

KINGS MEADOW SCHOOL



Believe and Achieve

Annual SEND Report for Parents, Carers and Governors 2016 – 2017

Kings Meadow School is a Local Authority (LA) community day primary special school for pupils aged 5 – 11 years. All pupils have a Statement of Special Educational Need or an Education, Health and Care (EHC) plan that identifies severe social, emotional and mental health difficulties according to the SEN Code of Practice 2014 (or social, emotional and behaviour difficulties under the previous SEN Code of Practice 2001). It is recognised that pupils may also have associated or significant learning difficulties.

This SEND Information Report outlines information regarding ways in which we provide support for all our students in order for them to learn and grow intellectually, emotionally and socially in a nurturing environment.

The information required to be included in the SEND Information Report is stated in the Special Educational Needs and Disability Regulations 2014 Schedule 1: Information to be included in the SEN information report. This can be found at:
<http://www.legislation.gov.uk/ukxi/2014/1530/schedule1/made>

1. What kinds of Special Educational Needs does the school provide for?

Kings Meadow School provides primarily for pupils aged 5 – 11 with social, emotional and mental health difficulties (SEMH) according to the SEN Code of Practice 2014; or social, emotional and behavioural difficulties (SEBD) according to the SEN Code of Practice 2001. All pupils have a Statement of Special Educational Needs or an Education, Health and Care (EHC) Plan. It is recognised that all pupils have complex needs and many have identified associated and significant learning difficulties. Children who attend Kings Meadow School may have autistic spectrum disorder but not when this is a primary need.

The school currently offers three assessment places for children who may be in need of an Education, Health and Care plan for social, emotional and mental health needs.

2. How will I know how the school supports my child?

During the first half term of a pupil's entry, staff use a variety of assessment tools to ascertain the pupil's strengths and needs, including their social, emotional and mental health development. Individual targets are set and shared with the pupil and parents/carers. Throughout the year, pupils' progress is carefully tracked to ensure that any underachievement is quickly noticed and put right.

Results from regular standardised testing, teacher predictions and assessment are used to inform planning, teaching and the target setting process.

All Statements of Special Educational Needs or Educational, Health and Care (EHC) Plans are reviewed at least annually. This gives the opportunity to consider the continuing appropriateness of the Statement or EHC Plan and the progress the pupil has made over the previous period. Other relevant professionals will be invited to these meetings to provide an external view on a pupil's progress and to provide advice and guidance if necessary.

During the summer term, the school provides a written report on each pupil detailing progress made throughout the year. Parents/carers are invited to school to discuss the report during our annual open evening.

The school is also subject to the Ofsted framework and undergoes regular monitoring and moderation by the Local Authority and partner schools.

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

Teachers plan using students' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. The pupils have a more personalised curriculum to match their individual interests, needs and abilities. Pupils will be provided with additional support to increase progress and inclusion and that may include specialised resources, ICT and/or additional adult help.

4. How will I know how my child is doing?

Your child's progress and attainment is shared with you in a variety of ways, including:

- The home/school diary
- Annual reviews for Statements and EHC plans
- PEP meetings for Looked After Children
- Annual reports
- Through termly reviews of your child's Individual Learning Plan
- Through informal contact with your child's class teacher and other school staff via coffee mornings and at school events

5. What support will there be for my child's overall wellbeing?

The school has a variety of ways of supporting your child's wellbeing. They include:

- A high ratio of adults to children, thus providing ready access to a trusted adult to support social and emotional difficulties

- The provision of quiet, safe spaces to spend time with a trusted adult outside of the classroom when necessary
- Access to intervention programmes to develop skills and knowledge with regard to individual well-being
- Regular and detailed analysis of individual children’s social and emotional abilities using the Boxall profile
- A safe and calm environment with structured and organised learning opportunities
- Opportunities for our pupils voices to be heard via the development of the School Crew

The school has achieved Healthy School Status which targets provision that supports pupils’ wellbeing and mental health.

Kings Meadow employs Specialist Family Support Workers who provides a key link between pupils and their families/carers and who play a key role in monitoring pupil wellbeing.

6. Students with medical needs

Staff who provide medicine administration will complete training provided by an appropriately registered body and follow the LA policy/DfE guidelines included within ‘Supporting pupils at school with medical conditions’ Statutory guidance for governing bodies of maintained schools and proprietors of academies in England February 2014

7. What training are the staff supporting children with SEND given?

All staff receive the following mandatory training:

- Team Teach
- Child protection and safeguarding
- The Kings Meadow Behaviour Curriculum

In addition, all staff receive ongoing training to help them meet the varying and complex needs of the individual pupils. This training uses both internal expertise and external providers.

