

# KINGSHAM PRIMARY SCHOOL

## SEND (Special Educational Needs and Disabilities) Information Report 2025

<b>Revised by School</b>	June 2025
<b>Responsible Person</b>	Deputy Headteacher and SENDCO
<b>Ratified by GB</b>	13/10/25
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This SEN Information Report (Schedule 1 Regulation 51) contains the information required by the Children and Families Act (2014). It incorporates the statutory guidance from the Code of Practice (2015) and the West Sussex Local Offer questions from parents.



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## 1. Vision and aims

### School vision and ethos

At Kingsham Primary School, **we value every child**, ensuring that children are always at the heart of every decision we make. We ensure we support **every** child to demonstrate our CROWN learning values (Curiosity, Resilience, Open-mindedness, Wow-Improver, No-Limits) and reward children when they do.

**Inclusion is part of our whole school ethos** and is embedded in all our practices across the school. For pupils with Special Educational Needs and/or Disabilities (SEND), we are committed to providing **an excellent curriculum** with a range of exciting opportunities that empower and aspire our learners for the future, ensuring the best outcomes for all children. Our staff team provide **Quality First Teaching**, adapted to meet the needs of all children, so that each child can achieve their potential. In **our inclusive learning** environment, all children are valued as individuals and encouraged to be themselves. Our learning environment is characterised by a welcoming, warm and inviting atmosphere which ensures children are comfortable and confident to learn and to take risks in their learning. We work with **parents and carers** to ensure we are partners in our children's learning and value that essential relationship. This is crucial to address the needs of the whole child, to ensure that we provide excellent support for our children and ensure the best outcomes for all children.

### **We aim to achieve this for pupils with Special Educational Needs and/or Disabilities by:**

- Valuing each child's voice by ensuring they feel respected as individuals, are encouraged to be themselves, and understand that diversity is celebrated
- Working collaboratively as a team with school staff, families, external specialist agencies and any other relevant professionals
- Having a clear graduated approach - 'assess, plan, do, review' - of the Individual Learning Plans (ILPs) which set aspirational goals based on clear assessments and regular reviews
- Ensuring early identification of children's strengths and needs with clear starting points so that every child makes progress and achieves standards that reflect their full potential
- Striving for best practice for SEND provision, including beyond the school, to ensure continuous development of Quality First Teaching and adaptive teaching strategies
- Planning careful transitions to best prepare individuals for the future and the next stage of their school career
- Ensuring the school environment is accessible to all and every child has full access to the curriculum and all school activities

## 2. Legislation and guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- The Children and Families Act (2014), which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations (2014), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website [here](#).

This information report links with other school policies and documents including:

- Accessibility plan
- Relationships Policy
- Equality, Diversity and Inclusion information and objectives
- Supporting pupils with medical conditions
- Admissions
- Looked after and previously looked after children
- Child Protection and Safeguarding
- Positive Handling
- Health and Safety

## 3. Information Report

This information report aims to:

- Inform parents and carers about the provision for pupils with special educational needs and/or disabilities (SEND) at Kingsham Primary School.
- Explain how we implement our SEND policy and the school procedures that follow the graduated approach and four-part cycle of 'assess, plan, review and do' to meeting pupil needs.
  - Report how our school supports and makes provision for pupils with special educational needs and/or disabilities (SEND)
  - Answer questions about the provision for pupils with special educational needs and/or disabilities (SEND)

### 3.1 Identification and Assessment of Pupils with Special Educational Needs and/or Disabilities

The purpose of identifying pupils' Special Educational Needs and/or Disabilities is to assess and plan what action the school needs to take to provide an inclusive curriculum and environment in which each child can achieve their potential.

At Kingsham Primary School, our aim is to identify the needs of an individual pupil by considering the needs of the whole child, not just their Special Educational Needs and/or Disabilities (SEND). A child might be identified as having Special Educational Needs and/or Disabilities because they find learning more challenging than others and may need extra support to achieve their full potential.

In the Code of Practice (2015), special educational needs and provision can be considered as **four broad areas of need**:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

Kingsham recognises that the use of these areas depend on the individual as every child is different. For example, children could have a need within one area, there could be children who have needs in more than one area or for some children the precise nature of their need may not be clear at the outset. Therefore, Kingsham will endeavour to recognise the individual child's needs when thinking about how best to support them.

