Kingmoor Junior School SEN Information Report

At Kingmoor Junior School, we strive to ensure that all our children are supported to achieve to the very best of their ability. We believe that building positive relationships with families is the most important factor in supporting children with Special Educational Needs or Disabilities (SEND)

How does the school know if my child needs extra help and what should I do if I think my child may have a Special Educational Need (SEN)?

As a first port of call, parents/carers should raise any concerns with their child's class teacher. They can also request an appointment with our Special Educational Needs Co-ordinator (SENCo), **Mrs. Hannah Graham**, or our Assistant SENCo, **Miss Laura Taylor,** who work together as our SENCo team.

'A pupil has SEN where 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'
Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015

At Kingmoor Junior School we may identify a child with SEN in various ways:-

- The needs of a child or young person with SEN will fall into one or more of the following four areas - *Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Physical and Sensory.*
- Information passed on by Kingmoor Nursery and Infant School or other primary schools during transition processes will identify pupils who are already on the SEN register. Any initial concerns about pupils not yet on the SEN register are also passed on so that progress can be closely monitored and additional support can be actioned swiftly if necessary.
- Ongoing teacher assessment will identify pupils who are making insufficient progress or performing significantly below expected age levels. These pupils will be discussed as part of Pupil Progress Meetings that are held regularly between teachers and our Senior Leadership Team. If it is felt that difficulties with learning and progress may be because of a Special Educational Need, the pupil will then be discussed further with our SENCo team.
- Class teachers can seek advice from our SENCo team regarding concerns that they have about a child displaying possible Special Educational Needs at any time. Following discussions, the SENCo or Assistant SENCo may look at the child's work, observe the child in class, and / or complete some activities with them 1:1 to assess particular learning needs. An online assessment tool, GL Assessment LASS 8-11, may also be used to gain an overview of key learning skills.
- Liaison with professionals and external agencies may provide information that indicates that a child should be placed on the SEN register. The extensive list of specialists who liaise with school to ensure that pupils receive the support that they need includes Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Community Paediatricians, School Nurse Team, Social Care, CAMHS (Child and Adolescent Mental Health Services) and GPs.
- *If a child 's learning progress to a level where they no longer need **additional to** or **different from** support, they will be removed from the SEN register.*

How will school support my child?

- Class teachers will set the highest expectations and deliver high quality teaching to all children. Together with teaching assistants, they will plan and deliver any additional support required by individual pupils, with advice from the SENCo as appropriate.
- At Kingmoor Junior School, we have a range of experienced and trained Teaching Assistants (TAs) who will provide support for all children, including those who require extra intervention and support. For some pupils with very specific needs, a planned **intervention programme** may be delivered (e.g. Toe by Toe, Socially Speaking) by one of our TAs.
- A 'class overview' document is in place for each class. This highlights any additional needs or key information for individual children that adults working in class need to be aware of. If your child has a diagnosis (e.g. autism, ADHD), this is also identified in the class overview document. Many children with a diagnosis do not need to be on the SEN Register.

In line with the SEND Code of Practice, we follow a graduated **'assess, plan, do, review'** approach to identify and support our pupils with SEN:

- Children on the SEN register will have a **Support Plan** with SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets to help them to progress with their learning. These targets may be academic or social, or a combination of both.
- There are three Support Plan cycles each academic year. We review and set new targets in October, February and May. In between these times, targets are regularly monitored and adapted as necessary to ensure that they are always relevant to the child's needs.
- As part of the target setting process, each child has the opportunity to talk to their class teacher about what helps them to learn and their aspirations for the future. Support Plans are held in classrooms and the children are encouraged to be a part of the ongoing monitoring and review process.
- Parents of pupils with SEN will be offered three opportunities to come in and meet with class teachers to discuss their child's progress and to contribute to the setting and review of Support Plan targets each academic year. Within the Support Plan document, parents will be guided towards keys ways in which they can support their child at home.
- Children may be provided with specialist resources which are tailored specifically to their needs. These may include adapted writing equipment, sloped writing tables, enlarged keyboards and large font texts.
- All children are assessed for their suitability to sit the KS2 SATs tests following the guidance laid out by Department for Education (DfE). Whether or not a child is eligible for exam access arrangements is related to the child's abilities or needs – it is not related to a child having a specific diagnosis or condition.

