on a child's learning, and identify how much progress a child has made, whilst also providing key information about their next steps. We believe that it is vital that this information is then clearly communicated with parents, to ensure the parents in our community all have a secure knowledge about their child's progress. To enable this, we offer termly APDR meetings (virtual or in person) whereby we carefully discuss the provision put in place for each child. This allows parents and carers the opportunity to discuss their child's provision, the progress they are making, and their next steps going forward.

We also hold termly meetings with parents of children with EHCPs (offered in person or virtually). During these meetings we review the child's progress, look at how the provision set out in Section F of the EHCP is being met, and provide parents with an opportunity to ask any questions they may have.

Additionally we have two formal parent consultations, one in the Autumn Term and one in the Spring Term, as well as an annual report at the end of the Summer Term.

We also operate an open door policy, and warmly encourage parents to contact their class teacher, Mrs Sampson or Mrs Manning if they would like more information about how their child is progressing.

The effectiveness of the school's provision for children with SEND is evaluated, reported to Governors and monitored by Ofsted. There is also a school governor responsible for SEN (Mr Soyka) who is responsible for monitoring the quality of provision in this area.

How will the learning and development provision be matched to my child's need?

All teachers are expected to offer high quality teaching and carefully plan differentiated lessons to support the needs of all learners in their class, ensuring that provision is well matched to meet the needs of all children. We believe in setting aspirational targets for all children to support them to achieve their full potential, in line with our school vision 'High Aspirations Today, Inspiring the Leaders of Tomorrow'.

We carefully monitor provision for children with SEND and EHCPs through focused half-termly Learning Walks and Book Looks, with collaborative actions decided on to continually drive provision forward. Where a child has an EHCP, the Learning Walks specifically monitor and review the impact of the provision as set out in Section F of their EHCP.

In addition, small group interventions are run which target specific areas necessary to move children towards age related expectations. These interventions may be Literacy or Numeracy based (for example the 'Project X Reading Intervention'), or may involve a nurturing aspect to support children to develop their Social, Emotional, and Mental Health skills. Interventions are recorded on our provision maps, which are updated and reviewed termly. Where advice has been sought from various agencies, this will be carefully incorporated into a child's provision.

We also use Pupil Voice and Parent Voice to ensure we are carefully listening to the views of our children and parents to gain a deeper insight into their views about provision, and then adapt our practice in light of this.

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

At Kenilworth we recognise that SEMH is a key need of our children, which has been made more prevalent as a result of the Pandemic. As a direct result of this need, we have prioritised SEMH and wellbeing support for children, and provide support in the following ways:

Nurture Provision

We are in a very fortunate position to be able to provide our children with a Nurture Group, delivered by Mrs Morriss and Miss Hardaker. Our Nurture provision runs for four afternoons a week and takes place in our Nurture Room, which provides child with a designated safe space to access this provision.

We identify key SEMH skills which children need support with using Boxall Profile Assessments, and then carefully plan targeted sessions to support children to develop these skills.

Research from the Education Endowment Foundation (EEF) states that carefully targeted Nurture groups are a highly effective way to support children with SEMH. By offering children the opportunity to attend a Nurture provision, we are able to offer individualised and targeted support for children's wellbeing.

We also ensure that children have opportunities for outdoor learning through the Nurture provision, by linking key learning points to our school chickens and goats, and our outdoor learning facilities such as the greenhouse. We recognise the importance of children accessing the full curriculum, so ensure children continue to access the broad and balanced curriculum whilst accessing Nurture provision.

Parents and carers are involved throughout the Nurture provision, and are consulted at the initial stage, mid-point throughout the sessions, and after the sessions have finished to discuss the impact they have had and the next steps. We also ensure we gain parent voice, child voice and teacher voice throughout this process, and feed this into our provision.

Sensory Room

At Kenilworth we have a newly set up sensory room, offering children a calm space to access a range of sensory and tactile resources, supporting them to regulate their behaviour and emotions. Children who benefit from a 'soft start' in the morning access the Sensory Room to support them with their transition into the school day, and at key transitional points throughout the day where necessary.

Wellbeing Lunchtime Club

We offer a daily Wellbeing Lunchtime Club for children in KS1 and KS2, which provides a safe space for pupils who need support with SEMH or who find unstructured time/change difficult.

Close links to outside agencies

At Kenilworth we have set up strong links and work closely with a variety of outside agencies to ensure that children's wellbeing is supported. For a list of services, please see the '*What specialist services and expertise are available or accessed by the school?*' section below.

