



KINGMOOR NURSERY AND INFANT SCHOOL

Local Offer

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[My Child has Special Educational Needs or Disabilities, what can you offer at Kingmoor Nursery and Infant School?](#)

This is an excellent question with some complicated answers, yet the simplest answer is that we, at Kingmoor Nursery and Infant School, genuinely place children and families at the very heart of everything that we provide - educationally, socially, morally and emotionally. We value every child at our school and that is why all children, including those with SEND (Special Educational Needs and Disabilities) do well here.

Special Educational Needs underwent huge reform (in September 2014) and both schools and the Local Authority now have in place a Local Offer. The Local Offer from the Local Authority will set out in simple terms all of the services available to support children and young people with a range of Special Educational Needs and Disabilities and information to help you to access that support and those services.

At Kingmoor Nursery and Infant School we provide ten Specialist Resource Provision Places. These places are for children with Autism, Speech Language and Communication Needs and Social and Emotional, Mental Health Needs. The council provide additional funding for the school to support these children. Some children already attending the school may be eligible for this additional support.

You can find information about our Local Authorities' Local Offer by entering: <http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page> into your internet address bar or by following the hyperlink.
e-mail: localoffer@cumbria.gov.uk

[Our school Local Offer aims to:](#)

- Provide clear information about what we normally provide in school to support children with SEND.
- Provide clear information about SEND and the processes involved.
- Support parents and carers in making decisions and taking action in support of their children's needs.
- Provide parents with information and further avenues of support.

Here are some questions that you may have and our answers to them.

[How does school know when pupils need additional support?](#)

We know when pupils need help if:

- They join us from another school and already have identified SEND.
- Concerns are raised by parents/carers, the teacher or the child.
- Limited academic progress is being made and / or a child is well behind where the Government says children should be for their age.
- There are concerns about the child's behaviour or emotional development.
- Your child receives a diagnosis or advice from medical professionals.

What should I do if I think my child has SEND?

- First talk to the class teacher, they know your child best.
- If there are still concerns, then you can contact Catherine Lamb, who is the SENDCo (Special Educational Needs and Disability Co-ordinator) through the school office.

How will school support my child if they have SEND?

- Catherine Lamb, our SENDCo organises support in school for children with SEND and she works with parents, class teachers and support staff to ensure that children's needs are met.
- Each pupil's education is carefully managed by the class teachers who will provide adaptations to learning, (we adjust how easy or hard it is) to suit children's individual needs. The teacher will also work out what helps your child in class and make sure they are supported to learn as well as possible.
- If a pupil has specific needs then there may be some personalised planning to meet their needs. This may involve working in a small focus group with either a teacher or a teaching assistant. For how long and how often this kind of work is done will depend, but it will usually be for a long enough period of time for progress to be measured eg half a term or a term. Any planned support / groups will be regularly looked at to make sure that they are helping your child to make progress and to help us to plan what to do next. This kind of work may require an IEP (Individual Education Plan) which has personal work targets on it and sets out what we will do to help

children achieve their targets. Class teachers and our SENDCo would work together to draw up a plan to share with you, so that we can get ideas from you before plans are made final.

- Occasionally a child may need more specialist support from an outside agency such as an Educational Psychologist, Speech Therapist or Specialist Advisory Teacher. Please don't be put off by the titles of the external specialists; Educational Psychologists just assess in detail the strengths and areas for development of children in terms of their learning and do not assess their psychological make-up. If we need to get specialist help, then we will make a referral with your permission and arrange a meeting where we all sit down together and discuss your child's needs.

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

- When a child has been identified as having SEND, the class teacher will adapt their work to help them to understand and learn more easily.
- Our curriculum in school has a clear step-by-step approach to teaching and has smaller steps that sit in between the bigger learning steps. This means that with good regular assessment, we can match teaching to the level that your child needs.
- Teaching Assistants (TAs) may be allocated time to work with your child either 1:1 or in a small group situation. Wherever possible we do work with children in groups to avoid making children feel uncomfortable and to place them in a joint learning situation, which helps to support their learning through the questions and comments made by other children in the group.
- If your child has been identified as having SEND, then they may be supported through our 'Initial Support' work, which would mean they have regular group support to work on things they are struggling with.
- If your child needs personalised work, they will have an IEP (Individual Education Plan). This is a written plan that targets a child's specific areas of need and carefully maps out how we are going to help them to take the next logical step in their learning. You will have access to your child's IEP, through Edukey online platform. IEPs are created with the parents and with the class teacher and/or the SENDCo. IEPs are monitored

regularly and are reviewed four times per year or more frequently if targets are met.

