

UNITED SCHOOLS TRUST
Kingsteignton School

SEND Information Report
2021-2022

Our Motto -



'Aiming Higher, Achieving more, Together

How we support children with special educational needs or disabilities.

Aim

At Kingsteignton School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, no matter what their needs or abilities may be. All staff work in partnership with children, parents and other agencies in order to ensure an inclusive curriculum within which all children are enabled to progress to their full potential.

We are a mainstream Primary School and admitting children from EYFS to year 6.

The broad areas of special educational need (SEND) at Kingsteignton School include:

- Communication and interaction
- Cognition and learning,
- Social, mental and emotional health,
- Sensory and /or physical needs.

We have a nurturing ethos throughout school. We employ a school counsellor, through our partnership with the United Schools Federation (USF), and also use a nurture program, with children being seen individually and in groups.

Who is the SENDCo for Kingsteignton School and how can they be contacted?

The Kingsteignton School SENDCo is Mrs. Jo Counter who you can contact through the school office.

How are parents involved in the school?

- Daily contact with teachers at the start and end of the school day.
- Parent's Evenings three times a year, to discuss pupil's progress.
- Regular Team around the Family meetings (TAF).

- Annual Reviews of Education Health Care plans.
- School events such as assemblies, sports day and school productions.
- Parent readers and helpers for school trips.

What should I do if I think my child may have special educational needs?

- Firstly, and foremost make informal contact with your child's teacher.
- Request to meet the SENDCo.
- Request to meet with the Principal.
- Write a letter to the Trustees.

How are the school Trustees involved and what are their responsibilities?

The Principal and the UST trustees set targets and specific criteria for the success of the SEND Policy. The UST trustees reviews the Policy and reports annually on the allocation of available resources and the success of the Policy in meeting SEND.

The SEND trustee meets regularly with the SENDCo/ Principal.

The SEND trustee for the school is David Barnett.

How will the school staff support my child?

All adults in the school are clearly focused on helping your child to flourish and make the best possible progress. Teachers are responsible for children's learning and progress, but they work with school leaders, teaching assistants (TAs) and other support staff towards providing the best possible education for your child. We will make sure that children are safe, listened to and treated kindly, fairly and with respect.

How will the curriculum and learning environment be matched to my child's needs?

Teachers plan lessons to meet the needs of all the children in their class. In doing this they plan a range of activities so that all children can learn as well as possible. Sometimes, children with SEND will receive extra support in class from another adult, such as a TA (teaching assistant). They may also receive extra equipment or other resources that will enable them to learn more quickly. On other occasions children may be taken out of class to receive extra support, in the form of a special programme or activity. Normally these programmes are for a short time and for a specific purpose. At the end of the programme, we assess how well it has helped the child and decide on the next steps.

What are the different types of support available for children with SEND at the school?

- High quality teaching that is differentiated and personalised.
- Small group work.
- Emotional support delivered in a small group or individually by a TA or the School Counsellor.
- Specialist group work run by an outside agency.
- Individual support by school staff or an outside agency.

- Specialist equipment, such as sloping desks, specialist seating or ICT may be provided, depending on the needs of the child.
- Extra time, a reader or a scribe may be requested for SATs in Year 2 & Y6.

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

There is a range of extra-curricular activities, at Kingsteignton School, open to all children, as well as school visits, organised as part of the curriculum. We make every effort to ensure all children can take part in all activities we offer. Extra meetings can be arranged with parents and carers before trips and residential for children with SEND if necessary. All children take an active role in all areas of school life.

What support will there be for my child's overall well-being?

At Kingsteignton School all children's emotional well-being and happiness is of the utmost importance. The school uses the Boxall Programme, which is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment. Children are taken out to work in small groups or individually on Boxall programmes of work. Boxall assessments are carried out by school staff, to provide these programmes of work. Children and parents can also access the School Counsellor, who can be contacted through the school office.

Who is the School Counsellor?

The School Counsellor is Mrs Julie Sandover.

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

- Staff training needs are identified and met, at least annually.
- Training can be for the whole school or shared with other schools.
- The SENDCo and relevant outside agencies provide advice and training to staff to ensure children's individual needs are met.
- When a child starts at the school, transition meetings are arranged to ensure the child's needs are met.

