



Kimbolton St. James' C of E Primary School

Information Report for Children with Special Educational Needs or Disabilities (SEND)



Kimbolton St. James is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Children are identified as having SEND when their progress has slowed or stopped and their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Once this occurs, we carry out specifically tailored interventions which help support their development and accelerate progress. Children at Kimbolton make good progress and achieve in line with other schools nationally with SEND. Other useful documents such as our SEND/inclusion policy and our Accessibility Policy and Plan are available on the school website. If you would like any further information about what we offer here at Kimbolton then please do not hesitate to contact us directly.

School Contacts		SEND Responsibilities
Executive Headteacher	Mr A. Breakwell	<ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • They will give responsibility to the School Special Educational Needs Co-ordinator (SENDCO) and class teachers, but are still responsible for ensuring that children's needs are met. • They must make sure that the Governing Body is kept up to date about any issues in the school including those relating to SEND. <p>Contacted by: Coming to the office and requesting a meeting; writing a letter; telephoning 01568 612691 or emailing admin@kimbolton-st-james.hereford.sch.uk and requesting an appointment.</p>
Head of School and SENDCO	Mrs C. Hyde	<ul style="list-style-type: none"> • Co-ordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that parents are involved in supporting their children's learning, kept informed about the support their child is receiving, involved in reviewing how children are doing, part of the process of planning ahead for them, liaising with all the other people who may be coming into school to help support children's learning e.g. Educational Psychologist, Speech and Language Therapist etc. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in the school are known) and making sure that there are excellent records of these children's progress and needs.

		<ul style="list-style-type: none"> • To provide specialist support for teachers and support staff in the school, so they can help children with SEND to achieve the best possible progress. • Supporting class teachers in making child provision maps and carrying out provisions that will allow children to achieve. <p>Contacted by: Coming to the office and requesting a meeting; approaching at the start and close of the day; writing a letter; telephoning 01568 612691 or emailing admin@kimbolton-st-james.hereford.sch.uk and requesting an appointment.</p>
Class Teacher	Dependent upon child's class	<ul style="list-style-type: none"> • Ensuring that all children have access to excellent classroom teaching (also known as quality first teaching) and that the curriculum is adapted to meet children's individual needs (also known as differentiation). • Checking the progress of children and identifying, planning and delivering any additional help that SEND children may need (this could be things like targeted work, additional support, reactive intervention) and letting the SENDCO know as necessary. • Creating child provision maps in conjunction with the SENDCO then sharing and reviewing these with parents and children at least once each term and then planning for the new term. • Ensuring that all staff working with children in school are helped to deliver the planned work/programme so that SEND children can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in the classroom and for all pupils they teach with any SEND. <p>Contacted by: Coming to the office and requesting a meeting; approaching briefly at the start and close of the day; writing a letter; telephoning 01568 612691 and requesting an appointment.</p>
SEND Governor	Mrs Judy Thompson	<ul style="list-style-type: none"> • Ensuring that the school has an up to date SEND Policy. • Ensuring that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Ensuring that the necessary support is in place for any child who attends the school, who has SEND. <p>Contacted by: Coming to the office and requesting a meeting; writing a letter; telephoning 01568 612691 and requesting an appointment.</p>
Learning Support Assistants (LSAs)	Dependent upon child's needs	<p>An LSA may be allocated to a pupil with exceptional special educational needs and they take a very valuable role in children's education. At Kimbolton, our LSA's work in a way that will both support the child on a 1:1 basis where necessary but where possible, will also take a step back to allow them some independence so that a child does not become entirely dependent upon the LSA. Any questions regarding children's learning and progress should be directed to the class teacher.</p>

1. School entitlement offer to pupils with additional needs		
Communication and Interaction Needs:	Autistic Spectrum Disorders (ASD) Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Whole school policies are evaluated annually to ensure inclusion and progress for SEND pupils. • Staff and Governors undertake continuing professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement.
Cognition and Learning Needs:	Moderate Learning Needs Severe Learning Difficulties Specific Learning Difficulties (SpLD) including: Dyslexia Dyspraxia Dyscalculia Attention Deficit Hyperactivity Disorder (ADHD) Auditory Processing Disorder	<ul style="list-style-type: none"> • The school has an effective assessment process which identifies barriers to learning and provides appropriate action to reduce any negative impact upon pupil success. • Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to. • All support staff are effectively deployed to ensure pupil progress, independence and value for money. • The SENCO has undertaken national accreditation in this role and provides advice and guidance to staff and parents. • Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes. • Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact upon SEND pupils. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Small group targeted intervention groups are delivered to pupils to improve skills in a variety of areas. • ICT is used to reduce barriers to learning where possible
Emotional, Social and Behavioural Development (ESBD) Needs:	Emotional Health and Well-being Social Needs Behavioural Needs	<ul style="list-style-type: none"> • The school ethos values all pupils and their diverse abilities are equally celebrated. • The school's behaviour systems are predominantly based on a positive approach. • The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised. • Support is offered to families in order to reduce the impact of any disadvantage. • Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices and attitudes towards learning. • The school has an in-house counselling service to support individual pupils' needs. • Access to information and support is provided within school for behavioural, emotional and social development needs. • External support is sought and any advice implemented to support individual pupils' needs. • The school uses systems such as circle time to try their best to ensure that peer friendships are maintained and no pupil feels isolated.

		<ul style="list-style-type: none"> • Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience.
Sensory and Physical Needs:	<p>Hearing Impairment</p> <p>Multi-Sensory Impairment</p> <p>Physical and Medical Needs</p>	<ul style="list-style-type: none"> • Advice and guidance is sought and implemented from external support to ensure that barriers to success are reduced or removed. • ICT is used to increase access to the curriculum where appropriate. • Additional adults are deployed to increase pupil success and independence. • Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. asthma, diabetes. • A number of staff members are fully trained in first aid and can administer specific medicines. • The SENCO regularly completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. • The school has ramps throughout school that allow access to the vast majority of the site; there are currently two classrooms inaccessible to wheelchairs but a ramp would be installed should a child need this. • Where a child has a hearing impairment, classrooms are fitted with a specialist sound system.

2. School entitlement offer to pupils who require support that is 'additional to and different from' that received by other pupils

Pupils with English as an additional language (EAL)	As for 1 plus advice will be sought and implemented from external support.
Children in care	As for 1 plus involvement with social worker and designated teacher for looked after children (LAC).
Pupils with medical needs	As for 1 plus involvement of Health services.
Young Carers	As for 1 plus involvement of Young Carers Team and Child and Adolescent Mental Health Service (CAMHS).
Pupils at risk of exclusion	As for 1 plus involvement of Emotional, Social, Behavioural Development team (ESBD) and Educational Psychologists.

Glossary of terms	
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CPD	Continuing Professional Development
EAL	English as an Additional Language
ESBD	Emotional, Social, Behavioural Development
ICT	Information Communication Technology
IEP	Individual Education Plan
LAC	Looked After Children
LSA	Learning Support Assistant
SEND	Special Educational Needs & Disabilities
SENDCO	Special Educational Needs & Disability Co-ordinator
SPLD	Specific Learning Difficulty