How are the school Governors involved?

- The SENCo provides a report to governors termly. **Mrs. Romana Cecchini and Mrs Karen Cook** are our named SEND Governors and meet regularly with our SENCo and Assistant SENCo.
- The Governors agree priorities for spending within the SEN budget to ensure that all children receive the support they need in order to make progress.
- The progress of identified groups of pupils is a standing agenda item of the Curriculum sub-committee of all Governors' meetings.

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

As stated by Ofsted in January 2026, *'Leaders have created an inclusive culture where pupils with different needs are welcomed and supported. Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life. Pupils access the same opportunities as their peers, including clubs, school trips and residential visits. For example, pupils with SEND take pride in representing the school at county wide sporting competitions.*

Staff act quickly and effectively to identify pupils' learning needs. Staff work closely with pupils, parents and carers and draw on external agencies where appropriate, to plan and adapt the curriculum. This contributes to reducing pupils' barriers to learning effectively. As a result, pupils with SEND and disadvantaged pupils learn the same ambitious curriculum as their peers.'

- Lesson activities match the needs and abilities of every pupil. Teachers use a range of adaptive teaching strategies to enable all pupils to access the curriculum and to achieve to the best of their potential.
- We adopt a mastery approach to our maths teaching that supports all pupils to work at their individual level of ability. All pupils are familiar with using a range of concrete, pictorial and abstract methods of learning. These approaches can be further tailored to the needs of individual pupils as appropriate. Children are encouraged to self-reflect and assess their own level when selecting their work. They work alongside peers so that they are fully included and engaged with learning.
- Specialist resources or allocation of TA time is provided where appropriate to ensure all children, including those with SEN, can access the curriculum.
- The curriculum is broad and rich, with arts and sports having a high focus – enabling all children to succeed.

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

- Kingmoor Junior School uses detailed, continuous assessment records to keep track of maths, reading and writing progress for each child. Progress is measured against national expectations, and assessment systems help teachers to identify the next learning steps for their pupils.
- There are at least three opportunities per year for parents of pupils with SEN to meet with class teachers to discuss their child's progress and individual targets.
- Teachers are happy to meet with parents at any time to discuss the progress that their child is making. This can be arranged by making an appointment directly with the class teacher or through the school office.
- Following termly Pupil Progress Meetings, the Senior Leadership Team discuss where extra support and intervention may be needed to support groups and individuals across school. Parents are informed of any additional interventions that their child undertakes.
- Parents are provided with information to help them to support their children at home. Documents including "*Listening to Your Child Read*', '*Supporting Your Child with their Learning Skills*' and our Maths Handbook are available within the Parents section of our school website.

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

- At Kingmoor Junior School, we have an Inclusion Team which consists of **Miss Robertson** (Headteacher, Designated Safeguarding Lead and Designated Teacher for care experienced children), **Mr White** (Deputy DSL), **Mrs Graham** (SENCo and Deputy DSL), **Mrs Jones** (Deputy Headteacher) and **Mrs Todd** (Senior Learning Mentor). The team meet regularly to discuss the well-being needs of pupils across school and identify where additional support may be required.
- **Mrs. Graham**, our SENCo, also works closely with **Miss Taylor** (Assistant SENCo) to monitor and co-ordinate the provision for pupils with any additional needs. Mrs Graham and Miss Taylor have a termly SEND meeting with Miss Robertson to discuss provision and action planning.
- Social skills groups and 1:1 SEMH support is provided by our year group TAs and Senior Learning Mentor.
- Identified staff are trained to deal with the specific and specialised medical needs of individual pupils and training is kept up to date.
- All staff are given necessary training for specific medical needs as appropriate (i.e. Diabetes, Asthma, Epilepsy, Epi-pen training).
- Individual Health Care Plans are drawn up with parents as appropriate to support pupils with specific medical needs.
- Clear information about pupils' medical needs is held within the school office and also by each class teacher. This enables information to be made available as appropriate to any members of staff working in school.
- The school has a policy regarding the administration and managing of medicines on the school site.
- On a day to day basis, the Office Staff oversee the administration of any medicines (see our *Care for Pupils with Medical Needs Policy*). Parents must contact the school office if health professionals have recommended that medication should be taken by their child during the school day.
- Kingmoor Junior School has clear policies on anaphylaxis, asthma and medical needs (available on our School website). Personal care, when needed, can be provided by TAs in a specially adapted room.
- Our Whole School Behaviour Policy is available on our website.
- Risk assessments are undertaken before any educational visit to ensure that extra support is available for pupils with SEND as appropriate.
- All children can contribute their views through the School Council. In addition, the views of children with Special Educational Needs are sought through discussion time with their class teacher about their Pupil Profiles and Support Plans. Pupils with an **Education, Health and Care Plan (EHCP)** are supported to express their views as part of the EHCP Annual Review process.