Schools assess all children to identify their strengths and needs and how they can best be supported. At Kingsham Primary School, children who need extra help with their learning may receive additional support under one of the following categories:

- SEND monitoring
- SEND support
- An Education, Health and Care Plan (EHCP)

The following are not considered to fall under the category of Special Educational Needs, however they may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- Being a Child Looked After (CLA) or Previously Looked After Child (PLAC)

- Being a child of a Serviceman/woman
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant

### 3.2 What types of Special Education Needs does the school provide for?

Our school currently provides additional and/or different provision for a range of needs, including:

<b>BROAD AREA OF NEED</b>	<b>IDENTIFIED NEEDS</b>
<b>Communication and interaction</b>	Autism spectrum disorder Speech, language and communication needs
<b>Cognition and learning</b>	Moderate learning difficulties (MLD) Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD) Anxiety-related Children may experience a range of difficulties with social or emotional difficulties including feeling isolated or withdrawn
<b>Sensory and/or physical</b>	Hearing impairments Physical disability Sensory-processing difficulties

### 3.3 How does the school know if my child needs extra help?

Before pupils join Kingsham, information is shared from parents/carers, the previous setting and outside agencies regarding any pupils who have identified special educational needs and/or disabilities. This is also key to provide a smooth transition for your child. When families are choosing the primary school for their child, they are welcome to talk to the SENDCO and discuss their child's needs to help them make a more informed decision. Once at Kingsham, pupils' progress is observed, assessed and monitored closely by teaching staff (including class teachers, teaching assistants and SEND teaching assistants), the school leadership team (including SENDCO) and governors. All class teachers monitor progress and development regularly, including if a child is not making the expected level of progress academically, socially or emotionally. If a teacher is concerned about a child, they will consult with the school SENDCO and will contact you to discuss your views.

Assessments are recorded termly and shared at Pupil Progress Meetings (which are meetings between the class teachers, deputy headteacher (SENDCO) and headteacher). If expected progress is not being made, additional support is planned for, such as relevant resources, interventions or personalised targets. Often this is sufficient to bridge the gap, however, some pupils will require further support. If this is the case, school staff will agree the next steps with you.

As well as academic progress, all teachers complete a Thrive assessment - which is an online assessment, action-planning and monitoring tool - to identify the social and emotional needs of the pupils. This provides the school with an action plan tailored to the social and emotional development of the class designed to improve self-esteem, become more resilient and resourceful, form trusting and rewarding relationships and enable pupils to overcome difficulties and setbacks. From this, individuals requiring extra support with their social and emotional needs will be identified and assessed by the school's Thrive practitioners, Sam Smith and Miriam Oelman, who will develop and regularly review action plans with specific targets and activities tailored to individual needs.

The school also uses various in-house screening checks that can be used to identify areas of strength and specific gaps in learning or development. These include:

- Speech and language checklist
- Speech sounds check
- Fine and motor skill assessment
- Combined specific learning difficulty checklist
- Sensory checklist
- Using [Pebbles \(tiny steps towards a milestone/curriculum expectations\)](#)

These tools can be used to plan class support and personalise children's targets. If pupils then do not make expected progress, our graduated response to pupils' needs means that we may, where appropriate, ask for the opinion of external experts. This may require a referral with parental or carer consent for further involvement; for example, a speech and language therapist, an educational psychologist, or health services.

### **3.4 What should I do if I think my child may have special educational needs and/or disabilities?**

In the first instance, parents and carers should speak to their child's class teacher if they have concerns. Parents are welcome to contact the SENDCO; directly, by phone, email or letter; who will discuss their concerns with them and plan for any appropriate assessments. In certain cases, this would involve a referral to outside agencies.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

### **3.5 How will the school adapt teaching to my child?**

#### **Provision for pupils with special educational needs and/or disabilities**

All pupils with identified special needs and/or disabilities are included on the school's SEND register as SEND Support or EHCP (if they have one). As part of the SEND register, we also recognise children's needs as 'SEND Monitoring' if their needs have yet to be fully identified, assessed formally or progress is being monitored by the school SENDCO. Information regarding a pupil's needs will be shared and discussed by the teacher, teaching assistants, SENDCO and any relevant professionals involved. Sharing relevant information is important to understanding a child's strengths and their learning barriers; therefore, adapting the teaching approach to meet their individual needs. We will adapt how we teach to suit the way the children learn best. There is not a '1 size fits all' approach to adapting the curriculum, we work on an individual basis to make sure the adaptations we make are meaningful to your child.

