



KINGMOOR NURSERY AND INFANT SCHOOL

SEND Information Report

Approved by ¹	
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Special Educational Needs and Disabilities Information Report

What kinds of Special Educational Needs and Disabilities (SEND) do we provide for?

We provide for pupils with all kinds of Special Educational Needs and Disabilities that attend mainstream schools. This includes pupils who need additional support in the four following broad areas:

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

All types of Special Educational Needs and Disabilities (SEND) fit into one or more of these main areas set out in the SEND Code of Practice and some types of SEND may involve needs across all four areas.

Here are some of the specific needs we cater for in school. Our commitment to making school accessible for all pupils means that this is in no way an exhaustive list:

- Dyspraxia
- Aphasia (loss of parts of speech)
- Autistic Spectrum Conditions (including social interaction difficulties)
- Receptive and expressive language disorders
- Auditory memory difficulties
- Selective mutism
- Word-finding difficulties
- Dis-fluency disorders (including stammering)
- Emotional and behavioural difficulties
- ADHD (Attention Deficit, Hyperactivity Disorder) and ADD (Attention Deficit Disorder)
- Depression
- All aspects of mental health management
- Psychological issues
- Poor self-esteem and self-image
- Dyslexia
- Dyscalculia
- Global developmental delay
- Working memory needs
- Moderate learning difficulties
- Supporting pupils with needs arising from diagnosed medical conditions or syndromes
- Visual difficulties / impairment
- Hearing difficulties / impairment
- English as an Additional Language support

Cumbria County Council also has a Local Offer, which details the kinds of support they can provide for children with SEND. You can find information about our Local Authorities' Local Offer by entering:

<http://search3.openobjects.com/kb5/cumbria/fsd/family.page?familychannel=5-9>

into your internet address bar or following the hyperlink.

e-mail: localoffer@cumbria.gov.uk

How do we identify pupils with SEND?

We know when pupils need help if:

- Children join the school with a previously identified SEND.
- Concerns are raised by parents/carers, the teacher or the child.
- Limited academic progress is being made or the child is performing well below age-related expectations.
- There are concerns about the child's behaviour or emotional development.
- There is a medical diagnosis made.

What should you do if you think your child has SEND?

- First, talk to the class teacher. They are the first point of contact for parents and know your child best.
- If there are still concerns, then you can contact Mrs Catherine Lamb, who is the SENDCo (Special Educational Needs and Disabilities Co-ordinator). Mrs Lamb can be contacted through the school office.

How do we assess and review the needs of children with SEND?

We assess the needs of children with SEND by closely analysing our termly assessment data to establish their next learning steps. We also ensure quick identification and action is taken, by immediately adding any children whose progress or development becomes a cause for concern to staff. Children's needs are then managed through an 'Initial Support' process and group interventions and support are put in place. These children will have enhanced monitoring and tracking to ensure the steps we are taking are having an impact.

We look at progress towards IEP (Individual Education Plan) targets to help us to assess whether provision is effective. We also have a focussed IEP sheet that records on-going progress towards targets.

We sometimes use the Boxall Profile assessment tool to help us to identify the social and emotional needs of children. We also use the Leuven Scale to identify wellbeing needs.

We have behavioural tracking systems to help us to assess progress towards behavioural targets.

We may also use outside specialists to help us to assess children's needs and to give us a more detailed view of their learning profile.

For children with significant or complex needs and when we need advice and support from outside specialists, we use the SEND Early Help Assessment (EHA) process to analyse needs.

The EHA collects lots of information from everyone involved with a child and their family and is a valuable mechanism for supporting effective multi-agency work.

How do we measure progress?

