



SEND Information Report for Kington St Michael CE Primary School

The Local Authority Local Offer

The *Children and Families Bill* became law in June 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The Wiltshire Local Offer can be found on the website.

[Wiltshire local offer](#)

SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. This document provides answers to a variety of questions parents have asked regarding what support Kington St. Michael CE Primary School can provide for your child. If you have a question that is not answered, or you require further information, please contact our Special Education Needs Co-ordinator (SENDCo), Miss Nicola Waylen on 01249 750454.

Definition of Special Educational Needs or Disability, SEND:

"A child has a learning difficulty or disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools"
- (Code of Practice - April 2014)

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)

The first point of contact for parents or carers is always your child's class teacher. Some parents and carers speak informally to teachers after the school day, or request a formal appointment. Class teachers also hold formal parent consultation evenings three times a year. The SENDCo holds three SEND Surgery meetings across the year. This enables parents, class teacher and SENDCo to meet to discuss pupil KSM Learning Plans and Intervention programmes.



SENDCo: Nicola Waylen NWaylen@ksm.wilts.sch.uk

What are the different types of support available for children with SEND in our school?

The support your child receives will be tailored to their needs, through a wide range of teaching strategies and activities which can include:

- 'Wave 1 teaching' – Quality First teaching in class that is differentiated for individual learners, groups and whole class
- 'Wave 2 teaching' – teaching in small groups or 1:1, on specific programmes to help learning in specific areas
- 'Wave 3 support' – using outside specialists to advise our practice. Teachers then plan specific programmes of work or learning
- Emotional Literacy Support sessions with a trained teaching assistant to support children's well-being.

How will the school let me know if they have concerns about my child learning in school?

Your child's class teacher will keep you informed about their concerns through discussion in person, over the phone or by letter. If your child is identified as not making sufficient progress, the school will organise a meeting with the class teacher and SENDCo to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals that may be required to outside professionals to support your child

What are the admission arrangements for disabled pupils?

Normal admission arrangements apply. Our admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs, in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, (e.g. wheelchair access) the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body. Please see school website for more details.



How is extra support allocated to my child and matched to my child's need?

KSM School strives to identify any special educational needs as early as possible, in order to provide the appropriate support (with reference to the Wiltshire Graduated Response to SEND Support). Appropriate assessment procedures are in place which will help to set ambitious and achievable targets for your child. These are agreed in collaboration with your child, your child's class teacher, the SENDCO and you as parents.

The school budget, received from Wiltshire Local Authority, includes money for supporting children with SEND. The Head Teacher, in consultation with the SENDCo and governing body decide on the deployment of resources for Special Educational Needs and Disabilities on the basis of needs in the school.

The Head Teacher and SENDCo regularly discuss all the information they have about SEND in the school, including:

- children being provided with extra support within school
- children identified as requiring extra support
- children who have been identified as not making expected progress

From this information, they decide what resources, training and support is needed.

KSM School considers the needs of each child on an individual basis. In the first instance, all children receive Quality first teaching which matches the children's needs. In addition, children requiring different from, or additional to, provision may receive group support or individual 1-1 support with a teacher or teaching assistant.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within the school. This is reviewed regularly and changes are made as needed, so that the needs of children are met and resources are deployed as effectively as possible.

Who are the other people providing services to children with SEND in our school?

School provision

At Kington St Michael School we are committed to creating an inclusive learning environment where every child can thrive. We work hard to remove barriers to learning by developing effective systems and providing tailored resources to support all pupils.

Class teachers are responsible for the learning and progress of every child in their class, including those with Special Educational Needs and Disabilities (SEND). They plan and deliver high-quality teaching that meets the needs of all learners.

Each class benefits from the support of experienced and trained Teaching Assistants (TA's) who play a vital role in helping children to access learning. Our TA's also lead targeted



intervention groups to support academic progress and run ELSA (Emotional Literacy Support Assistant) sessions to promote emotional well-being.

We believe every child deserves the opportunity to succeed and we work in partnership with families to ensure the best outcomes for all.