#### **Quality First Teaching**

Teaching staff are responsible and accountable for the progress and development of all the pupils in their class. This will involve appropriate challenge for all pupils and requires quality first teaching. This is the first step in responding to pupils with SEND, which involves teaching staff tailoring methods and materials to meet the needs of all pupils in the class through adaptations, personalisation and/or individualised learning. As a school, we have developed a toolkit for SEND with clear strategies including:

- Adapting resources using visual resources
- Using flexible groupings and supportive learning partners
- Using recommended aids, such as laptops
- Providing scaffolds for tasks
- Word banks and sentence stems

#### **An Individual Learning Plan (ILP)**

Pupils identified as SEND Support or EHCP will have an 'Individual Learning Plan', which will be agreed between the school, parents and the pupil containing information about their strengths, barriers to learning, Quality First Teaching strategies, termly targets and provision. These are reviewed regularly (at least once a term) between school and home.

#### **Additional provision including interventions**

The progress of pupils with SEND is closely monitored and pupils who are not making expected progress, despite quality first teaching, will be offered additional support. Additional support may include targeted interventions and in-class support from

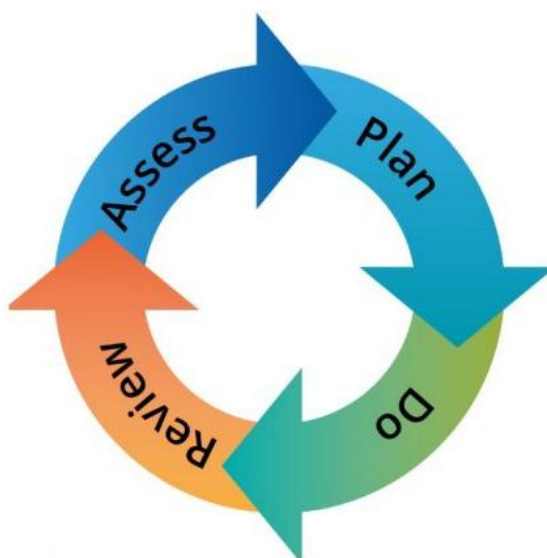
school staff. A wide range of interventions are delivered, monitored and evaluated by teaching staff and senior leaders.

Our school's **SEND Toolkit** provides an overview of the quality first teaching strategies and targeted interventions available at Kingsham. Here is a summary of examples from this toolkit in each broad area of need:

AREA OF NEED	QUALITY FIRST TEACHING STRATEGIES	TARGETED INTERVENTIONS
<b>Communication and interaction</b>	<p>The use of visual resources to support language and pupil's understanding (for example, visual timetables, 'Now, Next, Then' cards, visual cues).</p> <p>Use names before giving an instruction and simplify the instructions.</p> <p>Ensure a 'communication-friendly environment' – refer to the checklist for this.</p> <p>Chunking of instructions (1, 2 and 3 approach) with visual cues and in order.</p> <p>Use social stories and comic strip conversations.</p>	<p>Speech Link</p> <p>Narrative Therapy</p> <p>Colourful semantics</p> <p>Individualised social stories and comic strip conversations</p> <p>Barrier games</p> <p>Pre-teaching</p>
<b>Cognition and learning</b>	<p>Learning buddy – a positive peer to be a learning buddy to talk through the learning and provide peer support.</p> <p>Visual aids to support learning may include: a personalised visual timetable, using 'Now, Next, Then' cards, clear visual models and examples for the pupil to refer to.</p> <p>Writing frames, templates and writing strips.</p> <p>A back-chaining approach to writing.</p> <p>A range of recording techniques (for example, bullet points, mind maps, flow charts, use of a camera, record voice, record on a laptop).</p> <p>Access to word mats, word banks and displays.</p>	<p>Pre-teaching</p> <p>Peer reading</p> <p>Inference training</p> <p>Priority Readers</p> <p>Phonics Catch-Up (KS1 and KS2)</p> <p>Precision Teaching for sight word reading, spelling and times tables (KS1 and KS2)</p> <p>Question of Three (KS2)</p>
<b>Social, emotional and mental health</b>	<p>Use 'blurt out' cubes or counters to support calling out.</p> <p>Use 5 point scale or class thermometer to check in.</p> <p>Meet and greet with a pupil to go through the day.</p> <p>Brain-stem activities to support calm starts to sessions.</p> <p>Use a buddy or mentoring system with another child.</p> <p>Give clear choices provided by the adult.</p> <p>Use an adult script to ensure consistent messages are provided.</p>	<p>1:1 or group Thrive sessions</p> <p>Restorative sessions</p> <p>Lunch club</p> <p>Nurture provision</p> <p>Social skills group</p> <p>Wellbeing resources and workbooks</p>
<b>Sensory and/or physical</b>	<p>Body or hand warm-ups before starting work</p> <p>Using adapted pens/pencils (triangular pencils, pencil/pen grips)</p> <p>Slope board for writing</p> <p>Wobble cushion or wedge</p> <p>Provide replacements for chewing such as 'chewys', (tubes, chewlery, chewy pencil topper), sports drinking bottle, etc.</p> <p>Provide child with a 'fidget toy' such as squeeze ball or piece of blue tack.</p>	<p>Jump-ahead</p> <p>Write from the Start</p> <p>Fizzy Training Games</p> <p>Occupational Therapy pack</p> <p>Dough Disco</p> <p>Sensory circuits</p> <p>Handwriting support</p>