- We may measure progress by repeating assessments done previously and then looking at how much progress has been made. We also look at evidence of the development of new skills, knowledge and understanding.
- For behaviour, we may use frequency count tracking sheets to monitor the frequency of particular behaviours that impede or support learning.
- IEP targets are looked at frequently by teachers and are reviewed four times per year.
- We may, at times use standardised testing and scoring.
- For children with an EHCP (Education, Health and Care Plan) we use PIVATS assessments to inform the pre-key stage standard assessments in Year 2 for pupils with significant learning difficulties. PIVATS break down national curriculum progress into smaller stages to allow us to capture small steps of progress and to plan precisely for future learning. For pupils with severe and/or profound learning difficulties, we use the DFE's Engagement Model to evaluate progress and these pupils will have a personalised curriculum. EHCPs will have an annual or bi-annual review and outside agencies will contribute to them, allowing us to gain further evidence of progress. This progress is reported back to the county SEND team.
- For specific learning difficulties, we may use other forms of assessment such as The Autism Assessment Framework.
- For children in Early Years, we use the Early Years Developmental Journal to track and measure progress.

How do we adapt the curriculum for pupils with SEND?

- Catherine Lamb, our SENDCo, organises provision for children with SEND and she works with parents, class teachers and support staff to ensure that children's needs are met.
- We teach a broad, balanced curriculum with a structured approach to ensuring progression in terms of skills, knowledge and understanding across and within year groups. Clear steps of learning within the curriculum and smaller structured steps between key learning milestones, means that it can be skilfully adapted to ensure access for all pupils.
- All subject leaders have built inclusive practices into their policies and the development of their subject area and have identified and addressed potential barriers to learning for children with SEND, in their own subject.
- Wherever possible, children with SEND are taught in the class with their peers and each pupil's education is carefully managed by the class teachers who will provide differentiated work to suit children's individual needs. This may include additional general support by the teacher or teaching assistant in class and will include the development of strategies to identify, manage and remove barriers to learning.

- 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. The Class Teacher and Teaching Assistant will ensure that there are appropriate and effective adaptations available, to support children with SEND. The frequency of and length of time that this kind of work will continue for will depend, but it will usually be for a long enough period of time for progress to be evaluated eg half a term or a term. Any such interventions will be carefully planned and regularly evaluated by the SENDCo and Intervention Lead in each unit, to make sure that they are supporting progress and to help us to plan next steps. This kind of work may, at times require an IEP (Individual Education Plan) and class teachers and our SENDCo would work together to draw up a plan with parents.
- Teaching Assistants (TAs) may be allocated time to work with children 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 reinforce their learning through the contributions of the other children in the group.
- Occasionally a child may need more specialised support from an outside agency such as an Educational Psychologist, Speech Therapist or Specialist Advisory Teacher. If we need specialist advice, we will make a referral with parental permission and arrange a meeting to discuss and plan for children's needs.
- Resource Provision (RP) forms part of the Cumberland Local Authority inclusion agenda and graduated response. RP is for those Children and Young People (CYP) who benefit from a mainstream school's learning and socialising aspects but require a more tailored curriculum. Our Local Authority vision for Resourced Provisions is that they will consist of identified resourced areas within a mainstream school, which clearly demonstrates an inclusive ethos with a community focus.
- 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.

How do we involve parents?

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.
- Parents evenings.
- Contributing to IEP development and review.
- Attending EHA review meetings and/or TAC (Team Around the Child) or TAF (Team Around the Family) meetings.
- Attending and contributing to annual reviews of EHCPs.

- Being encouraged to come along to school events and getting to know us.
- Answering questionnaires or other information gathering drives.
- Using our private online community for direct communication between home and school and sharing information eg Tapestry.
- Having an 'open door' ethos in school, so parents feel able to talk to key staff when they feel the need.
- Being involved in our Parent Group 'Coffee and Chat' with the school SENCo, Mrs Lamb.

How do we involve children?