Local Authority Provision accessible through school

In addition, Specialist Provision may be used which includes:

- Specialist Special Educational Needs Support (SSENS)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy)
- Behaviour Support Service
- Advisory Traveller Education Teacher within Ethnic Minority and Traveller Achievement Service (EMTAS)
- Wiltshire Virtual School
- Wiltshire Children's Community Health Services
- School Nursing Team
- Occupational Therapy

How are the staff in school helped to work with children with SEND, and what training do the staff have?

Our SENDCo works in partnership with the class teachers to plan and deliver support for all children with SEND ensuring individual needs are met within the classroom.

To maintain high standards of teaching and learning all staff receive regular training focused on inclusive practice and SEND strategies. This includes in-house sessions and specialist training from external agencies tailored to the specific needs of pupils.

By investing in staff development, we ensure that every child receives high-quality personalised support to help them thrive both academically and emotionally.

How will the teaching be adapted for my child with SEND?

At KSM school we ensure that all teaching is carefully adapted to meet the needs of every child. This is achieved through high-quality and inclusive Quality First Teaching which supports all pupils including those with additional needs.

Some children may benefit from a more focused support. Where appropriate additional adults may work with pupils in small groups, one to one session or through targeted intervention programmes. These are designed to help children make progress in specific areas.



Our focus is always on the outcomes for each child rather than the number of support hours they receive. We offer a range of interventions tailored to individual needs, helping every child to achieve their full potential.

How will we measure and review the progress of your child in school?

At KSM School, we have an open-door policy where parents are encouraged to take full and appropriate involvement in their child's education. Parents are encouraged to come into school on a regular basis to celebrate children's successes.

All parents are also able to find out about their child's progress through Parent Consultation Evenings, Annual Reports, Reading Records and both formal and informal discussions with their child's teacher.

In addition, parents of SEND pupils are invited to attend SEND Surgery meetings 3 times a year, where we will review progress towards their child's individual goals as stated on their 'KSM Support Plan'. The progress of children with an Education Health and Care Plan, (EHCP), will be formally reviewed at an Annual Review with all adults involved with the child's education. Interim reviews can be held if required. Where possible, children play an active part in target setting and reviewing their progress, along with their parents and carers. Their voice and opinions are a vital component of our SEND processes at KSM School.

The SENDCo will also monitor that your child is making good progress within individual work and in any intervention group that they take part in.

Regular book scrutiny and lesson observations will be carried out by the SENDCo and other members of the Senior Leadership Team, to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How are children with SEN enabled to engage in activities available to children who do not have SEN?

Kington St Michael Primary School is a fully inclusive setting where all children are encouraged and supported to take part in every aspect of school life. All activities including trips and enrichment opportunities are open to every pupil regardless of SEND

Where needed we make reasonable adjustments to staffing, resources or equipment to ensure full participation. Risk assessments and individual planning are carried out to support safe and meaningful involvement for all children.

Our aim is to ensure that every child feels included, valued and able to enjoy the same opportunities as their peers.



What support can we offer you as a parent of a child with SEND?

We highly value a strong home-school partnership. KSM School is part of a community that encourages children and their families, staff, governors and local people, to work together. Strong partnerships are used to promote learning and well-being in order to gain successful outcomes for all.

On a daily basis, your child's class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. In addition:

- The SENDCo, is available to meet with you to discuss your child's progress or any concerns and worries you may have. SEND Surgeries and parent teacher consultations, aim to keep parents and carers informed and fully involved.
- All information from outside professionals will be discussed with you in person, or where this is not possible, through a report.
- Personal progress targets on a Learning Plan or EHCP will be reviewed and new targets set, with your involvement, 3 times per year.
- Homework will be differentiated to meet your child's individual requirements.
- A home-school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We can support parents with referrals to enable them to access support through parenting courses, such as 'Supporting My Neurodivergent Young Person (SMNYP)', school nurse, social care and counselling services.
- If your child still requires extra support, with your permission, the SENDCo will access further support through referring to Wiltshire's multiagency support teams such as learning support, Behaviour Support, Educational Psychologist and School nursing teams.
- In addition, we can signpost parents to the Wiltshire Local Offer Website where a comprehensive list of services is available [Wiltshire Local Offer](#)
- Support is also available at https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page and from Wiltshire SENDIASS at <https://www.family-action.org.uk/what-we-do/children-families/wiltshire-sendiass/>

How is our school accessible to children with SEND?