Outside Agencies who are available at or accessed include:

Direct contact details for Parents and Carers

Southern School Nurse Team 0333 2341 901

Teignbridge Children's Centre 01626 354657

Speech and Language Therapy (SaLT) 01803 654539

Child and Adult Mental Health Services (CAMHS)

CFHD.DevonSPA@nhs.net

Health Professionals including the Bladder and Bowel Team, Paediatricians, Orthoptist, Community Nursing Service, Occupational Therapists, Physiotherapists

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Educational Psychologists (EP)

www.consortiumofpsychologists.co.uk

Social, Emotional, Mental Health (SEMH) Team (formerly known as Behaviour Support)

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Communication and Interaction Team (C & I)

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Outreach for Physical Difficulties

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Outreach from Special Schools

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Hearing and Visual Impairment Advisory teachers

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Impartial support for parents with children with SEND from Devon Information, Advice and Support (DIAS)

www.devonias.org.uk

We make sure that our staff are well trained to enable them to support children with SEND. When we introduce a new programme or intervention, we first make sure that those who will deliver it to children are thoroughly trained. This allows us to be flexible and adapt to the needs of children with SEND that we may not have dealt with before.

Recent staff training includes: Safeguarding Training, Lego Therapy implementation, Boxhall Profile Assessment, SEND Network Forums

How accessible is the school both indoors and outdoors

Kingsteignton School is largely on a flat site and a lift has been installed to reach the first floor.

We always take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We always make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.

How are children with SEND involved in planning their learning?

Children are involved in their learning through conversations with their class teacher.

What do I do if I'm not happy about something to do with my child?

We would encourage you to come and talk to us about any concerns or problems that you have. In almost all cases, we will be able to resolve any issues quickly. If you are still unhappy and feel that the matter is unresolved, then the school's complaints procedure can be found on the website <https://kingsteignton.school>

What is the Local Offer?

Local authorities are required by the Government to set out and publish a 'Local Offer'. The purpose of the 'Local Offer' is to provide clear accessible information about services available in the area, for parents and young people. The local offer must

- Provide information on provision from birth to 25 across education, health and social care.
- Make clear the options that are available at a community level right through to specialist and targeted services for children and young people with more complex needs.
- Be developed in conjunction with parents, carers and young people.

Devon County Council are committed to ensuring that all children and young people have a good start in life. Some children and young people have special educational needs and/or disabilities (SEND) and these differing needs mean varied levels of support may be required at different times.

To read more about the Devon Local offer click on the link –

<https://new.devon.gov.uk/send/>

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

Year	Transition support for all pupils	Additional transition support for pupils with SEN	Individual transition support for pupils with complex / specific needs.
<p>Pre-admission (include all activities undertaken to prepare pupils prior to entry)</p>	<ul style="list-style-type: none"> ○ New Nursery children will visit with parents prior to starting ○ Nursery children will have free access to Reception class regularly ○ Pre-School children pay 4 weekly visits to FS. Children have 1 story-time, 1 activity afternoon, 1 activity afternoon and 1 activity morning followed by a school lunch. ○ FS teachers with TA make home visit to each child ○ FS children have a range of entry options: Full-time Part time (mornings) for up to two weeks ○ Pre-school liaison meeting, where all staff meet to discuss new children 	<ul style="list-style-type: none"> ○ SENDCo visits pre-school and nurseries ○ SENDCo meets parents of children on SEND register for pre-entry discussions ○ Extra visits arranged for children where deemed to be beneficial ○ New reception children discussed at Multi-Agency Task Meeting 	<ul style="list-style-type: none"> ○ Early external agencies e.g., Speech and Language/ Advisory Teacher Service, Portage,

Year to Year transition	<ul style="list-style-type: none"> ○ Class visits to new classroom and teacher in summer term ○ Face to face teacher handover discussions ○ Year group induction meeting for parents at start of Autumn Term ○ Handover of all documentation, including ILPs etc to new teacher 	<ul style="list-style-type: none"> ○ Transition books and extra visits for vulnerable children ○ TAs meet new children they may be working with 	<ul style="list-style-type: none"> ○ Transition meetings with SENDCo, new class teacher and outside agencies, if necessary, prior to child moving class.
In-year admissions	<ul style="list-style-type: none"> ○ Parent and child pre-entry tour of school by principal. Meet with Class teacher, TAs, children ○ Pre-admission half-day in school ○ Year group induction meeting at start of Autumn term ○ 'Buddy' arranged for first days ○ Tour of school for child by children ○ 'Welcome to the School' pack given to child (written by children) ○ School prospectus given to parents 	<ul style="list-style-type: none"> ○ Extra visits arranged for children where deemed to be beneficial ○ TAs meet new children they will be working with 	<ul style="list-style-type: none"> ○ Transition meetings with SENCo, new class teacher and outside agencies, if necessary, prior to child moving school.

Transition from school e.g.: to Year 7 Not applicable at present			
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