Staff Training

All staff members are highly skilled in behaviour management and training, which is updated regularly by the local authority (Herts Steps). All staff members have safeguarding training when

starting at the school, and this is updated annually. We currently have 28 members of staff who are trained in basic first aid and paediatric first aid.

Supporting families and parents

In order to fully support children with their overall wellbeing, we realise the importance of also offering holistic support to families and parents. In direct response to this, we are privileged to have a Parental Liaison Officer, Mrs Morriss. One of Mrs Morriss' key roles is to liaise and support families every morning, including signposting families to agencies who can support them in a variety of situations. This is a pivotal role, and will ensure our families have safe space to receive informal wellbeing support and advice. Mrs Morris also runs a Coffee Morning every Tuesday morning, when parents and carers are warmly invited to attend for a coffee and an informal chat.

Siblings Club

We will also shortly be setting up a 'Sibs Club' for siblings of children who have additional needs. This will ensure the siblings of children with additional needs have a safe space they can access, and provide them with the opportunity to access respite and therapeutic activities. It will also allow children the opportunity to spend time with other children in similar circumstances.

School Values

We promote key school values to support children to develop strong social skills. Our values include empathy self-belief, resilience, kindness, respect, moral courage, and celebration of difference.

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

The school has access to a variety of supportive outside agencies, and we regularly seek advice from these services or refer children where appropriate. These services may include:

- 'Safe Space' – Counselling and Art Therapy Service offered within school.
- Family Support Workers (who work with families when their child is struggling with school life and/or home life).
- CAMHS – Children and Adolescent Mental Health Service
- Educational Psychologists
- SpLD Advisory Teachers
- Early Years SEND Support Team
- Speech and Language Advisory Team
- Paediatricians at the Peace Centre (Watford)
- School Nurse
- Physiotherapy
- Autism advisory service
- ADD-VANCE
- HIVE - Summerswood Primary Support Base
- ISL (integrated Services for Learning) – a Local Authority Team for advice and support for individual cases.
- We additionally access a wealth of support and expertise from the Hertfordshire Advisory Team (including the Herts SEN Advisor, Herts Literacy Advisor, Herts Maths Advisor, and Herts EYFS advisor).

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

At Kenilworth our teaching staff and support staff have undergone a wealth of training to support children with specific needs, including:

- Social, emotional and mental health
- Behaviour management
- Autism (e.g. 'Attention Bucket')
- Literacy and Maths interventions
- Reading Interventions (e.g. Project X Reading Intervention)
- Fine and gross motor skills
- SEN training
- All staff have had Safeguarding Training, which is updated annually to ensure all staff have an up to date knowledge of SEND issues and legislation. DSPs additionally have regular annual updates.
- All staff have Hertfordshire STEPS behaviour training
- Key staff have first aid.
- Protective Behaviors training
- Sensory Circuit Training (to be delivered in the Autumn Term)
- The SENCo is currently undertaking the NASENCO Award and Dyslexia Assessment Training

In addition, Kenilworth has a scheduled plan of staff meetings for all staff to improve the teaching and learning of children including those with SEND.

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

At Kenilworth we aim to work with all stakeholders to support the education of our children and provide support for learning at home in a variety of ways:

- The class teacher is available to discuss your child's progress or any concerns you may have. We have an open-door policy and value conversation with parents.
- Mrs Sampson and Mrs Manning are available to meet with you to discuss your child's progress or any concerns/worries you may have, by appointment.
- All information from outside professionals will be discussed with you, or where this is not possible, will be provided in a report.
- Project based home learning is given to develop key skills.
- Phonics and Maths parent workshops are run to ensure parents and carers feel confident and have a good knowledge about how to support their child's learning.
- There are many helpful phonic and homework resources on the school website to support families in working with their children. These can be located by accessing our website at <https://kenilworthprimary.com> and navigating to the 'curriculum' tab.

How will I be involved with discussions about and planning for my child's education?

At Kenilworth we strongly believe a strong partnership between parents and school is essential to support children to achieve their full potential. You are welcome to speak to your child's teacher, Mrs Sampson (SENCo) or Mrs Manning (EYFS SENCo) with any concerns or questions. Assess, Plan, Do, Review (APDR) Provision Maps with personalised learning targets are discussed and reviewed with parents at least termly. For children who present with more complex SEND, we work very closely with families/outside agencies to ensure that we are meeting the child's needs and parents or carers are fully involved at every stage. If your child has an EHCP you will be invited to review

their EHCP annually with other professionals involved. If an outside agency has offered advice you will see a written report with any recommendations made.