- If they need special equipment, your child may be provided with things like pencil grips / sound buttons etc.
- Pupils attending the RP are educated in some or all mainstream classes with other children in their year group. There are spaces in school, ensuring that they have quiet areas to use when they need it, or when they require some additional support outside of the classroom.

How will I know how my child is doing?

- We will discuss your child's progress with you at parent's evenings and at IEP reviews (it is really important that you come to these).
- We are always very positive about children and like to focus on what they *can* do and what they *are* achieving. This means that when we talk to you at parent's evenings, we will celebrate your child's successes. It is important for you to remember that children with SEND do not generally make as much progress as children without SEND because things are harder for them. They probably will not be able to catch up with the other children, but they can still do well and they still need you to be proud of them when they are trying hard and making steps forward with their learning or behaviour.
- We know how your child is getting on because we have excellent termly assessment systems in place and if your child has an IEP, we will be monitoring progress towards those targets regularly too.
- We can tell you where the Government says your child should be and explain to you where they are now.
- We are great at picking up e-mails, so you can drop us a line or pop into school to tell us things you think we should know.
- If your child has an EHCP (Education, Health and Care Plan), home to school links are through Tapestry so you can have daily contact and we will have termly or half termly catch up meetings to share information and ideas. Your child's 1:1 Support Assistant will provide you with a daily log of your child's day, on Tapestry.
- Children with an EHCP will be assigned a key worker in school and they will work regularly with your child. They will also usually be there at the beginning and end of the day to chat if you are dropping off and/or collecting from school.

- For all children with SEND, we will let you know about things that have happened in school if we think you need to know.
- If your child has behavioural difficulties (and lots of children with a wide range of SEND do), we won't get in touch every time there is a small issue as we have an agreed plan and way of dealing with it in school. We will only talk to you specifically if there is a significant incident, or a change in behaviour that makes us think your child is finding things more difficult than usual.
- If you ever have any concerns about your child, **please** feel free to arrange to speak to the class teacher or SENDCo at any time. Please don't wait until you are frustrated and upset, as a quick chat can often sort things out and save you all that energy and stress.

How can I support my child's learning at home?

- When we write IEPs (Individual Education Plans), we often name you on the bits that you can help with at home. If you need any support at all in how to do this, we can offer lots of tips and ideas. Just ask!
- As a general rule, you can help your child at home by making sure that they have enough to eat and plenty of sleep.
- Children benefit hugely from reading at home every day, having support with homework and also by having positive out of school experiences. If a child is struggling in school, it can be really helpful for them if they can spend some time out of school developing a hobby or interest that they are good at e.g. Judo, fishing, horse-riding, cycling etc. This helps to build confidence and esteem and helps children to keep things in perspective.
- Be positive! Almost all children with SEND go on to be happy and successful adults. As adults, we can choose to avoid careers that need strong maths skills, for example. The most successful adults are confident and hard-working - help your child to focus on their strengths.
- Children with SEND often find personal organisation really tough. It will help them to be much less stressed if you can keep on top of things for them and help them to come to school with the right things on the right days. Using a visual timetable at home or making lists is a good way to keep them on track and develop organisational skills.