KSM school is fully compliant with the Equality Act (2010) and committed to providing an accessible environment for all pupils.

Our main building is on one level with wide doorways and ramp access to the playground. Mobile classrooms are also accessible via ramps. All toilets are gender neutral and we have a wheelchair accessible toilet in the main building.



We ensure that equipment and resources are accessible to all children regardless of their needs. Extracurricular activities and school trips are open to all pupils including those with SEND with adjustments made where necessary to support full participation.

For more details, please refer to our school's Accessibility Plan

How will we support your child when they are joining this school, leaving this school or moving onto another class?

KSM School has very close links with a number of local pre-schools and nurseries. Our Early Years Foundation Stage teachers visit most of the pre-schools in the local area, to ensure a smooth transition from pre-school settings to KSM School. This usually takes place in the summer term before your child starts KSM School. Pre-school records and Learning Journeys are shared between children's key workers and our EYFS staff. Where children have identified SEND needs, the SENDCo will also liaise with the pre-school SENDCo and the Early Years Inclusion Advisor. Information is shared and records and assessments discussed. If appropriate, there may also be a transition meeting where parents and external agencies may be invited to attend and share their views and advice.

In Year 5, a child who has a 'My Support Plan' or an EHC Plan will have a transition meeting involving the SENDCo, their class teacher, any multi-agencies who are involved with the child and the SENDCo or representative of their chosen secondary school. This will ensure a smooth transition into Key Stage 3. KSM School has close links with each of the three secondary schools in Chippenham and works collaboratively with each school to ensure a smooth transition from the end of primary school to the beginning of secondary school. We can arrange additional visits to each of the secondary schools for children with additional needs prior to them starting school.

Visits to Kington St Michael CE Primary School are warmly welcomed. You will be given a personal tour of the school by our Head Teacher, Mrs Victoria O'Brien. Our SENDCo may also be available to discuss any queries and concerns you may have.

What anti-bullying measures do you have in place?

At KSM school we take all accusations of bullying extremely seriously. Any incidents are recorded in detail on CPOMS (Child Protection Online Management Systems) including what happened, when and where, who was involved, actions taken and next steps. This ensures transparency and accountability.

We are committed to building a positive school climate and have developed a strong ethos to prevent bullying before it starts. Staff are trained to recognise the signs of bullying and respond quickly and effectively.

When bullying does occur, we act promptly to support the pupil affected and ensure the behaviour stops. Pupils are encouraged to speak out, knowing they will be listened to and



taken seriously. We regularly talk about bullying in class and assemblies, helping children understand how to treat others with kindness and respect.

How do you evaluate the effectiveness of provision with SEN?

This policy will be evaluated using a range of evidence:

- An analysis of all teachers' planning by Subject Leaders ensures that a differentiated approach is taken and that the learning objectives in the KSM Learning Plans are identified and reflected in planning
- Parents/carers will be aware of individual targets set for children by discussing, receiving and having their views recorded on KSM Learning plans.
- Children are involved in discussing, constructing, reviewing and having their views recorded on their own plans.
- Targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART).
- Monitoring pupil progress using our online tracking system INSIGHT.
- Classroom observations by SENDCo and subject leaders.
- Ensuring that outside agencies, where appropriate, have their comments recorded on plans and are involved in their development.

What Pastoral support do you offer pupils with SEN for their emotional, mental and social development?

At KSM school we work closely with families to identify the most appropriate support for each child. When needed we may suggest completing an Early Support Assessment (ESA), a voluntary and supportive process that helps us understand a child's or family's needs. The ESA is carried out in partnership with the child, family and school and leads to a tailored plan to help everyone move forward. More information is available in our school website under Early Help.

We also offer emotional support through our trained ELSA (Emotional Support Assistant). Our ELSA works closely with children to support their emotional wellbeing, helping to remove barriers to learning and promote happiness in school and at home. The school SENDCo works closely with the school ELSA and families to ensure consistent and effective support.

For more details, please refer to our ELSA information leaflet on our school website.



What arrangements do you have in place to support children that are looked after by the local authority who have SEN?

