



Kates Hill Community Primary School SEN Information Report 2021-22

Under the Children and Families Act 2014 Section 69 Schools have to publish a SEND Information Report.

The Governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish this information on their website. The report should provide information about how the needs of children with Special Educational Needs and Disability (SEND) are being met, wherever possible through reasonable adjustments to learning and teaching arrangements.

This report provides you with information regarding the provision that Kates Hill Community Primary School makes to meet the needs of SEND children.

	Information Headings from the Act	What you can expect at Kates Hill Community Primary School
1	<i>The kinds of special educational needs that are provided for.</i>	<p>Kates Hill Community Primary is an inclusive mainstream Primary School catering for children from the age of 3 (Nursery) to 11 (Year 6). It welcomes children with and without SEN equally. It supports children with a range of Special Educational Needs and disabilities including: physical and sensory, communication and interaction, cognition and learning and social, emotional and mental health. Some of the specific issues within the four broad areas of Special needs might include: speech and language, ADHD, Attachment Disorder, visual, hearing impairment or other physical disability and moderate or specific learning difficulties.</p> <p>The school uses its best endeavors to meet the needs of all children with Special Educational Needs and /or a disability in consultation with parents, the local authority, as well as specialist agencies from health, education and social care.</p> <p>However, we acknowledge that a mainstream primary school, with large classes, may not always be the most appropriate setting for some children with particular severe and complex needs. For these children the school will work with the Local Education Authority, parents and the child (where appropriate) to access a full time or part time placement within a specialist unit or school, better equipped to meet their particular needs.</p>
2	<i>Information about the school's policies for the</i>	<p>Children with a Special Need and/or a disability are identified to the Special Educational needs co-ordinator (SENCo- Mr Lee Waterfield) or to the Inclusion Support Manager (Mrs Margaret Hollis) as early as possible via the school's Learning Pathway and if possible before the child</p>

<p><i>identification and assessment of pupils with special educational needs.</i></p>	<p>starts Nursery. This is usually by the child's parents but may also be through agencies working with the child and parents for example the Health Visitors, the Specialist Early Years Team or Speech and Language Therapy Service. The Nursery and Reception induction meetings and home visits give parents further opportunities to share information or mention any concerns they have.</p> <p>For children new to the school, starting mid-year or in Year 1-6, information about a child's SEN is passed on by the previous school or setting, the parents, the child or any of the agencies working with the child and their parents. For children in the Care of the Local Authority, the expectation is that this information will be provided through the Personal Education Plan (PEP) prior to the child starting or at least within the first week of their arrival.</p> <p>In some instances, a child's Special Needs or disability may not be obviously apparent until they are a little older. However, as soon as a need is identified the information is shared immediately with Mr Waterfield or Mrs Hollis by staff. Parents are encouraged to raise their concerns with their child's class teacher in the first instance.</p> <p>Mr Waterfield, Mrs Hollis and teachers keep parents informed at all times about any concerns they have about a child and any additional support that they provide.</p> <p>All children placed on the Special needs register will have a My Plan (an IEP or individual learning plan)</p>
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<p>3</p>	<p><i>Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—</i></p> <p>a <i>how the school evaluates the effectiveness of its provision for such pupils;</i></p>	<p>The effectiveness of SEN provision is monitored directly through:</p> <ol style="list-style-type: none"> 1. Classroom based teacher assessments 2. Formative assessment results 3. Monitoring of My Plan targets and books 4. Provision Map 5. SEN register <p>Mr Waterfield maintains a list of children with SEN on the SEN Register .This is currently shown in line with a tier system. Tier 1: ('K') which means a child will be receiving extra support from their teacher or another member of the school's staff; Tier 2: ('K + ') a child will be receiving extra support from an outside agency such as Speech and Language or Educational Psychology; Tier 3: Educational Health Care Plan (EHCP which has replaced a statement). An EHCP equates to the highest level of need; usually severe or complex (coded as 'E')</p> <p>The SEN register also shows the area of SEN need: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory/Physical Impairment.</p> <p>Mr Waterfield monitors the progress of the children, and in discussion with parents and class teachers determines if the child needs to remain on the register. If sufficient progress has been made they may be removed.</p>
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		<p>At Kates Hill Community Primary School, the progress and effectiveness of the support and interventions provided for individuals identified with SEN or Disability will be analysed by the Senior Leadership team as part of the Pupil progress meetings and Raising Attainment Plan Review</p> <p>Intervention Provision Maps or My Plans will be evaluated at the end of a strategy or intervention. The attainment and progress of pupils will also be tracked each term. The class teacher will revise the support in light of the pupil's progress and development against targets set. Any outcomes or changes to the support will be discussed with the Phase leader or Inclusion Support Manager and shared with parents.</p> <p>In addition, the SEN Governor, SENCo and school leaders will regularly review the use of expertise and resources used to address SEN. The quality of the whole school provision will be evaluated as part of our approach to school improvement.</p>
b	<p><i>the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;</i></p>	<p>All children are given individual targets to meet. Where children continually fail to meet targets over a couple of termly review periods, as part of the analysis Mr Waterfield with SLT support will consider what additional or different support might be appropriate.</p> <p>Personalised targets are recorded into My Plan books and will be monitored by class teachers and Mr Waterfield.</p> <p>Children will be expected to work on targets (where appropriate) as part of their Maths and English lessons as this will be monitored By members of the Senior Leadership team.</p> <p>Additional interventions children are working on and their progress towards meeting these targets are reviewed by the class teacher and recorded on the schools provision map.</p>