- We use the Kidsafe program to encourage children to develop a voice and form positive and supportive relationships with children as a staff team, so that they 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 children to tell us what they think and how they feel and we do listen to and take account of what children tell us.
- 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.
- Vulnerable children may be asked to choose a mentor to support them more specifically in an ongoing way to make sure that their needs and wishes are accounted for.
- Children may receive targeted support from an Emotional Literacy Support Assistant (ELSA).
- If a child has an EHCP, we will ask for their views and wishes and record these at each annual review.
- Child views contribute to EHAs (Early Help Assessments).
- When children have an IEP, we ask them general questions to make sure that they are happy about what they are doing and understand who they will be working with. We are very careful to protect children's self-esteem and self-image and therefore, children's involvement levels will depend on the individual child's age and needs. We talk to children about their short and long term aspirations and these are recorded on an IEP and Pupil Profile.
- All children with SEND and those being managed through 'Initial Support' procedures have an individual Pupil Profile, to remove barriers to learning. The Pupil Profile has input from children and records adult assessments of need and their thoughts on how to them help, their strengths and areas for development etc.
- We have an inclusive school council to support all our pupils and to feedback and manage issues for children in school.

How do we prevent bullying?

- Everything we do to involve children (above) helps us to be aware of and to manage bullying.
- Our ethos of support and tolerance offers protection to children with SEND and makes bullying far less likely.
- We also focus very clearly on children's strengths both in school and out and don't just focus on academic skills. As a staff team, we raise the status and esteem of all children and especially those with SEND. This in turn makes bullying less likely for them.
- We provide periodic bullying awareness teaching, to teach about bullying and to develop self-help strategies for children. This creates an opportunity to identify instances of and resolve issues around bullying.
- Our mentoring system with children choosing 'special adults' is very important in giving extra support to children with SEND on their own terms. Bullying for children with SEND can be particularly difficult for children to cope with and that's why we do everything we can to help.
- We are aware that the first person to find out about bullying is usually a parent and we listen carefully to and take immediate action if a parent reports that their child is being bullied in any way.
- Our most vulnerable pupils have additional support when needed during break times and this ensures that they do not become distressed by others playing, allow any social difficulties to impact on their relationships with peers or experience bullying from others.

How do we support children as they join our school or move on to Junior school?

- We provide visits for all children prior to coming in to school and offer enhanced transition programmes for children with significant needs, which may include an integration plan.
- If a child with SEND is moving on to a new school, we offer transition planning, where the child's needs are established and a programme developed to support them and their new school in the move. The plan would identify and deliver on key actions e.g. additional visits to the new setting, identification of a mentor in the new school and supported meetings with them etc. The SENDCo also ensures that outside agencies that are involved make contact with services in the area to which the child is moving, to ensure continuity of provision and support.
- SENDCos from both schools liaise to share information and to ensure the continuing success of children as they move on to a new school.
- Class teachers will also liaise from each setting to ensure that day-to-day information is appropriately shared.
- All key SEND documents are shared ahead of the move wherever possible.
- We take a holistic view of every child's educational journey and take any and all actions necessary in support of pupils with SEND, to ensure that as much support can be put in place, prior to transfer to junior school.

How do we support children with Social, Emotional or Mental Health needs?

- We have specific assessment tools to help us to identify and plan to meet needs.
- We work closely with parents and carers to share ideas and may have regular meetings.
- Our Mental Health provision is very well developed and we have been awarded the GOLD standard in the Leeds Beckett Mental Health Award.
- 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 concerns such as anger management, transition to Junior school, divorce, bereavement, anxiety etc.
- We set clear boundaries to provide consistency and reassurance.
- We closely monitor and support progress academically to minimise stress and reduce the risk of 'opting out' in lessons.
- We may allow children to select a mentor.
- We may refer to outside agencies, such as Family Action (it was Barnardo's), the Behaviour and Wellbeing Officer, Occupational Therapy to investigate sensory triggers or CAMHS (Child and Adolescent Mental Health Services).
- We may work with the County Inclusion Support Team and/or the Pupil Referral Unit to gain advice and develop strategies.
- We can offer places in a Relax Kids group to help children to manage anxiety and stress and to develop self-help strategies for wellbeing.
- 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.
- A Behaviour Management Plan or Stress and Anxiety Reduction and Management Plan may be drawn up to manage risk to the child and to others.
- A behavioural IEP may be developed with clear targets.
- We sometimes use contracting to help children. This means that they agree to work on specific behaviours.
- We use general and targeted rewards and consequences.
- We often use non-verbal praise and frequent recognition to promote a positive self-image along with the use of physical acknowledgement e.g. a hand on a shoulder to acknowledge and reassure.
- We use low-confrontation strategies.
- We promote the school's learning powers.