### 3.6 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



**Assess** - The initial assessments will be reviewed regularly. This will help ensure that support, strategies and interventions are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

**Plan** - The teacher, SENDCO, child and parents will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their strengths, needs, specific targets, the support provided and any teaching strategies or approaches that are required. This will be agreed as an Individual Learning Plan (ILP) by staff, SENDCO and parents or carers.

**Do** - The identified strategies will be put in place. The class teacher will remain responsible for working with the child on a daily basis. If interventions involve group or one-to-one teaching away from the main class, they will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

**Review** – Regular meetings between staff, other professionals and parents will take place to review the effectiveness of the support and interventions and their impact on the child's progress. This can happen during annual reviews, termly Individual Learning Plan reviews, Pupil Progress meetings and other relevant reviews to ensure pupil progress. The cycle of assess, plan, do and review is a continual process that professionals and parents/carers engage with.

### **3.6a) How will the school know how well my child is doing?**

If a child has an Individual Learning Plan then these are reviewed each term through a person-centred review with the parents or carers, class teacher and SENDCO. The views of the pupils are collected prior to this meeting and shared as part of the review process.

If a child has an Education, Health and Care Plan, these are reviewed annually as part of the West Sussex process and in line with their annual review guidance. These can involve other professionals. However, these outcomes are broken down into termly targets using an Individual Learning Plan and are reviewed each term.

Teaching staff will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's termly summative assessments, ongoing formative assessments and experiences of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **3.6b) How will I know how my child is doing?**

Parents may contact the school to request information on how their child is getting on. Parents' evening is an opportunity for parents or carers to meet with the class teacher or the SENDCO to discuss their child's progress, attainment and their next steps. Parents or carers are welcome to make an appointment with your child's class teacher or SENDCO at any other points of the school year.

If concerns are raised, parents may be contacted by the school to discuss progress in more detail. If your child is identified as 'SEN Support' or with an EHCP, they will have an Individual Learning Plan in place. This will be an agreed plan that includes your child's barriers to learning, the strategies to support them, their targets and provision put in place. A finalised copy will be provided for you so that home and school can work in partnership. These are reviewed with you each term.

In the spring term, you will receive a Mid-Year Report to identify your child's achievements and target areas. At the end of the academic year, you will receive

your child's school report which details their achievements and progress over the year.

If your child has an Education, Health and Care Plan (EHCP) we will work together to ensure yours and your child's views shape the support provided in school.

### **3.7 Requesting an Education, Health and Care Plan Needs Assessment (EHCPNA)**

If your child does not make progress despite the 'SEN Support' an EHCP needs assessment might be the next step. An EHC needs assessment is a detailed look at a child or young person's special educational needs and/or disabilities (SEND) and the support he or she may need in order to learn. The assessment is to see if your child needs an Education, Health and Care plan (EHC plan), which identifies intensive and specialist support and provision required. Local authorities are responsible for carrying out EHC needs assessments under the Children and Families Act 2014.

To find out more about this process, you can access [SENDIAS information](#).

The needs assessment brings together information about:

- what your child can and cannot do
- the special help they need

It includes information from parents, children, the school or other professionals who work with or support your child or young person. Parents/carers or school can request an EHCPNA through [West Sussex's local offer](#).