		<p>Some children have additional assessments and targets set by outside agencies including Speech and Language, Specialist Early Years Support (SEYS), Visual and Hearing Impairment Services. The programme of work is delivered by teaching assistants and teachers in school (including a specialist speech and language TA - Mrs Roberts) and they keep sessional records documenting progress made and any additional concerns raised. The outside agencies review and reassess progress according to their own protocols and submit a written report to school.</p> <p>Children with severe and complex needs have personalised support plans detailing targets set and progress made. These are reviewed termly. Children with EHCPs also have a multi-agency annual review of progress which is reported to the Local Authority.</p> <p>In addition to the My Plans, the Foundation Stage's Learning Journey also provides an evidence base to monitor the progress of pre-school children with SEN.</p> <p>This information is shared with parents at the My Plan reviews and/or parents evenings as part of the normal review process. In addition, Mr Waterfield or Mrs Hollis will contact parents to arrange a meeting to discuss any concerns outside of the review/parents evening meetings.</p>
c	<p><i>the school's approach to teaching pupils with special educational needs;</i></p>	<p>Kates Hill has high expectations for all pupils and class teachers are expected to plan and resource class work with the developmental needs and specific abilities of children taken into account. Identification of additional learning needs and strategies to support them are explicitly notated in teachers planning.</p> <p>Children with SEN are expected to make at least 2 sublevels progress each year for both English and Maths. However, it is acknowledged that for a few children, this will not be achieved and they will follow their own developmental pathway. Parents will be made aware of</p>

		<p>the levels at which their child is working and the level at which most other children of their age are actually working.</p> <p>Copies of Support plans, external agency reports etc. are given to the teachers to inform their planning and resourcing requirements and kept in securely stored folders for each class. In some year groups, there are additional teaching assistants whose role may be to support a specific child within the group or to work alongside the teacher in maximising the opportunities for the child to work within an adult led group.</p> <p>Children with more complex needs have access to the Nurture classroom where they follow a highly personalised curriculum to address their learning and social, emotional and mental health needs led by Miss Owens.</p>
d	<p><i>how the school adapts the curriculum and learning environment for pupils with special educational needs;</i></p>	<p>At Kates Hill we pride ourselves on being a fully inclusive school. We work hard to make sure we meet the individual needs of each pupil to enable the potential of every child to be developed, both academically and personally. We want all children to believe they can achieve, to have respect for themselves and others and have pride in their environment and community.</p> <p>All children access a broad and balanced curriculum including the SATs, MTC and Phonics tests alongside their peers. For a very small number of children the curriculum and assessments may be amended or otherwise supported to meet their very specific needs - where this is the case it is reflected in the child's My Plan and parents are kept informed. On some occasions a child may be disapplied from the National Tests, if they are working too far below the expected levels and it is decided, in consultation with parents that it is not in their best interests to do so.</p>