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

- We refer to the Local Authority's **'Ordinarily Available Provision at SEN Support'** guidance as a tool to support us in identifying adaptive teaching strategies and appropriate additional to / different from provision - ordinarily_available_provision_expected_at_sen_support.pdf (openobjects.com)
- If a child isn't making progress despite the additional to / different from support that school has put in place, advice may be sought from a Local Authority SEND specialist.
- In order to access support from other external agencies, an **Early Help Assessment** (EHA) form may need to be completed. A member of our Inclusion Team will meet with parents to discuss and complete this form. The EHA form asks family and school to consider 'what is working well', 'what are we concerned about' and 'what will well-being and success look like'. An action plan is set up and next steps agreed. As part of the process, parents are asked to sign their consent for the information within the EHA to be shared with the appropriate services.

Support from a wide variety of services can be accessed through school:

- **Educational Psychologist** – an Educational Psychologist can support school in identifying a child's general level of ability and any key aspects of learning that they may be struggling with (e.g. memory, processing skills). The first step for school in accessing advice from an Educational Psychologist is for the SENCo to discuss the child's needs through a consultation session. Additional support strategies may be recommended or it may be decided that a full assessment is appropriate. It may also identify where the pupil would benefit from **BEWO (Behaviour and Emotional Wellbeing Officer)** support.

- **Local Authority Specialist Advisory Teachers**' (SATs) team. This may be related to difficulties such as Speech & Language, Visual or Hearing Impairment, Physical / Medical difficulties or Communication & Interaction needs / Autistic Spectrum Condition.

- Our Inclusion Team can also support families with referrals to **NHS** services such as **Occupational Therapy, Physiotherapy, Speech & Language Therapy, CAMHs, ADHD team, Community Paediatrician**, and the **Children's Bladder and Bowel team.**

- Other agencies such as **Social Care, Barnardo's, Family Action, NSPCC** and the **Community Police** also advise school.

Where advice is received from an external agency, this may be incorporated into a child's Support Plan in the form of individual targets or suggested strategies, or developed into wider classroom practice.

How accessible is the school environment?

- The lower floor of the school is fully wheelchair accessible.
- There are two available disabled toilets and one changing and toilet facility.
- Disabled parking is available in the school car park.
- Technology is available to assist pupils with their learning as appropriate to individual needs i.e. iPads, modified keyboards.
- Our library has an accessible, central, ground-floor location.

What training are the staff receiving or have completed to support children with SEND?

During the spring term 2021, Kingmoor Junior School was involved in the Whole School SEND pilot project that was commissioned by the Local Authority. This supported us to reflect on our SEND processes and to develop systems to evaluate our SEND provision.

We currently have members of staff in school who have received training in the following areas:

- ELSA – Emotional Literacy Support Assistant
- Maths Recovery
- Cumbria Reading Intervention
- Reciprocal Reading
- Talk Boost
- Early Help Assessment training – regular updates (Inclusion Team)
- Emotion Coaching
- Youth Mental Health First Aider training
- Medical condition awareness training – Diabetes, Allergy & Anaphylaxis (inc. AAI Epi-pen / Jext use), Epilepsy, Asthma
- Areas of SEND Awareness training – ADHD, Autism, Down Syndrome, Pathological Demand Avoidance, Dyslexia, Stammering
- Phonics Training
- Lego Therapy
- Decider Skills
- Drawing & Talking Therapy
- Team Teach training – positive handling strategies
- National Award for SEN Coordination (SENCo) / NPQ SEND

Our SENCo team regularly attend training provided by the Local Authority and Inclusive Learning North. This is shared as appropriate with other staff in school through staff meetings or training sessions.