### **3.8 Consulting and involving pupils and parents**

#### **3.8a) What are the arrangements for consulting young people with SEND and involving them in their education?**

Pupils with special educational needs and disabilities will be involved as fully as possible in decisions regarding their support and provision. School staff working with the pupil will gather information for child-centred reviews or about their strengths and likes, how to help the child and what the best way to help is. The level of discussion regarding a pupil's SEND provision will depend on the age and understanding of the child, but they will always be an integral part of the planning and reviewing process. We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Collect their views with key questions prior to a meeting to share their voice during a meeting
- Use questionnaires and surveys

The school actively seeks the views of children as part of our whole school approaches, including pupil surveys, representation at school council meetings, gathering pupil voice during subject monitoring procedures and so on.

### **3.8b) How will I be involved in decisions made about my child's education?**

Class teachers will keep close contact with all their pupils' parents or carers but the SENDCO will ensure that more formal contact is made with parents of children on the SEND register **at least termly**. An Individual Learning Plan Review Meeting takes place each term where we review the targets set and discuss the following questions:

- What is Working Well?
- What needs to improve?
- What will we do next or change?

Meetings can take place virtually, over the phone or face-to-face depending on parental preferences. The SENDCO is also available at termly Parent Consultations. The SENDCO will arrange meetings with the parents of any pupils on the SEND register with significant educational needs or whose progress is a cause for concern, to develop an Individual Learning Plan alongside the class teacher. Parents' views are regularly sought through questionnaires or at meetings. Parents are advised to discuss any concerns with the class teacher, SENDCO or senior leadership team who are always available on the school gates. If they feel they need to make a complaint, there is a complaints procedure: details of which can be found on the school website under school policies.

### **3.8c) How will school help parents to support children's learning?**

Parents and carers are welcome to work with the SENDCO or any other staff to discuss how home and school can best work together to support learning. This might include advice on strategies that support the child's learning. Resources and plans are sent home regularly to help support your child's learning, which can be accessed on the school website too. Throughout the year, Kingsham shares information for parents and carers on how to support individuals on a variety of different topics including sleep, behaviour and anxiety.

### **3.8d) How are parents and carers involved in the school?**

There are many ways you can be involved with the life and workings of Kingsham. Every parent automatically becomes a member of the Parent Teacher Association (PTA) who donate their time and energy to events such as school fairs. Many parents help during the school day, listening to readers, helping on school trips or running extra-curricular activities. Day-to-day contact is essential in creating a successful partnership between home and school. Parents of children with SEND may wish for more involvement on a 1:1 basis and meetings can be arranged as necessary, such as at times of transition.

### **3.9 Which staff will support my child, and what training have they had?**

#### **3.9a) Our Special Educational Needs and/or Disabilities Co-ordinator (SENDCO)**

The school's SENDCO is Mrs Megan Palamidas, a qualified teacher, who has gained the accreditation of the National Award for Special Educational Needs Co-ordination at Chichester University in January 2019. The SENDCO is part of the SENDCO Locality group and Chichester Trust network to access support from a wider group of colleagues. Mrs Palamidas is a member of the senior leadership team who works full time as the deputy headteacher, SENDCO and DSL (designated safeguarding lead) in the school.

#### **3.9b) Classroom Teaching Staff (including Support Staff)**

All teaching staff are responsible for the progress and development of every child in their class. They will adapt their teaching to meet the strengths and needs of all children in their class. Teaching staff collaborate with teaching assistants, specialist staff and the senior leadership team to plan, implement, and assess the impact of SEND support. Classroom staff also work in partnership with the SENDCO and external agencies to review each pupil's progress and development. They discuss and implement any necessary changes to the provision. For pupils with SEND, this includes regularly reviewing the children's Individual Learning Plans at least once a term. Teachers are responsible for being in regular communication with parents and carers to keep them informed and involved in their child's education.

#### **3.9c) Pastoral Support Team**

We have a dedicated Pastoral Support Worker, Mrs Sarah Twine, who is available to support children and their families with any pastoral needs. Our Pastoral Support Worker works in partnership with two trained Thrive Practitioners, Sam Smith and Miriam Oelman, who support children's social and emotional development in one-to-one sessions.

#### **3.9d) External agencies and experts**

The school is committed to working in partnership with outside agencies to enhance the quality of the provision made for meeting the special educational needs of each pupil and to work closely with their parents and families.