		<p>The school building is fully accessible to parents and children with disabilities. A care room with a toilet and shower, have been purpose built for people with physical disabilities.</p> <p>The school has 2 lifts, where children need to use the lifts, a member of staff is specifically allocated to them to operate the lift it.</p> <p>There are allocated disabled parking bays in the main school car park.</p> <p>For parents for whom English is not their first language, information may be relayed using staff who speak the same language, other parents, including family members (with permission) or interpreters provided by outside agencies.</p> <p>Documents written by the Local Authority on SEN and EHCPs are available in school and on the schools website .</p> <p>The learning environment has been adapted to provide additional rooms to accommodate Speech and Language and Nurture classrooms for children with Communication and Interaction, social, emotional or mental health issues or complex/specific learning difficulties .</p> <p>For some children with language difficulties, who may have an individual programme developed by the Speech and Language therapy service support is provided by a specialist teaching assistant, Miss Roberts.</p> <p>Teaching assistants and class teachers work in co operation with Mr Waterfield to enable the children in their class to access the curriculum.</p>
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e	<p><i>additional support for learning that is available to pupils with special educational needs;</i></p>	<p>The school's SEN Policy provides much greater detail about the type of support, interventions, strategies and resources that may be used to help meet the needs of each child. Once a child's needs have been identified and the relevant assessments undertaken, the class teacher and /or Mr Waterfield, Mrs Hollis will inform parents as to how school is planning to support their child and what they might do to help at home.</p> <p>This additional and/or different support might be in the form of:</p> <ul style="list-style-type: none"> • special equipment eg. special pencil grips, scissors, cushions • Access to Nurture or Pastoral support • Additional TA support within the classroom directed at a particular child or group more frequently than the majority of children within the class • Targeted individual support within the classroom by phase leaders, teachers or teaching assistants • Specially adapted keyboard/mouse as needed • Reading, Writing, Maths Interventions, (Letters & Sounds, Numicon, Number box) • Social Communication Individual/Group Support • Group Co-ordination development - Get Moving, Jump Ahead • Speech and Language Therapy support (individual/group) • Targeted individual /paired or small group support to address specific and individual targets - children are withdrawn from their classes to facilitate this where appropriate.
f	<p><i>activities that are available for pupils with special educational needs in addition to those available in</i></p>	<p>Children with Special Needs are actively encouraged to access activities before and after school - including the Early Bird breakfast club as well as numerous after school clubs and summer school. In some specific instances additional support will be made available if a child has a particular need that would otherwise be a barrier to their participation.</p>

	<i>accordance with the curriculum</i>	In some cases, Additional support on trips is required. This is included in their Individual Risk assessment. Additional support may also need to be provided for certain children with behavior difficulties or physical and sensory difficulties .
g	<i>support that is available for improving the emotional and social development of pupils with special educational needs.</i>	<p>The school has been awarded the accredited Wellbeing Award for Schools (WAS) .</p> <p>The school is committed to providing a whole school approach to improving the mental health and wellbeing of all it's pupils and staff to ensure they work and learn in a happy, safe environment.</p> <p>Nurture Group supports children with social and emotional needs. As part of the nurture curriculum, the children are supported to become more resilient, assertive, emotionally intelligent etc. The nurture team also support other identified children's individual social and emotional needs throughout school both in class and on the playground as necessary. This may be to address anger issues, bereavement, attachment, low levels of confidence and self-esteem and to help them to develop positive relationships with their peers and staff.</p> <p>School purchases additional support from the School Counselling Service on a weekly basis working with individual children and where appropriate their parents.</p>
4	The name and contact details of the Special Education Needs Co-ordinator	<p>The SENCo is currently Mr Lee Waterfield. lwaterfield@kates-hill.dudley.sch.uk or ring on 01384 818701</p> <p>Special Needs is also co-ordinated by Mrs Hollis as part of her role as Inclusion Support Manager. mhollis@kates-hill.dudley.sch.uk or ring on 01384 818707</p>

