



KING EDWARD PRIMARY AND NURSERY SCHOOL

SPECIAL NEEDS INFORMATION REPORT/LOCAL OFFER - REVISED Autumn 2024

What kind of special educational needs does the school/setting make provision for?	King Edward Primary and Nursery School is a mainstream setting. We aim to provide the best learning opportunities for all children and try to ensure that all our pupils are included in all aspects of learning and school life.
How does the school know if pupils need extra help and what should I do if I think my child may have special educational needs?	<p>We acknowledge that all children are individuals and have different learning needs, some requiring additional support to help meet their needs or improve their learning. Some children will enter school with very clearly identified needs, however for others their needs do not become fully apparent until they enter or progress through the education system. Class teachers will make regular assessments of progress for all pupils and during this process will identify those whose progress or attainment is becoming a cause for concern. This is done through:</p> <ul style="list-style-type: none">• Regular communication with parents/carers• Regular communication as a staff body• Transition meetings when a child is new to school• Pupil progress meetings• Data analysis• Learning walks• Book looks• Pupil, staff, and parent questionnaires. <p>We follow the graduated approach by implementing the 'assess plan, do, review' approach. This involves adapting high quality first teaching strategies, planning interventions and strategies and reviewing their impact and gathering</p>

	<p>further information to create a clearer picture of the child's needs. Depending on the identified need, this could involve observations by the SENDCo, outside agencies, completion of checklists or formal assessments. When a parent/carers is concerned that their child may have a SEN this should be discussed initially with their child's class teacher at a pre-arranged meeting, the Inclusion team will be informed and become involved as needed.</p>
<p>How does the school evaluate the effectiveness of its provision for pupils with special educational needs?</p>	<p>We regularly review and evaluate the effectiveness of provision for pupils with SEND through:</p> <ul style="list-style-type: none"> • reviewing pupils' progress towards the outcomes on their Individual Learning Plans (ILPs) • holding termly reviews with parents • reviewing the impact of interventions on a regular basis (children are given assessments at the start and end of every intervention) • listening to and capturing the pupils own voice and involving them in their reviews where appropriate • regular monitoring by the SENCO by visiting children in classes and looking at their work • consulting with and taking feedback from outside agencies • holding annual reviews for pupils with EHC plans • for those children who it is not possible to track progress against the usual methods, we use appropriate small step tracking systems such as BSquared or the Engagement Scale.
<p>How will both the school and I know how my child is doing and how will the school help me to support their learning?</p>	<p>At King Edwards, we have an open door policy and encourage parents to discuss any concerns they have as and when they occur, in person with their child's class teacher. Parents are also invited to contact our SENCO or Head Teacher whenever they wish by making an appointment through the school office. We closely monitor the progress of all children termly. For children on the SEND census, there is a review of provision and progress at least termly. In autumn and spring terms, this is done through parents evening. In the summer term, all parents will receive an end of year written report, detailing progress within all areas of learning and parents are invited to discuss this with their child's class teacher. Where a child has a Individual Learning Plan, Individual Behaviour Plan (IBP) or Structured Conversation Targets, these will be reviewed at least termly, new targets agreed with the child, parents and adults working with the child in school. Copies of all paperwork will be shared with parents</p>

<p>What is the school's approach to teaching pupils with special educational needs?</p>	<p>At King Edwards, class based learning is adapted for all children and is adapted to meet the needs of the pupils. Teachers are responsible and accountable for the progress and development of all the pupils in their class and therefore high-quality teaching and learning for all pupils is our first step in responding to pupils who have SEND. This will be adapted for individual pupils to enable them to access the curriculum alongside their peers. We make the following adaptations to ensure all pupils' needs are met by:</p> <ul style="list-style-type: none"> • scaffolding our daily provision to ensure that all pupils are supported to access the curriculum alongside their peers for example by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc • adapting our resources and staffing <p>Where it is identified that a child needs something additional to the adaptations made in the classroom, we also provide additional interventions and personalised curriculums.</p>
<p>How will the curriculum and learning be matched to my child's needs?</p>	<p>We aim to deliver an interesting, stimulating and exciting curriculum in a variety of ways to engage all pupils with a variety of learning styles and needs. We provide an interesting learning environment throughout King Edwards that supports and reflects the work being covered from Nursery to Year 6. When specific curriculum adaptations are necessary for individuals, relevant staff will attend training sessions if needed.</p>
<p>How are decisions made about the type and amount of support my child will receive?</p>	<p>Some children will need additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress or additional assessments carried out by school staff or other professionals. This additional support is monitored closely and discussed with parents and the child where appropriate. Some children will need additional support to ensure they have a smooth transition into nursery or school or as they move through school into different classes. Some children require support for a longer period of time to ensure they can access the curriculum effectively and be included in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/Carers will be kept informed about this support and it will be discussed at our termly meetings or more frequently if needed.</p>
<p>How will my child/young person be included in activities outside the classroom, including school trips?</p>	<p>At King Edwards, we provide a wide variety of after school activities, visits and residential experiences, we value the benefit of education outside the classroom and believe that all pupils should have the opportunity to participate in these. Prior to any trips, a pre-visit is made by staff and a risk assessment is carried out which considers the needs of all children. Where necessary, we meet with parents/carers to discuss any additional support which may be</p>