At KSM school we are committed to supporting all children including those who are looked after by the local authority and have Special Educational Needs and Disabilities (SEND).

We work closely with carers, social workers, virtual schools and other professionals to ensure that each child's needs are fully understood and met. A personalised support plan is developed in partnership with all involved and the school SENDCo oversees the provision to ensure consistency and progress.

Additional emotional and academic support is available including access to our trained ELSA (Emotional Support Assistant) targeted interventions and regular reviews of progress. We aim to provide a stable nurturing environment where every child feels safe, supported and able to thrive.

What do I do if I am unhappy with the SEN support?

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience. Compliments are always gratefully received and can be passed on either directly to staff and the SENDCO, or formally recorded via our questionnaire to parents or in the form of a letter to the Head Teacher. We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process is outlined on our school Complaints Policy available on our school website.

Glossary of Terms

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs (SEMH).

Adaptations – Changes made to teaching methods, materials, the learning environment or equipment to help a child access learning more effectively. Adaptations are designed to meet individual needs and may include things like using visual aids, providing extra time, changing seating arrangements or offering alternative ways to complete tasks. These adjustments help ensure all children including those with SEND can fully participate in school life.

EHCP (Education, Health and Care Plan) -A legal document for children and young people ages 0-25 who have significant and long term special educational needs and/or disabilities. It outlines the child's needs, the support they require and the outcomes they are working on. An EHCP brings together education, health and social care services to ensure coordinated support. It is reviewed annually to make sure it continues to meet the child's needs.



ELSA – A specially trained teaching assistant who supports children with their emotional wellbeing. ELSA's help children understand and manage their feelings, build confidence, improve social skills and develop positive relationships. The aim is to remove barriers to learning so children feel happier and more settled both in school and at home.

Graduated response – An approach to providing SEND support through a cycle of continuous improvement. Schools assess a child's needs, plan appropriate support, implement the plan and then review its impact. This step-by-step process begins with high quality teaching and monitoring followed by targeted support if needed. If concerns continue more specialist help may be provided. The graduated response ensures that support is tailored and builds gradually based on what works best for the child.

Intervention – A planned programme or strategy used to support a child's learning or emotional development. Interventions are usually delivered in small groups or one to one session and focus on specific areas such as reading, maths speech or wellbeing. They are tailored to meet individual needs and reviewed regularly to monitor progress and effectiveness.

Learning Plan -A personalised document that outlines specific targets, strategies and support for a child with additional needs. It is created by school staff in collaboration with parents and where appropriate the child. The plan helps to track progress and ensures teaching is tailored to meet the child's individual learning goals.

Local offer – Information provided by the local authority about the support and services available for children and young people with Special Educational Needs and Disabilities (SEND). It includes details about education, health, social care services as well as how to access them. The Local Offer helps families understand what help is available in their area and how to get it.

Quality First Teaching –High quality inclusive teaching that is designed to meet the needs of all pupils in the classroom. It involves well planned lessons, clear expectations and effective use of resources and strategies to support every child's learning. QFT is the first step in supporting children with SEND and ensures that all pupils receive excellent teaching before any additional support is considered.

SENDCO (Special Educational Needs and Disabilities Coordinator) -A teacher in school who is responsible for overseeing the support provided to children with SEND. The SENDCO works with staff, families and outside agencies to make sure children's needs are identified and met. They help plan support, monitor progress and ensure that the school follows SEND policies and guidance.

SEND Code of Practice – A government document that provided guidance to schools, local authorities on how to identify, access and support children and young people with Special Educational needs and Disabilities (SEND). It outlines the legal responsibilities and best practice for ensuring children with SEND receive the right support to help them succeed.

SEN information report – A document published by schools that explains how they support children and young people with Special Educational needs and Disabilities (SEND). It included



details about how SEND is identified, what support is available, how progress is monitored and how families are involved.

SEN support – Help provided by the school for children with Special Educational Needs who do not have an Education Health Care Plan (EHCP). SEN support followed a graduated response which includes assessing the child's needs, planning support, putting the support in place and reviewing progress. This support may include adaptations in the classroom, targeted intervention or help from specialist staff.