

Kiwi Primary School Special Educational Needs and Disability School Information Report



This report should be read in conjunction with the School SEND Policy Following the publication of the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years in July 2014, schools are required to publish information about their SEND provision. In Wiltshire this forms part of a Local Offer which provides information and guidance on services for children and young people, aged 0-25, with SEND. Information regarding education, health, social care, preparing for adulthood and leisure can be found on this dedicated website. Please click on the link below to be taken directly there.

<https://localoffer.wiltshire.gov.uk/>

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- Once your child has settled into school, it may seem to the teacher that s/he needs extra help. This may be clear to them from observation, or they may do some assessments. It maybe that later on s/he does not make the progress expected.
- If your child has been to a preschool, nursery or another school, they will pass on information.
- If you have concerns yourself, please talk to your child's class teacher. You can do this by initially sending a message on Dojo or if this is not possible, please telephone the school to make an appointment. This may be a telephone conversation or meeting in person. A concern form will be completed by the class teacher and given to the inclusion team to triage.
- If we in school identify any special educational needs, we will talk to you about it and tell you what support will be put in place. We follow the guidance contained in the SEND Code of Practice 2014. This recommends a graduated response. This consists of a 4 part process: Assess, Plan, Do, Review.
- Our school provides support for children across the four areas of need as laid out in the SEND Code of Practice 2014 - The four broad areas of SEND need are:
 - Communication and interaction.
 - Cognition and learning.
 - Social, emotional and mental health difficulties.
 - Sensory and Physical

How will the school support my child?

The school has many options to enable your child to access mainstream learning, these include the following:

- Continuously monitoring their progress alongside our whole school Universal Provision, ensuring that children receive Quality First Teaching (QFT).
- An 'Individual Education Plan' or 'SEND Support Plan' highlighting how and when a child is supported and the resources that are required to enable successful delivering of the support.
- Qualified and trained teaching staff including the SENCO and Inclusion Lead who can advise on strategies to support and help your child to progress using Wiltshire's Ordinary Available Provision (OAPAL).
- Access to other professionals for advice.

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

In Kiwi Primary School we recognise that all children have their own strengths. The curriculum is carefully scaffolded to meet the needs of every child and to make sure they are excited and engaged. The child is then able to learn at his/her own level and make the progress s/he needs to make. Children learn in different ways and the learning styles are also catered for, multi-sensory approaches are often used and some children work on a personalised curriculum that is time bound and reviewed regularly.

How will I know how my child is doing and how will you help me to support my child's learning?

School will communicate regularly with you and this may include:

- Informal conversations between parent/carers with the teacher either in person or using Dojo
- Discussions around the child's individual learning needs and provision in place
- Formal parent/teacher evenings twice a year including discussions around how to support and help your child at home
- Regular reviews when children are at IEP or SEND Support Plan level, including target setting to match your child to progress
- TA conversations with parent/teacher/school when necessary
- School website with helpful links and strategies to support your child's learning

What support will there be for my child's/young person's overall well-being?

We are a fully inclusive school and all staff are passionate about the well-being of each child. Health, safety and wellbeing are also taught through lessons, interventions and assemblies. Our school's Relationships and Regulation policy follows the motto 'Ready, Respectful, Safe' which ensures all our children demonstrate a positive attitude to themselves, others and their environment around them. Pupil voice is always considered when planning for support. As a school we have a zero tolerance attitude to bullying and this is dealt with following our behaviour policy. We follow the Five to Thrive approach which encourages a trauma informed practice to help children to develop their own well-being. Continuous care, support and guidance in class and around school may also include:

- PSHE curriculum
- ELSA provision by trained staff
- Enrichment activities (clubs, Pupil Premium activities, residential trips)
- Medical care plans/ Health care plans
- Some staff are trained in First Aid

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

- SENCO
- Inclusion Lead
- Resource Base Manager
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapist
- SpLD Advisory Service
- Behaviour Support Service
- Visual Impairment Advisory Services
- Hearing Impairment Advisory Services
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- SENDIASS (formerly Parent Partnership)
- MASH
- Virtual School (for Looked After Children)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer
- SEMH Support Team
- Young Carers

What training are the staff supporting children with SEND had or are having?

All staff have access to CPD which is tailored to the needs of the children. These include: Child Protection training and Safeguarding, Medical training, First Aid, National SENCO Award, ELSA, Little Wandle phonics, training, Quality First Teaching training, Behaviour Support service training

How will my child be included in activities outside the classroom including school trips?

We are a fully inclusive school, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure.

How accessible is the school environment?

The school is wheel chair accessible and there is a disabled toilet. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment.

How will the school prepare and support my child to join the school or transfer to a new school?

Conversations with other professionals through formal meetings will happen, when necessary, prior to children starting at the school and on leaving the school. At these meetings with other professionals, we will check funding and look at ways of employing staff if necessary. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils should visit the school with their parents at least once before their start date. Where appropriate home/preschool visits take place. Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If a child has an Education Health Care Plan, then transitional reviews will take place in Year 5 and possible school options are discussed. When children join from another primary school we transfer records and have meetings as needed and appropriate.

How are the school's resources allocated and matched to children's special educational needs?

The school has funding for all children including children with Special Educational Needs and Disabilities. In addition, additional funding can be requested to support higher needs children, such as children with Education Health and Care Plan. The Headteacher and the SENCO will discuss each child's needs in detail and then ensure that school based provision meets the needs of each child as detailed in the EHCP. This may include access to: additional resources, additional learning support and/or support from outside agencies.

How is the decision made about what type and how much support my child will receive?

- Through initial assessments and provision mapping
- Where appropriate assessments may be sought from partnership agencies
- Meetings with teacher/parent and other professionals (where appropriate)

How do I access the Resource Base Provision?

The Resource Base spaces are allocated through Wiltshire Council. Children who have an EHCP can access this provision when a school has been consulted to say that the Resource Base is deemed as the appropriate provision. Children who attend the mainstream school cannot automatically join our Resource Base provision.

Who can I contact for further information?

You can contact our SENCO, Mrs Jen Edgington-Cole or a member of the Inclusion Team (Mr Dom Haydn-Davies, Inclusion Lead or Mrs Natalie Atkiss, Resource Base Manager) on 01980 632364 or sen@kiwi.wilts.sch.uk to arrange an appointment Please note, if you wish to discuss the Local offer please contact the SENCO, if you wish to discuss your child you should initially contact the class teacher. If you have queries, concerns or complaints, please contact the Headteacher, Mrs Laura Eatherington who will be happy to meet with you or refer you to other agencies if they may be more helpful.

Review Date: September 2026

Responsible officers: Mrs Jen Edgington-Cole (SENCo)

Mrs Laura Eatherington (Headteacher)