<p>5</p>	<p>Information about the expertise and training of staff in relation to children and young people with SEN and about how specialist expertise will be secured.</p>	<p>Staff training needs are identified by staff during their performance management review . However, staff are encouraged to be proactive in identifying their own training needs and bringing them to the attention of Mr Waterfield and Mrs Hollis.</p> <p>At times it may be necessary to consult with outside agencies to receive their more specialised expertise or training.</p> <p>The agencies used by the school include:</p> <ul style="list-style-type: none"> • Autism Outreach Team • Child Protection Advisors • Educational Psychologist • CAMHS (Child & Adolescent Mental Health Service) • PIMIS (Physical Impairment & Medical Inclusion) to support pupils with physical and sensory disabilities • Children's Services • Speech and Language Therapy • Occupational Therapy • Physiotherapy • School Nurse • Counselling service • Dudley Learning Support Service • Specialist Early Years Service (SEYS) • Sycamore Support Service • Visual Impairment Service • Hearing Impairment Service <p>Many of these agencies are Traded Services for which the school pays from the Delegated Budget.</p>
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		Mr Waterfield and Mrs Hollis also attend national training events relating to SEN Practice and cascade the information to staff and Governors as appropriate.
6	Information about how equipment and facilities to support children and young people with special educational needs will be secured	<p>Children's specific needs are identified through the SEN review process - where specific equipment is deemed to be necessary to support the learning, it is recorded onto the reports submitted by outside agencies and included on the child's support plans. This is discussed with the Headteacher and resources are purchased accordingly.</p> <p>General resources for SEN are presented to the Headteacher. Funding for SEN is prioritised and where a need can be demonstrated and a resource is identified to meet that need, the school tries to fund the request.</p> <p>The school also has close links with external support agencies such as Children in Care Education Service. The Behavioral lead (Mr Cox) and Inclusion Support Manager monitor the progress and needs of the children in care (CiC) in school. They attend PEP meetings and LAC reviews and act upon any actions required.</p> <p>They liase with the child's carers and class teacher and will secure funding for the involvement of external agency support, or purchasing resources to meet the child's individual needs.</p>
7	The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the	<p>Class and/or group teachers are responsible for keeping Parents informed when they identify that their child may have a Special Educational Need. They should inform parents that they will be informing Mr Waterfield or Mrs Hollis of their concern.</p> <p>All Parents can attend the Parents' Evenings, it is an opportunity for a discussion to gain an overview of progress and a chance to look through their child's books with the class teacher.</p> <p>Mr Waterfield, Mrs Hollis, and Miss Owen (Nurture) are also available for appointments to discuss children with SEN.</p>

	<p>education of their child</p>	<p>Ideas are shared with parents as to how they might work in partnership with school to support their child at home.</p> <p>Kates Hill operates an "open door" policy - parents telephone/e-mail Mr Waterfield or Mrs Hollis, or make an appointment to see them. Parents are welcome to speak to their child's teacher or the support assistant working with their child at the beginning or end of the school day either to share a concern or to get a progress update.</p> <p>Children are never referred to specialist agency support services without permission from their parents either verbal or written permission.</p>
<p>8</p>	<p>The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>Collaboration between the child, their family and the school is of the upmost importance at Kates Hill. Children who are highlighted as an SEN "Cause for Concern" are asked about how they view their learning and asked about their friendships and if there is anything they are worried about in school. Children are also asked to identify the staff they would go to if they had a concern or were worried about something or someone. The children's My Plan targets are shared with them and they are part of the review process.</p> <p>Children are always told about the involvement of outside agencies and are carefully introduced to that person. Children can also be supported by a known and trusted member of the school staff when working with outside agency specialists.</p> <p>Children who are recommended for counselling have to give their consent before the counsellor is allowed to work with them.</p> <p>Parents are encouraged to be actively involved in their child's progress. Targets will be shared and discussed at the regular review meetings.</p>
<p>9</p>	<p>Any arrangements made by the governing body relating to the treatment of complaints from</p>	<p>At Kates Hill parents are encouraged to come into school as soon as they have any concern. School operates an "open door" policy for this purpose. There is usually a member of the Senior Leadership team available at all times.</p> <p>Complaints regarding SEN should be taken to Mr Waterfield (in the first instance) - please ring on 01384 818701 to make an appointment. If he is unavailable or if the complaint is about him or if</p>

	<p>parents of pupils with special educational needs concerning the provision made at the school</p>	<p>he is unable to resolve the issue, please call into see or make an appointment to see Mrs Harvey (Head Teacher) If parents are still not satisfied, they should write to the of SEN governor, Mr Mike Searle.</p>
10	<p>How the school involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special</p>	<p>School purchases the services of a fully trained and accredited Counsellor. School can refer directly to the Physical and Sensory Support Service, Specialist Early Years, Educational Psychology, for support and advice. School can refer directly to health related agencies including Speech Therapy, Occupational Therapy, Health Visitors and school health. Referrals to CAMHS have to be made by the GP - however, school will write to the GP detailing their concern and the support put in place and its impact to help with that referral. Prior to any referral being made Mr Waterfield or Mrs Hollis will always discuss these referrals with parents and ask them to sign a consent form.</p>
11	<p>The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made</p>	<p>There is a range of agencies able to support parents and /or their children in the voluntary sector. School will happily discuss referrals into these agencies and support parents in making referrals should they wish. SENDIASS Dudley's Special Educational Needs and Disability Information, Advice and Support Service (previously known as Parent Partnership) Tel: 01384 236677 email : dudley.sendiass@dudley.gov.uk Web: www.dudley.gov.uk/dudleysendiass</p>