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

At Kingsham Primary School, we employ the services of and access support from the following external agencies:

- School Nurse
- The Ethnic Minority and Traveller Achievement Service (EMTAS)
- Speech and Language Therapy Team (SALT)
- Autism and Social Communication team (ASC)
- Learning and Behaviour Team (LBAT)
- Educational Psychology Service
- Occupational Health Team
- Physiotherapy team
- Fair Access/APC Inclusion Outreach
- Children and Adolescent Mental Health Service (CAMHS)
- Social Services
- Integrated Prevention and Earliest Help/Early Help to access other external expertise/Family Support Workers
- West Sussex Young Carers
- Mental Health Support Teams in Schools (Thought-full)

Before any referrals are made, the school will seek your permission.

### **3.9e) What training have the staff supporting children with SEND had or are they having?**

Staff training needs are assessed according to the profile of our intake each year and training sessions may be delivered to all staff or specific staff on key areas. All staff members undergo Performance Management which leads to a programme of professional development. All staff disseminate their learning to other colleagues to ensure consistency across the school.

Teaching assistants meet every fortnight as part of their professional development programme and cover areas including supporting pupils develop vocabulary, specific intervention training and enhancing strategies to support pupil progress.

### Examples of recent staff training includes:

Training	Who/How many?	When?	Who by and qualifications	Outcome
Emotional Based School Avoidance (EBSA)	Attendance officer	Dec 2025	West Sussex's Educational Psychologist Service	Strategies have been developed and Pastoral Support Worker is working with families to support children who demonstrate with EBSA.
Thrive approach Whole school approach to mental health and well being.	2 practitioners	Oct 2024	Thrive Online	Ongoing CPD for Thrive practitioners as part of license agreement. This is used as part of group or one-to-one sessions and implementing the whole school approach.
Speech and Language Training <i>Including: communication friendly classrooms, personal targets and shape coding</i>	All staff (in particular teaching assistants)	Ongoing	Speech and Language Therapy Service	Ongoing training for staff to embed speech and language interventions. Shape coding has made a positive impact on one child's progress in a short period of time – this will be shared across staff.
Adaptive teaching	Class teacher	October 2025	University of Chichester.	Confidence in supporting ALL pupils in the class.
Inclusion conference: Working with schools, a parent's perspective: jointly led by Carina Reid and Sasha Slade from the Autism and Social Communication Team, with the West Sussex Parent Carer Forum	SENDCo	June 2025	Led by Carina Reid and Sasha Slade from the Autism and Social Communication Team, with the West Sussex Parent Carer Forum.	Better understanding of supporting parents of children with Autism.

Inclusion conference: Therapeutic Thinking, developing emotional literacy to support wellbeing and inclusion	SENDCo	June 2025	Led by Kate Southgate and Nichola Atkinson from the Learning and Behaviour Advisory Team	SENDCo more familiar with West Sussex practical tools, resources and strategies to develop emotional literacy.
Deaf awareness training	4 teachers SENDCo 4 TAs	July 2025	Sally Evans  Sensory Support Team, West Sussex.	Staff able to: <ul style="list-style-type: none"> <li>• understand how the ear works and listen to examples of sound simulations of different levels of deafness.</li> <li>• know what different hearing levels mean and the impact these have on deaf CYP and their access to learning.</li> <li>• know how to support the deaf CYP with their listening technology</li> <li>• uses strategies to support deaf CYP in the classroom and within the wider school community.</li> </ul>

### 3.10 How will the school evaluate whether the support in place is helping my child?

We evaluate the effectiveness of provision for pupils with SEND by:

- Monitoring the progress of all pupils at Kingsham Primary School through termly assessments. Pupils who are not making expected progress are identified and looked at in more detail. This may include:
  - I. Looking at provisions that are in place and whether they have been effective in raising attainment.
  - II. Liaising with the class teacher to get a view on reasons behind progress.
  - III. Discussions with the pupil regarding what they feel is going well and what could improve things for them.

IV. Discussions with the parents to review the current provision and agree the next steps needed to support their child to make better progress.