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

- Our whole school ethos is underpinned by providing support for children's Mental Health and Wellbeing. We have been awarded the GOLD standard Leeds Beckett Mental Health Award and the AcSEED Award for Mental Health.
- If a child were thought to be at risk of harm, our Head Teacher has primary responsibility for Safeguarding (protecting the safety and welfare of our children) and is supported by our safeguarding team and would follow our Safeguarding procedures.
- A large number of staff are trained in Youth Mental Health First Aid.
- We are also a 'Kidsafe' School and this means that we have staff specially trained to ensure that our children are safe in every way.
- Despite being a large school, we strive to have close and extremely positive relationships with children and their families. As a result, we are very caring and supportive and families and children trust us to help them to solve their problems.
- Staff members are always on hand to offer time and support to children and children are really good at picking out who they want support from in school. This helps your child to tell us what they think and how they feel and we do listen to and take account of what children tell us.
- There are also (child) members of the School Council on hand to support other children.
- We offer wrap around care and this is staffed by school staff. This creates an excellent opportunity for us to get to know children better.
- We also have a range of after school clubs, which can help children to develop new interests and give them extra opportunities to shine.
- We work closely with Relax Kids and can offer small group support to develop resilience and children's ability to manage stress and worry.
- We employ a highly skilled well-being coach from Connect3Coaching who works with us 1 or 2 days a week, supporting children 1:1 through therapy sessions.
- We have trained Emotional Literacy Support Assistants (ELSAs) and use ELSA resources to support the teaching of emotional literacy skills. This may include work supporting issues such as

anger management, transition to Junior school, divorce, separation, bereavement, anxiety etc.

- We have a nominated Wellbeing lead in school, who looks out for activities to support children's mental health and happiness and makes sure that wellbeing is supported throughout school.
- Our school ethos is one of support, acceptance and tolerance and our children flourish in the 'culture of care' that lies at the heart of our school.
- If your child has medical issues, you will be the expert about this and we will be glad to get advice and support from you so that we can do everything we can to help. If we need to do anything to support your child's health in school, we will work with you to draw up an Individual Health Care Plan (IHCP), so we all agree how to care for your child in the best way we can. For specific and significant medical issues, we must also get advice from medical professionals. It also really helps if you can give permission to any medical people that are involved with your child to share information with the school and ask them to copy reports to us so that we are fully aware of what your child needs and how we can take steps to help.
- For children with toileting difficulties, we work with parents and carers to write an Intimate Care and Toileting Plan and follow school intimate care procedures.

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

In school we have members of staff with expertise in:

- Behaviour Management
- Sensory processing
- Mental Health and Wellbeing
- Youth Mental Health First Aid
- Lego Therapy
- Speech and Language Development
- NELI - speech and language development program
- Dough Gym - fine motor development program
- Relax Kids - child wellbeing program
- Maths Mastery
- Kidsafe
- Positive Handling

- Read, Write, Inc
- EAL (English as an Additional Language) Intervention
- Autism Spectrum Condition
- Emotional Literacy Support (ELSAs)
- Makaton
- Attention Autism

We have links with:

- Educational Psychologists (to assess in detail children's learning skills)
- Community Paediatricians
- Family Action (was Barnardo's)
- Relax Kids
- Speech and Language Therapy
- Area SENDCo / Specialist Advisory Teacher for Early Years
- Specialist Advisory Teacher in Autism
- Specialist Advisory Teacher in Language and Communication / Developmental Language Disorder (DLD)
- Specialist Advisory Teacher in Physical and Medical Conditions
- Occupational Therapy
- Specialist Advisory Teacher for Severe Learning Difficulties
- Public Health and Wellbeing Nurse (formerly school nurses)
- SEND IASS (Information, Advice and Support Service)
- SENDACC
- Child and Adolescent Mental Health Services (CAMHS)
- Health Visitor (for under fives)
- Specialist Advisory Teacher for Visual Impairment
- Specialist Advisory Teacher for Hearing Impairment
- Children's Services (previously social services)
- The Children's Centre
- Focus Families
- Pupil Referral Unit (The Gillford Centre)
- Local Special School
- Sleep Expert - The Little Sleep Company

Staff have attended and continue to attend a wide range of training to support them in meeting the needs of pupils with SEND.

How are children included in activities outside of the classroom including school trips?

- Activities and school trips are available to all pupils, subject to our behaviour policy.
- Detailed risk assessments are carried out to ensure that all children have access to trips and special events.
- After school clubs and wrap around care are monitored to make sure they are accessible to children with SEND.
- Children with access difficulties all have PEEPs (Personal Emergency Evacuation Plans) and these would be applied to any outside activity.
- Our School Council is inclusive. Children with SEND have the opportunity to be a School Ambassador.

How accessible is the school environment?