Kings Meadow is a member of the Fairfield’s Teaching Alliance and an outward facing school with a range of partnerships. Kings Meadow is committed to ongoing professional development.

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

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities as much as is reasonably practicable to do so.

Our ethos is one of inclusion so we will always endeavour to make whatever adaptations are necessary to enable pupils to be included in all educational opportunities, including school trips.

9. How accessible is the school environment?

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help our students, staff and visitors throughout our school including disabled toilets; wide corridors and doors and equipment to help with reading and writing if necessary.

10. How will the school support my child when joining Kings Meadow or transferring to a new school?

A number of strategies are in place to enable effective student’s transition. These include:

- transfer to secondary school at the end of Key Stage Two and during Key Stages One and Two from outside placements

Information will be obtained from the students previous placement and from parents and carers. This information will include:

- Assessment data

- Individual Education Plans
- Annual Review/EHCP Targets
- Positive Behaviour Management Plans

The transition process may include all or some of the following actions:

- Staff undertake a home visit
- Staff visit feeder schools
- School staff attend Annual Review meetings when invited by the feeder school
- Staff attend other multi-agency meetings when invited such as CAF meetings
- Prospective pupils and their parents/carers visit Kings Meadow at least once
- A bespoke admissions programme prepared

For pupils transitioning to secondary school placements, close liaison is established between Kings Meadow staff and the receiving schools. Varied opportunities to get to know the new school are put in place, including with mainstream secondary schools where appropriate.

11. How are decisions made about how much support my child will receive?

For pupils with a Statement or an Education Health and Care Plan, the decision regarding the support required will be reached and agreed when the EHC Plan is being produced or at an annual review of a statement and recommendations have been accepted by the ECHP Team. Parents/carers, school staff and any other relevant professionals will be able to contribute to this decision making process.

For pupils who are also looked after by the Local Authority (LAC pupils), further decisions about the amount of support they will receive will be discussed and agreed at Personal Education Plan (PEP) meetings. The decisions will then be recorded in the PEP's and reviewed three times a year.

12. How will I be involved in discussions about and planning for my child's education?

This may be done in a variety of ways, including:

- discussions with the class teacher, either in person or via telephone
- during ECH Plan and/Statement review meetings or post-admissions meetings
- during other meetings with school staff such as PEP meetings or other multi-agency meetings
- during discussions with a senior leadership team member

13. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or have concerns about something regarding your child's schooling please contact one of the following in the first instance:

- Your child's class teacher
- The School Office on 01604 673730
- Specialist Family Support Workers: Paula Jones or Kat Smeathers
- SENCo: Ms Sasha Lees, Assistant Head teacher
- Head teacher: Helen McCormack
- Chair of Governors (Mrs Celia Chapman) via the school office

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

As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Connexions; Targeted Prevention Team; Service Six; Speech and Language Service; Education Entitlement and Occupational Therapy Service.

These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Northamptonshire County Council and use the CAF process when appropriate to do so.

If you believe your child needs support from a specialist please contact Helen McCormack, Head teacher or discuss at the next meeting you have in school.

Support services for parents/carers of children with SEN include:

The following services may be of assistance to you:

Information Advice Support Service (IASS) for SEND in Northamptonshire

www.iassnorthants.co.uk

Telephone 01604 636111 Email: contact@iassnorthants.co.uk

Child and Adolescent Mental Health Service(Camhs):

<http://www.nht.nhs.uk/main.cfm?type=CONTENTCAMHS>

Special Needs Index (SNIX):

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/Pages/snix.aspx>

Northampton Parents Forum Group

<http://www.northantspfg.co.uk/>

Autism Concern:

<http://www.autismconcern.org/>

FACT Northampton (support group for ASD & ADHD)

<http://www.factnorthants.org.uk/>

Young Minds

<http://www.youngminds.org.uk/>

Links to the Local Authority Local Offers:

For parents/carers of pupils living in Northamptonshire, the link to their local offer is:

www.northamptonshire.gov.uk/localoffer

For parents/carers of pupils living in Milton Keynes, the link to their local offer is:

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer>

For parents/carers of pupils living in Leicestershire, the link to their local offer is:

http://www.leics.gov.uk/local_offer