Our SENCo, Mrs Graham, also works with the Local Authority's Learning Improvement Service as their Associate SEND Adviser. Through this role, Mrs Graham works with schools across Cumberland.

How are the school's resources allocated and matched to children's Special Educational Needs?

- Class teachers and the SENCo team will discuss individual children's needs and decide on the most appropriate support. This will include the type of intervention / support to be used, any additional resources necessary and the amount of time that these will be put in place for in the first instance.
- We recognise that different children will require different support to enable them to achieve their full potential.
- The SEN budget is allocated on a needs basis. A Provision Map is in place to enable monitoring of the expenditure of the SEN budget and evaluation of the range of interventions, resources and support in place across school.

- We have a team of teaching assistants who are funded from the SEN and wider staffing budgets as appropriate. They are trained to deliver a wide range of programmes designed to meet the needs of individuals and groups of children.

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

- In making decisions about the type of support that is available within each year group and in place for individual pupils, our Senior Leadership Team consider termly pupil progress data, class teacher observation and any information about pupils' wider barriers to learning – this includes emotional well-being and attendance.
- As part of Support Plan target setting and EHCP Annual Review processes, parental views on the strengths and needs of their children are discussed. Parental views are considered within the planning of support and provision wherever possible.
- Decisions may also be made in consultation with other agencies where appropriate, such as on the advice of an Educational Psychologist or Specialist Advisory Teacher.

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

Year 2 to Year 3 Transition

- During the summer term, transition meetings are held between class teachers from Kingmoor Nursery and Infant School and Kingmoor Junior School where all year 2 pupils are discussed. Transition discussions are held with staff from other feeder schools as appropriate.
- Transition activities are planned in the second half of the summer term for all Year 2 pupils. In addition to this, a programme of extra transition sessions is provided as appropriate to pupils with particular learning or social needs. These include additional opportunities to become familiarised with the Junior school building and key members of staff, as well as time back at the Kingmoor Nursery and Infant School to discuss their visits and look at any photographs that they have taken.
- The SENCos from both schools meet to discuss all pupils with SEND during the summer term and pass over all paperwork confidentially. Our SENCo will attend meetings held for individual pupils with SEND at Kingmoor Nursery and Infant School as appropriate throughout year 2, and will be available to talk to parents at the New Parents' Meeting held at Kingmoor Junior School in July.

Year 6 to Year 7 Transition

- Class teachers meet with secondary schools to pass on relevant information about all children in year 6 during the summer term.
- The SENCo from Kingmoor Junior School meets or telephones SENCos from the secondary schools to discuss all pupils with SEND. Paperwork is passed on confidentially at the end of the school year
- Transition visits are arranged for all year 6 pupils. Pupils with SEND may have additional transition activities (both at Kingmoor Junior School and their new secondary school), during which they will become familiar with new school buildings and key secondary school staff.
- Secondary school SENCOs will attend transition Annual Reviews for pupils with Education, Health and Care Plans (EHCPs) wherever possible – these are held during the summer term of year 5 or autumn

term of year 6. Parents are able to discuss the provision that their child will receive with secondary school staff at these meetings or through contacting the secondary school directly.

Who can I contact for further information?

- **The first point of contact for parents / carers is always the child's class teacher.**
- An appointment can also be made to meet with **Mrs. Hannah Graham**, our Special Educational Needs Co-ordinator (SENCo) or **Miss Taylor**, our Assistant SENCo.
- Look at our SEND policy on our website as well as the other policies referred to above.
- **Cumbria's SEND Local Offer can be accessed at** https://cumberlandsend.co.uk/cumberland-send
- Contact the **Cumbria SEND Information, Advice and Support Service** Cumberland SENDIASS
  The SEND IAS Service Co-ordinator for North Carlisle is **Joanne Thomlinson**, 07825 584865
  joanne.thomlinson@cumberland.gov.uk
- Contact **IPSEA** (Independent Parental Special Education Advice) www.ipsea.org.uk
- SEND Alliance Cumbria (SENDAC) is the official Parent Carer forum for parents and carers of children and young people with additional needs and disabilities in Cumbria - Home - SENDAC Home Page
- If you are considering whether your child should join the school, contact the School Office to make an appointment to meet our Headteacher, **Miss Hayley Robertson**.

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