



Kenilworth Primary School

SEN Information Report – September 2023

School	Kenilworth Primary School
Headteacher	Mrs Ajose
Assistant Head and SENCo	Mrs Sampson
Assistant Head - Curriculum	Mrs Chidley
Contact details (email addresses)	Mrs Ajose, Headteacher: head@kenilworth.herts.sch.uk Mrs Sampson, Assistant Head and SENCo: k.sampson@kenilworth.herts.sch.uk Mrs Chidley, Assistant Head: k.chidley@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, SENCo and the class teacher.
- Early identification of children who may need additional support in Nursery and Reception. This allows carefully targeting provision to be put in place at the earliest stage, ensuring every child is fully supported from the start of their academic journey.

If you think your child has additional needs, you should contact their class teacher in the first instance. The class teacher will advise you, and if necessary refer you to Mrs Sampson (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: k.sampson@kenilworth.herts.sch.uk

Mrs Chidley: k.chidley@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 Keep Up interventions
- Writing and Maths Interventions
- Reading interventions (e.g. 'Reading Revival')
- Speech and Language Interventions (e.g. 'Wellcomm').
- 1:1 reading support
- Closely targeted interventions run in EYFS (e.g. 'Attention Bucket')
- SEMH support (e.g. the 'HIVE Emotional Literacy' intervention, Lego Therapy and the 'Zones of Regulation' intervention)
- Mental Health Support, provide through Hertsmere Mental Health Support Team

How will I know how my child is doing?

At Kenilworth we closely track children's progress using AM7, a Hertfordshire tracking system. This allows 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. 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 SEND is to have live feedback about what their child is currently learning in class, and the use of 'Tapestry' allows us to communicate this seamlessly with parents and carers.

Every child on the SEND register at Kenilworth has a personalised provision in place, which we continually review using the 'Assess, Plan, Do, Review' cycle. We utilise 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 or Mrs Sampson 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 SEND (Mrs Capocci) 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, or may 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 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. As a direct result of this need, we have prioritised SEMH and wellbeing support for children, and provide support in the following ways:

Mental Health Support

At Kenilworth we are in a very fortunate position to have secured a two year programme of support with the Hertsmere Mental Health Team. With parental consent, the Mental Health Team will support children who have been identified as experiencing emerging mental health needs. The Mental Health Team will additionally provide support to the child's family, offering a holistic level of mental health support.

SEMH Interventions

We run the 'HIVE Emotional Literacy' intervention throughout the school, to support children to develop key SEMH skills and identify supportive strategies. Further interventions run to support SEMH include Lego Therapy and the 'Zones of Regulation' intervention.

Wellbeing Lunchtime Club

We will shortly be resuming our 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.

Links with outside agencies

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

Staff members are highly skilled in behaviour management and training, and have received Zones of Regulation training. All staff members have safeguarding training when starting at the school, and this is updated annually.

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:

- Hertsmere Mental Health Support Team
- Behaviour coaching through Hertsmere Schools' Partnership
- SEMH outreach support through Hertfordshire Schools Outreach (HSO)
- 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 SEND 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:

'High Aspirations Today, Inspiring the Leaders of Tomorrow'

- Social, emotional and mental health
- Behaviour management
- Autism (e.g. 'Attention Bucket')
- Literacy and Maths interventions
- Reading Interventions
- Fine and gross motor skills
- SEND 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.
- Key staff have first aid.
- Protective Behaviors training
- The SENCo has completed the NASENCO Award.

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 is 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.
- 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 or Mrs Sampson (SENCo) with any concerns or questions. In addition, Assess, Plan, Do, Review (APDR) plans 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 Whispnade Zoo, the National History Museum, Willows Farm, and the RAF Museum), and Years 5 and 6 also have the opportunities to attend residential trips (e.g. Phasels Wood and Paccar Activity Centre).

'High Aspirations Today, Inspiring the Leaders of Tomorrow'

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 group's individual year group email.
- Mrs Sampson (Assistant Head and SENCo): k.sampson@kenilworth.herts.sch.uk
- Mrs Chidley (Assistant Head): k.chidley@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 'High Aspirations Today, Inspiring the Leaders of Tomorrow'

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 SEND 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>