- Our school is a single storey building with wheelchair access.
- We have two disabled toilets, one in each of the buildings.
- We have disabled car parking at the front of the school.
- As a school we are happy to discuss individual access requirements and are committed to making any reasonable adaptations to meet the needs of our pupils.
- Specialist equipment and assistive technology (i-pad, modified keyboard etc) are available in school.
- We have in place systems to make sure that we can communicate with parents who do not speak English as their first language.
- We ensure that our indoor and outdoor spaces are adapted for children with visual impairment.

How does school prepare children for starting at Kingmoor Nursery and Infant School, or for moving to a new school?

- We welcome visits from all children prior to coming to join our school and offer extra support for children with significant needs.
- If a child is moving on to a new school, we offer transition planning, where the child's needs are assessed and a plan is developed to support them and their new school in the move. The plan would identify what we need to do to make the move as happy and successful as possible e.g. additional visits to the new setting, the

identification of a mentor in the new school and supported meetings with them etc.

- SENDCos and class teachers from both schools also work together to share information to support children as they move on to a new school.
- Our receiving Junior School has an excellent transition plan in place to support all children moving there from our school and are happy to offer additional support to children with SEND. The Infant and Junior School SENDCos work together throughout the year and the Junior SENDCo comes to review meetings in the summer term to get to know children and families and to help her to make plans for the new school year.

How does school allocate and match resources to children's special educational needs?

- The SEND budget is allocated every financial year. We then provide additional resources and support to children based on our assessments of children's individual needs.
- Our school SEND budget is used to pay for our fantastic teaching assistants (TAs). It is often the TAs who are sought out by unhappy little people and they provide much of the extra support and help that makes such a huge difference to our children, both as people and as learners.
- To help us to decide how to match resources to needs we have a detailed assessment process in school, which helps us to clearly identify how much progress each child is making. This reveals how much help children who are not progressing well will need, and in which specific area or areas of learning they require additional support.
- Class teachers will initially adapt the curriculum and offer higher levels of 'in class' support to children, to help them to make progress.
- If this is not enough to help a child make progress, we increase our levels of support and intervention until progress is good.
- We will continue to take action until all children are making progress in school. We will allocate and re-allocate our own resources and seek additional resources from the Local Authority until this happens.

- Children with EHCPs have their support and resources set out by the Local Authority through their EHCP and school makes sure that this happens and is working well.

[How does school involve parents in the planning for children's education?](#)

All of our parents are encouraged to be involved in their child's education and in the life of the school.

This may be through:

- Discussions with the class teacher.
- During parents' evenings.
- By coming in for meetings to discuss your child's needs.
- By contributing to IEPs, Early Help planning or Annual Reviews of EHCPs.
- By coming along to school events and getting to know us.
- By answering questionnaires or responding to other information gathering drives.
- Using our private online community for direct communication between home and school and sharing information eg Tapestry.
- By keeping us up to date with anything that might affect how your child is feeling.
- By being involved in our Parent Group 'Coffee and Chat' with the school SENCo.

[Who can you contact for further information?](#)

If you wish to discuss your child's needs or are unhappy about any aspect of provision, please contact the school office to arrange a meeting with the SENDCo, Mrs Catherine Lamb.

I hope we have answered any queries you might have, but please do feel free to contact us if there's anything else we can help you with. Our SEND information flowchart is at the bottom of the document and it shows what our procedures are.

[Useful Contacts:](#)

[Springboard Child Development Centre](#)

Orton Road, Carlisle, CA2 7HE

Tel: 01228 608112

Family Action - Carlisle

Carlisle West Children's Centre, Morton, Wigton Road, Carlisle, CA2 6JP

Carlisle@family-action.org.uk Tel: 01228 223417

SEND IAS (Information, Advice and Support)

They provide impartial advice and support to parents.