- The progress of all pupils on the SEND register is analysed by the SENDCO.
- Reviewing pupils' individual progress towards their goals each term through the Individual Learning Plan and holding annual reviews for pupils with EHC plans
- Reviewing the impact of interventions each term
- Using pupil and parent/carer questionnaires
- Monitoring undertaken by the senior leadership team including the SENDCO
- Using provision maps and Individual Learning Plan to evaluate SEND provision
- Completing an audit of SEND provision with the SEND governor

### **3.11 How is the decision made about how much support my child will receive?**

At Kingsham Primary School, support is assigned to pupils based on their specific needs; whether academic, social, emotional or medical and the professional judgement of the staff working with them. The SENDCO will regularly meet with class teachers to discuss a child's needs and how class-based resources can be used best. Support may be directed by provision written in an Education, Health and Care Plan (EHCP). The level of support for children identified on the SEND register will be decided through discussions between SENDCO, class teachers, outside agencies as available, parents or carers and the pupil themselves. The impact of this support will be monitored regularly through regular meetings such as Pupil Progress Meetings or Termly Individual Learning Plan meetings. Your child's progress will be discussed with you to ensure that we have open and effective dialogue with your child's need at the centre. It is vital that any support provided is appropriate to the needs of the pupil and provides opportunities to learn independently and develop life skills. The level of support given to a pupil will be reviewed regularly in terms of the impact on the pupil's progress, both academically and socially. Parents/carers and the pupils will be involved wherever possible in decisions relating to the support offered.

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

The resources for all children are administered by the HR and Finance team in line with the school's budget set by the Headteacher and school Governors. The resources to support pupils with SEND are allocated according to the needs of the cohort in school at the time including the statutory requirements of an Education, Health and Care Plan (EHCP). The SENDCO liaises with the Senior Leadership Team to prioritise need to organise staffing and relevant interventions.

### **3.13 How will the school support my child's mental health and emotional and social development?**

All staff are committed to developing children's understanding of their own and others' needs and feelings to support the overall well-being of the child. At Kingsham, we have a strong emphasis on pastoral provision to support children's social, emotional and mental health. There is a dedicated welfare room to provide first-aid to all and currently have paediatric first aiders and appointed first aiders across the whole school. There is a first aid policy which is regularly reviewed. All staff, including lunchtime supervisors, are informed about children with specific allergies and photographs of these children are displayed in the staffroom. The school adheres to the Managing Medicines Policy. Children with complex medical needs are acknowledged through an Individual Health Care Plan which is drawn up in conjunction with home, school and the school nurse. Kingsham has a robust Relationships Policy and an Anti-Bullying Policy which ensures the safety and well-being of all our children.

Each child is treated as an individual and relationships are built upon trust between the staff and the children to support and challenge them as they strive to reach their potential.

Outside agencies such as the Family Support Workers and school nurses can be referred to for individual support and can help families at a time when some extra guidance would be valued. You are always welcome to discuss your needs with your child's class teacher.

To support social and emotional development, the school is using the Thrive approach. This is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children. Teachers assess all children and develop an action plan tailored to the social and emotional development of the class; for example, they will develop resilience, improve emotional stability and build self-esteem. These class assessments identify individuals requiring extra social and emotional support and will develop action plans with specific targets and activities tailored to individual needs. This will be led by a trained Thrive practitioner who will work with identified children in groups or one-to-one sessions.

For further information about the Thrive approach, please go to:  
<https://www.thriveapproach.com/>

Our Thrive Room can be accessed at other times of the day for children who need emotional or social support. The Thrive Room is also accessed by registered play therapists, the [Mental Health Support Team in Schools \(Thought-full\)](#) and other external agencies for sessions with identified pupils.

### **3.14 How will Kingsham support and prepare my child as they transition between classes or settings, or in preparing for the next stage of education?**

Effective transition is based on communication between all parties involved so that transition can be carefully planned. Where it is thought necessary, additional meetings and visits are organised to ensure that the pupil, parents and all professionals involved are completely informed and prepared. Plans for transitions are based on the child's appropriate needs. This may include a visit to the child's setting, social stories and a graduated timetable on arrival. Likewise, appropriate support for transition into the next class is also planned annually.

### **3.15 How will my child be included in activities outside the classroom, including school trips?**

At Kingsham Primary School, we believe all pupils should have the opportunity to participate as fully as possible in appropriate enrichment activities (such as school trips and extra-curricular clubs) and the school will make reasonable adjustments to ensure that pupils take part fully in activities and trips, if their health and safety can be assured. Risk assessments for individuals are completed in liaison with parents, external agencies and the pupil to agree the appropriate outcomes. All children are encouraged to participate in clubs after school and reasonable adaptation is put in place to ensure that every child can access them. All groups are open to all, such as Green Gang, and support will be put in place, if necessary, for any child to participate.

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

Reasonable adaptations are made so that no pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **3.16 Securing equipment and facilities**

The whole school has made a clear commitment to developing the educational provision it makes to meet the needs of the children. The SENDCO and leadership team work together to allocate resources from the school's delegated budget, according to the priorities indicated in the school's SENDCO action plan.