	<p>in accordance with clause 32</p>	
<p>12</p>	<p>The School's arrangements for Supporting pupils with special educational needs in transferring between phases of education</p>	<p>Admission and Inclusion Arrangements The school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompanies the Special Educational Needs and Disability Act 2001. The school follows the current admissions criteria as laid down in the Dudley LA admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability. Parents or carers seeking the admission of a pupil in receipt of a Statement of Special Educational Needs/EHCP must do so through the Dudley LA's SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.</p> <p>If a place at Kates Hill is available the previous school will be contacted for the child's records. Where there are concerns the SENCo will be contacted by phone. Information is passed on to the receiving school as soon as possible. A telephone call is made in the first instance to inform the SENCo of the important information relating to the child's needs and how they might be best met. If possible, Mr Waterfield will invite a member of staff from the receiving school to attend a "pass on" meeting at Kates Hill or will visit the new school with parents should they choose to ensure that reports and key personal information about the child is passed on. Further planned visits for the child and parents can be arranged if necessary. Photo books etc. can be made available for children who may struggle to cope with a change in placement. This same process can be applied in reverse - for children coming to Kates Hill.</p>

		<p>On Entry</p> <p>A planned programme of visits in the summer term for pupils starting in September including visits by our Early Years Phase Leader and where possible Senco or Inclusion Support Manager to the Pre-School settings attended.</p> <ul style="list-style-type: none"> • Parent/carers are invited to a Foundation Stage Induction meeting at the school so that they know what to expect and are encouraged to share any concerns with the school. • Class teachers and Teaching Assistants make a home visit in September, prior to children starting, with an additional opportunity for children to visit the school with their parent/carer. • Children start half days only and are introduced to lunchtimes before staying full time. <p>Foundation Stage to KS1</p> <p>Transition meeting for parents/carers delivered by Assistant Heads and class teachers.</p> <ul style="list-style-type: none"> • Visit to new class by reception children for up to 3 sessions • Information sharing sessions between Reception and year 1 teachers. • The class teacher is always willing to meet parents/carers prior to the child moving to their class <p>KS1 to KS2</p> <p>Opportunities for year 1 to Y5 children to spend a day with their new teacher/Teaching Assistant in their new class.</p> <ul style="list-style-type: none"> • Information sharing sessions between present and new teachers, teaching assistants and Nurture team, EAL support worker and Inclusion Support manager. • The class teacher is always willing to meet parents/carers prior to the child moving to their class.
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		<p>Secondary school</p> <ul style="list-style-type: none"> • Secondary school staff visit pupils prior to them joining their new school. • Mr Waterfield Liases with the SENCOs from the secondary schools to pass on information regarding SEN pupils. <p>In the late Spring/early Summer term, 'pass-on' meetings are held with the receiving high schools to ensure the key information is available to the new high school as they plan for their induction week and plan the groups and support for particular children. Additional visits are made to the high school for some children before the induction week.</p> <p>Children with statements or severe and complex needs without statements, review meetings are held with the receiving school. Additional visits for the parents can also be made through Mr Waterfield- he will attend with them if requested.</p> <p>Children attend transition days at the school they will be going to.</p> <p>Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them</p> <p>Teaching Assistants may attend Induction days with pupils if appropriate</p> <p>Mid-Year Transition</p> <p>We give children a tour of the school with their parent/carer if requested</p> <ul style="list-style-type: none"> • We introduce children to their new teacher and teaching assistant. Children will be assigned a class buddy who will show them where they will put their coats, toilets etc. • The school office staff will complete an information form with basic details and contact numbers and an opportunity to purchase school uniform will be provided. • A start date will be agreed.
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13	Information on where the local authority's local offer is published.	For information advice and support on the local offer please visit: www.dudley.gov.uk/localoffer For quick access to information on local services and activities across Dudley ring 01384 814398 or click http://fis.dudley.gov.uk/LocalOffer/PublicEnquiry_Live/SynergyHomepage.aspx
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