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

Kenilworth is a fully inclusive school and we realise the importance of activities outside the classroom to enhance and support learning. All classes regularly take part in trips (e.g. visiting London Zoo, the National History Museum, London Art Gallery and Legoland), and Years 5 and 6 also have the opportunities to attend residential trips (for example Phasels Wood and Carrotty Wood). We additionally have a variety of visitors who visit our school weekly (e.g. music specialists and PE coaches). Children with SEND may sometimes require additional support and their needs will be looked at individually to assess how this is achieved. If necessary children will have a personalised risk assessments to ensure they are fully supported.

How accessible is the school environment?

Kenilworth is fully compliant with the Equalities Act 2010 and reasonable adjustments are made for all children with SEND where necessary. Specialised equipment is provided where appropriate for children and advice is sought from the appropriate medical/health professionals to ensure that all children's health and physical needs are catered for within the school environment. An annual audit of the school environment takes place to inform the process of updating our Accessibility plan.

The following features are part of the school environment:

- Disabled access to all rooms and areas of the school
- Disabled toilet facilities.
- Disabled spaces in carpark
- Access slopes to enter key points of the building
- Appropriate equipment, aids and resources provided for children with disabilities such as specialist furniture and toilet frames.

Kenilworth has an Accessibility Plan in compliance with paragraph 3 of schedule 10 of the Equality Act 2010, which can be found by visiting <https://kenilworthprimary.com/statutory-documents>

Who can I contact for further information?

- Mrs Ajose (Headteacher): head@kenilworth.herts.sch.uk
- Class Teachers, via each year groups individual year group email.
- Mrs Sampson (SENCo): k.sampson@kenilworth.herts.sch.uk
- Mrs Manning (EYFS SENCo): c.manning@kenilworth.herts.sch.uk
- Mrs Morris (Parent Liaison Officer): s.morriss@kenilworth.herts.sch.uk

Please visit <https://kenilworthprimary.com/statutory-documents> for copies of our School Complaints Policy, Accessibility Plan, Equality Policy, Inclusion Policy and SEN Policy.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

At Kenilworth, we recognise that transition can be challenging for a child with SEND, so we

ensure we take progressive steps to ensure this transition is as smooth and supportive as possible.

We have clear transition programmes in place between year groups and settings.

- If your child is joining us from another school:
 - We will contact you to find out about your child and the best ways to support them.
 - We will contact their previous school to find out what they found successful in supporting your child.
 - We will offer you and your child a tour of the school and an opportunity to meet their new teacher
 - We will provide your child with a photo transition booklet.
- If your child is moving to another school:
 - We will pass on any records and contact the school to ensure they know about any special arrangements or support that need to be made for your child.
 - We will arrange a transitional meeting with the SENCo at your child's new school to discuss to ensure a clear continuation of support is established.
- If your child transition from Year 6 to their new Secondary School:
 - The SENCo will discuss the specific needs of your child with their secondary school.
 - Your child will complete focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school.
 - If your child has SEN and is attending our local Secondary School Hertswood, they will additionally be offered a tour of the school with the Hertswood SENCo.
- If your child is moving to the next year group within school:
 - All information and assessments will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All SEND information will be shared with the new teacher.
 - We will provide your child with a photo transition booklet.
 - Children will take part in transitional activities and, where possible, spend time in their new teacher in their new classroom to get used to the environment.
 - In addition, children with EHCPs are offered two additional meetings with their new teacher (either in person or virtually). Children with EHCPs are also offered the chance to come into school before the children start back in September (either in person or virtually) to support transition and ease any anxieties they may have.

How are the schools resources allocated and matched to children's special educational needs?

The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, based on current needs of pupils within the current school cohort.

The Headteacher and the SENCo discuss all the information they have about children with special educational needs and disabilities in the school, including:

- Children who are already in receipt of support
- Children who have Higher Needs Funding allocations
- Children who require extra support

- Children who are being monitored for referral for extra support
- Children who have been identified as not making as much progress as would be expected

The Headteacher will use this information to decide what resources, including training and staffing, as well as equipment is needed.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The Local Education Authority's Local Offer can be accessed at www.hertsdirect.org/localoffer and accessed on our website at <https://kenilworthprimary.com/parents/send>