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
- Kidsafe
- Relax Kids
- Youth Mental Health First Aid

- Speech and Language Development
- NELI - Speech and Language development program
- Dough Gym - fine motor development program
- Maths Mastery
- The very large majority of teachers have National Professional Qualifications
- Positive Handling
- Read, Write Inc
- Lego therapy
- EAL (English as an Additional Language) Intervention
- Autism Spectrum Condition
- Emotional Literacy Support

To gain further advice and support, we have links with:

- Educational Psychology (to assess in detail, children's learning skills)
- Community Paediatricians
- Family Action (was Barnardo's)
- 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 for Pupils with Physical and Medical Difficulties
- Occupational Therapy
- Specialist Advisory Teacher for Severe Learning Difficulties
- Public Health and Wellbeing Nurse (formerly school nurses)
- 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
- SEND IASS (Independent Advice and Support Service)
- SENDACC
- The Gillford Centre Pupil Referral Unit
- The James Rennie School
- Sleep Expert

Staff have attended and continue to attend a 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 our pupils, subject to our behaviour policy.

- Detailed risk assessments are carried out to ensure that all children have access to trips and special events.
- Children with access difficulties all have PEEPs (Personal Emergency Evacuation Plans) and these would be applied to any outside activity.
- We monitor access to after school clubs to ensure that children with SEND are being successfully catered for in these lovely enrichment opportunities.
- Our School Council is inclusive. Children with SEND have the opportunity to be a School Ambassador.

How accessible is the school?

- We are a single storey building with wheelchair access and are committed to making any reasonable adaptations to ensure access to pupils with SEND.
- We have two disabled toilets; one in the main building and one in the Reception Year unit.
- We have disabled car parking at the front of the school
- Some specialist equipment is available if needed.
- Assistive technology is also available e.g. i-pads, modified keyboards etc.
- Signage is adapted to be clear.
- Indoor and outdoor spaces are adapted for children with a visual impairment.

Who can parents contact for further information?

If parents wish to discuss their child's needs; need advice or information, or are unhappy about any aspect of our provision, they may contact the school office to arrange a meeting with the SENDCo, Mrs Catherine Lamb.

There is additional information in our Local Offer (also on the website) and this contains contact details for support services in our area.

Our SEND flowchart which explains how the SEND systems works in our school, follows.

How to raise a complaint

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with either the SENDCO or headteacher. If the issue remains unresolved, the next step is to make a formal complaint.

Complainants should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the procedure.

Complaints against school staff (except the headteacher) should be made in the first instance, to Mrs Nicola Corfield, Headteacher via the school office. Please mark them as

Private and Confidential. Complaints that involve or are about the headteacher should be addressed to Mr Pete McGaw, Chair of Governors, via the school office. Please mark them as Private and Confidential. Complaints about the Chair of Governors, any individual governor or the whole governing body should be addressed to Jan Cooper, Clerk to the Governing Body via the school office. Please mark them as Private and Confidential.

For our full complaints procedure please refer to our complaints policy:

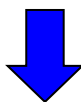
<https://www.kingmoorinfants.com/statutory-and-all-other-policies/>

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.

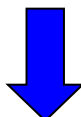
Step 1 - Identification

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.



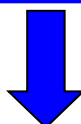
Step 2 - Initial Support

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.



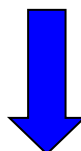
Step 4 - Early Help Assessment

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 Assessment). We need lots of information from parents at this stage to help us to fully understand the child. The information we collect, helps us to plan very closely to meet the needs of children. Plans made will be reviewed through another TAF meeting and we will all decide what to do next.



Step 5 - EHCP Statutory Assessment

If it has been agreed by everyone at step 4, we will apply for an ECHP (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

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.