Where individual children need specific resources that are identified within Section F of their EHCP, the arrangements for the provision of this is agreed with the Local Authority. This may include funding for classroom resources and adaptations – such as, the installation of a hoist system – and is an agreement between professionals, the Local Authority and parents or carers.

### **3.17 The facilities provided to help disabled pupils access your school**

Kingsham's Accessibility Plan outlines steps to ensure the school is accessible to pupils, staff, families and visitors. The school endeavours to be accessible for all children, including those with physical needs, with sloped entrance ways and ramps to access and leave the buildings. Classrooms are made wheelchair accessible and can be adapted using portable ramps if necessary. We have one inclusive toilet and

electronic changing table. Where specialist equipment is required, we work closely with the West Sussex Occupational Therapy, Physiotherapy Teams. The school makes its best efforts to communicate with parents whose first language is not English. The school's website has a translation service available for parents and carers. The school also has access to translators for any relevant meetings or discussions between staff and families.

A copy of the school's accessibility plan is kept on the school website.

### **3.18 Arrangements for admissions of pupils with disabilities**

The admission of pupils with disabilities who do not require an Education, health and care plan is considered in the first instance in the same as non-disabled pupils. They will follow Kingsham's current policy for school admissions. Further considerations are made in relation to their need and accessibility. The school will work with parents and carers, relevant school staff and other professionals to put arrangements in place to ensure the environment is accessible and suitable. This would include supporting pupils with disabilities through a clear transition plan.

If a pupil has an Education Health and care Plan or is undergoing an EHC Needs Assessment, the school will consult with West Sussex to ensure the provision can be put in place. The governing body will admit any pupil whose final Education, Health and Care Plan names the school.

### **3.19 Steps taken to prevent disabled pupils from being treated less favourably than other pupils**

Governors and school staff ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those pupils with Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

### **3.20 Contact details of support services for parents of pupils with SEN**

#### **3.20a) What support services are there for parents of pupils with special educational needs and/or disabilities?**

The parents of pupils with special educational needs and/or disabilities can access support locally from:

- SENDCO
- Class teachers
- Pastoral Support Worker

- [Novio Portal](#)
- [West Sussex Local Offer](#)
- [West Sussex Parent/Carer Forum](#)
- [Information, Advice and Support Service \(SEND IAS\) – formally known as Parent Partnership](#)
- [Parent and Carers Support Organisation \(PACSO\)](#)
- [Reaching Families](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

### **3.20b) West Sussex's local offer**

West Sussex publishes information through their local offer about provision, local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND).

This can be accessed on <https://westsussex.local-offer.org/>

Parents without internet access should make an appointment with the SENDCO for support to gain the information they require.

### **3.21 What is the governing body's role in meeting the needs of pupils with special educational needs and supporting the families of pupils with SEND?**

The governing body have legal duties under the Children and Families Act (2014) in relation to pupils with SEND. They agree this policy, ensure it is implemented and monitor the impact of the policy. The governing body and headteacher are involved in decisions regarding the admission and provision planning for pupils with SEND. There is a governor for SEND who liaises directly with the SENDCO each half term when there are opportunities to raise questions with the SENDCO. The SENDCO attends governor meetings to provide feedback and will produce reports at various points in the year. The SENDCO writes the SEND information report, which is agreed by the governors and headteacher.

### **3.22 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher/SENDCO/headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions and permanent exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 3.23 Contact details

#### Who can I contact for further information?

The first point of contact would always be with your child's class teacher who can advise you on day-to-day matters. Staff are available at the beginning or end of the school day but appointments can also be made for a longer conversation. The SENDCO and/or Headteacher can be contacted at any time; appointments can be made via the school office.

If considering a place for your child at Kingsham, please telephone the school office to arrange an appointment for a tour around the school.

*School contact details:*

Telephone number: 01243 784046

Office email: [office@kingshamprimary.chimat.uk](mailto:office@kingshamprimary.chimat.uk)

School website: <https://www.kingshamprimary.chimat.uk/>

Headteacher: Mr Lee Dallinger

Deputy Headteacher and SENDCO: Mrs Megan Palamidas

SEND link governor: Sue Palmer

### 4. Monitoring arrangements

This policy and information report will be reviewed by the school SENDCO, Mrs Megan Palamidas, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the headteacher and governing body.

### 5. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

- **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.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **DSL** – designated safeguarding lead
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages