



Kingsleigh Primary School  
Hadow Road  
Bournemouth BH10 5HT

## **Kingsleigh Primary School**

### **SEND Information Report 2016-17**

*'Where everyone can be great, not just good.'*

Kingsleigh Primary School is an expanding school with four forms of entry in Reception and Year 1 and three forms of entry in Years 2-6. In addition, we have an attached Pre-school with places for 45 children per session.

We currently have 14 children with Statements of Special Educational Need or Education, Health and Care Plans.

Our admissions are handled by Bournemouth Borough Council and we follow their Admissions Policy.

#### **Identifying pupils with SEND**

Termly progress check meetings are held with each teacher where children's progress is evaluated against their starting points. Where a child's progress is identified as not being in line with expectations, our Special Educational Needs Coordinator (SENCO) will initially do an observation of the child in class to further identify what the child's needs are.

From that observation we may undertake assessments such as a dyslexia screener, speech and language screener or a Move to Learn assessment which identifies motor control issues. We employ expert staff to carry out these assessments. Our SENCO has a specialism in specific learning difficulties and has gained an OCR certificate in SPLD. We also employ a qualified Speech and Language Therapist who carries out our speech and language screening. We work with a private Occupational Therapist who supports with identifying and assessing motor control difficulties.

If we feel it is necessary to seek further advice, we may make a referral to other professionals including Behaviour First behaviour support service, the Educational Psychologist, the Community Paediatrician or the Speech and Language Therapy Service.

#### **Approaches to Teaching and Learning for pupils with SEND**

Our main approach to ensuring all children's needs are met is quality first teaching where lessons are differentiated for children's varying abilities. Our teachers use a range of multi-sensory approaches to learning and provide practical activities to support children's learning. Funding is put in place to provide additional resources, where required, to ensure that all children are able to access the curriculum.

Our Speech and Language Therapist works directly with children and works alongside teachers and teaching assistants to put in place structured programmes to support children with speech and language difficulties. We also have a member of staff trained to carry out physiotherapy in conjunction with the NHS Physiotherapist.

We have two Teaching Assistants who run Sensory Circuits groups at the start of each day to provide regular and controlled input to enable children to be energised or calmed so that they can get the most out their day.

#### Support for improving the emotional and social development of pupils with SEND

We pride ourselves on our pastoral support for our pupils. We have two full-time and seven part-time members of staff who work with children either individually or in small groups to develop their social and emotional skills. Our Nurture Group staff and our Emotional Literacy Support Assistants (ELSA) are trained to support pupils' diverse needs in this area. Pupils can access either regular sessions or can drop-in where they need less reassurance or guidance. In addition, these staff members work closely with the parents and carers of our pupils to ensure that there is close home-school liaison, providing parenting support and working with parents and their children to develop positive family relationships.

Our Parenting Practitioner is trained to deliver the Parenting Puzzle programme in small groups as well as working directly with individual parents.

To support our Looked After Children, we employ a Learning Mentor who works with pupils, teachers and carers to support our children in care, those adopted from care and those who are living with someone other than their parents under Special Guardianship Orders. Our Learning Mentor supports these children both academically, to ensure they are on track alongside their peers, and emotionally to ensure they are accessing the support they need.

As a Rights Respecting School our pupils are well aware of their rights and the responsibilities that go alongside them. Our Peer Mediators work with pupils to iron out their difficulties and our Playground Buddies help to ensure that everyone has a happy playtime.

We follow the Jigsaw scheme of work for Personal, Social, Health and Citizenship Education which teaches children about emotions and relationships.

#### Equipment and facilities to support pupils with SEND

Our Nurture Room is well-established and supports a number of pupils with SEND.

Our Sensory Room provides a calm space to support children to regulate their emotions.

Every year group has a 'Sensory Box' of resources to support children who have sensory processing difficulties.

As a school we respond to individual's needs, liaising with the Health sector where appropriate. As a community school we believe that it is our responsibility to educate the pupils in our community and will provide whatever is necessary to do so.

Our Accessibility Policy highlights how we ensure that pupils and adults are able to access our buildings.

### Consultation with parents and carers

As a school we hold termly parent consultation evenings as well as parent drop-in sessions where parents can informally speak with their child's teacher and review their work. We operate an open-door policy where parents and carers are free to speak to staff daily.

We hold frequent Team Around the Child (TAC) meetings with parents/carers and any outside agencies supporting their child.

We have two Parent Support Workers as well as a Parenting Practitioner who meet regularly with parents to support them with their child's needs both in and outside of school.

### Evaluating the effectiveness of provision for pupils with SEND

Our Additional Needs Team (ANT) meets regularly to discuss and evaluate provision for our children with SEND. The team comprises our Deputy Headteacher, SENCO, Early Years SENCO, Speech and Language Therapist and our Pastoral Support Team Leaders who are trained in Nurture Group theory and Emotional Literacy Support. In these meetings we discuss the children on the SEND register and the provision in place for them.

We regularly hold SENPlan meetings where teachers meet alongside our ANT team to discuss provision for identified pupils. As part of Bournemouth Septenary Trust we also meet with colleagues in our Trust schools to offer support and guidance to each other to ensure the most effective SEND provision is in place. Also on a termly basis we monitor the work of our SEND pupils to ensure that their curriculum diet is appropriate for their needs.

### Arrangements for transfer to secondary school

We aim to ensure that all pupils' transfer to secondary school is as smooth as possible. For our pupils with SEND we meet with the SENCO from each secondary school to do a handover and, if the pupil has a Statement of Special Educational Needs or an Education, Health and Care Plan, we invite the secondary school to the phase transfer review of their Statement in Year 5.

Bournemouth LA hold a Year 6-Year 7 transition event which our SENCO attends each year to ensure that the Year 7 staff at each school are informed of the needs of any pupils with SEND. Where we have concerns about transition our pastoral team also takes pupils and/or their parents/carers on additional visits to the school, being a person to ask questions on behalf of the parent/carer and pupil.

### Staff training

On our staff we have expertise in speech and language difficulties and in specific learning difficulties. Part of the role of these staff is to train other staff to ensure children's needs are met. This is done on a regular basis and includes training for both teachers and teaching assistants.

We invite outside agencies to support us where we have a specific need. We have close working relationships with Linwood School and Portfield School, local special schools that supports us with outreach work. In addition, our Educational Psychologist and Occupational Therapist have provided training for staff and work with staff regularly.

### Developing SEND provision

Our three main developments currently are to further upskill our staff in supporting children with Autistic Spectrum Condition; increasing staff understanding of and support for children with Attachment Disorders; and, developing staff skills in supporting children's motor development.

### Compliments, concerns or complaints

If you wish to make a compliment or complaint or want to raise a concern, please contact the Headteacher, Mr Gower.

Our procedure for complaints is in our Prospectus which can be viewed on our website.