Tel: 07788 360336 Email: joanne.thomlinson@cumberland.gov.uk

Carlisle contact is Joanne Thomlinson

Public Health and Wellbeing

Nurses (used to be school nurses)

<https://www.cumbriapartnership.nhs.uk/our-services/children-families/our-children-and-families-services/school-nurses>

NHS Choices -

To find a local NHS dentist / other NHS services.

www.nhs.uk/Service-Search

Asthma UK -

Providing support for parents on managing asthma in children.

www.asthma.org.uk/advice-children-and-asthma

ADHD -

Support for parents.

www.adhd.org.uk

The National Autistic Society -

Tel: 0808 800 4104

www.autism.org.uk

Afasic -

Supports parents and children with Speech, Language and Communication Needs (SLCN)

www.afasic.org.uk/about

Parents' Helpline: 0300 666 9410

British Dyslexia Association -

Support for parents of children with dyslexia and dyscalculia (mathematical)

www.bdadyslexia.org.uk

- Dyslexia SPLD Trust - www.thedyslexia-spldtrust.org.uk
- Young Epilepsy Helpline - Parents' Helpline: 01342 831 342
e-mail: helpline@youngepilepsy.org.uk
- The National Eczema Society - Tel: 0800 089 1122
www.eczema.org.uk
- The Dyspraxia Foundation - Tel: 01462 454986
www.dyspraxiafoundation.org.uk
- Diabetes UK - Tel: 0345 123 2399
www.diabetes.org.uk
- Bullying UK - Tel: 0808 8002222
www.bullying.co.uk/advice-for-parents
- Bereavement UK - Bereavement support for children
Tel: 0800 0288840
<https://childbereavementuk.org/>
- Cruse - Bereavement support for adults
Tel: 0808 8081677
<https://www.cruse.org.uk/>
- NEDA - National Eating Disorders Association
Tel: 800 9312237
<https://www.nationaleatingdisorders.org/>

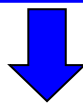
Please see next page for SEND Flowchart

SEND Flowchart

Here is a flow chart showing you the steps we take to support children with SEND. We move from one step to another if and when a child requires more support and is not making good progress. Sometimes, depending on the need, it may be necessary to move from Step 1 initial identification to Step 3 IEP or Step 4 Early Help. If a child makes good progress, we may decide to move back a step. It represents our graduated approach to SEND. As children can move up the flowchart steps, they can also move down, following successful input of support.

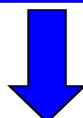
Step 1 - Identification

Parents and/or teachers raise concerns about a child. Concerns are discussed between parents or carers and the class teacher. The SENDCo will be made aware of these early concerns.



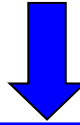
Step 2 - Initial Support

The class teacher adapts work and/or re-organises classroom support to help the child to make better progress. A child may also be involved in intervention groups to support the development of specific skills or behaviours. The impact of support will be monitored closely. Children are monitored as a group and children are not recorded on the SEND register.



Step 3 - IEP

The child's needs are assessed in detail and an IEP (Individual Education Plan) is developed with the SENDCo to support the child. School resources and/or expertise will be assigned to deliver the IEP.

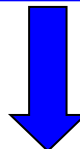


Step 4 - Early Help Assessment

The SENDCo arranges a TAF (Team Around the Family) meeting and invites parents and outside specialists to come along and help us to carry out an EHA (Early Help

Step 5 - EHCP Statutory Assessment

If it has been agreed by everyone at step 4, we will apply for an EHCP (Education and Health Care Plan) from the County. This is where the County assesses a child's needs and gives the school extra resources to help us support learning and development. The process takes around 20 weeks and plans will be reviewed annually.



Step 6 - EHCP

Once we have an EHCP, it will be reviewed once a (school) year. To help us deliver on the plan; a child with an EHCP will have a detailed IEP and timetable of support. Other agencies will visit regularly to monitor how effective the plan is and to provide support and advice to staff and feedback to parents. Parents will be very involved in the development of and progress towards their child's plans. If excellent progress is made, it may be agreed at an annual review to cease to maintain an EHCP and children will then either be managed by an Early Help, or by school IEP processes.

The flowchart mentions that we have a Graduated Approach to managing provision for pupils with SEND. At Kingmoor Nursery and Infant School, we use a Graduated Approach to supporting pupils with SEND. This involves a cycle of actions which may

become more intensive in terms of content as it is repeated. Our graduated response cycle follows a four-step system: First, we **assess** pupils' needs and then we **plan** to meet those needs. Next, we **do** what we have planned and then we **review** what has happened before we begin the process again.