	<p>required. We aim to ensure all children have the chance to be part of all activities whether inside or outside the classroom, with reasonable adjustments made where needed.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>We recognise that children's development and progress is not only measured by academic success and therefore provide support for pupils to improve their emotional and social development in the following ways:</p> <ul style="list-style-type: none"> • we have a school council in which all children are supported to have a voice. • ELSA's (Emotional literacy support assistant) can provide support for those children who need more targeted emotional support • TAs are trained in a range of Social Emotional and Mental Health interventions • we have a sensory room which all children can access • children with SEND can access all extra-curricular activities and participation is actively encouraged • attendance monitoring and support through our attendance lead. <p>We also ensure that all members of our school community are treated with tolerance and respect. This is taught as part of our Talking Points curriculum and through regular assemblies including our anti bullying assemblies.</p>
<p>Who is the school special educational needs co-ordinator (SENCO) and what are their contact details?</p>	<p>Mrs Binks is the SENCo in school. She has responsibility for coordinating the provision for all children in the school who have Special Educational Needs or disabilities. You can contact her at sendco@kingedwardprimary.notts.sch.uk or via the school office on 01623 472215. Mrs Binks is supported by Lead TA Mrs Daykin who leads our highly trained and experienced team of TAs in the day-to-day support for children with SEND.</p>
<p>What training have staff supporting SEN had and what is planned?</p>	<p>At King Edward, we have undertaken a wide variety of SEN training both as whole staff and as individuals. We seek support from outside agencies for children and families or to support staff working with an individual in school where needed. Some of this training has been delivered by external agencies, such as recent Forest School training and Switch On, and other CPD has been delivered in house. We have an experienced Inclusion Team overseeing provision within our school and an effective team of teachers and Teaching Assistants who are trained in current policies and practices. The training needs within our school reflect the needs of the staff and the children we work with. Our SENCO meets termly with SENCOs from other local schools.</p>

<p>What specialist services and expertise are available or accessed by the school?</p>	<p>We have close links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:</p> <ul style="list-style-type: none"> • The Educational Psychology Service • Therapists including those for Speech and Language, Occupational and Physiotherapy • Schools and Families Specialist Services – includes those for Early Years, Cognition and Learning, Communication and Interaction, Sensory Impairments, Physical Disabilities, and ICT Provision • Sherwood Area Partnership • REAL Education (Re-thinking Engagement & Approaches to Learning) • Health Services including School Nurse/Healthy Families, Small Steps, Paediatricians, Health Visitors and Child and Adult Mental Health Services (CAMHS) • Social Care and Local Children’s Centres • Outreach and Voluntary Services Schools and Families Support Service • Manual Handling and Disability Access support
<p>How is equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?</p>	<p>Where possible we provide equipment or complete necessary bidding applications to provide any equipment that is deemed necessary to support individuals in school. We aim to ensure that all activities and equipment are accessible to all children, parents/carers, and visitors to our school. Reasonable adjustments have been made to improve accessibility for all. Our school site is wheelchair accessible, except for 3 rooms upstairs in the Key Stage 2 building. There are disabled toilet facilities including space to accommodate changing. Risk assessments and safe systems of work are in place to ensure the safety of all staff and children. We use symbols, Makaton signing and visual timetables where appropriate.</p>
<p>What are the arrangements for consulting parents of pupils with special educational needs? How</p>	<p>If we are concerned about a child in school, then the child’s class teacher will discuss these concerns with the parent/carer. We aim to identify these concerns as early as possible. Following this initial discussion if targets are agreed these will be recorded on a Pupil Profile, a Behaviour Support Plan or on a Structured Conversation Pro-forma then the child will be registered on the schools SEN register. Parents/carers are encouraged to be fully</p>

will be I involved in the education of my child?	involved in these targets and helping the child to achieve them. They will be reviewed at least termly either in a parents evening meeting with the class teacher or a full review meeting involving the class teacher, parents, SENCO and where possible other adults working with the child. The school follows the graduated response to identifying and supporting children with SEN as outlined in the SEN Code of Practice. We are continually assessing, planning, implementing, and reviewing our approach to teaching all children.
What are the arrangements for consulting young people with SEN and involving them in their education?	Wherever possible we involve the children in the setting and reviewing of their targets and provision. Our pupils are fully involved in the setting of targets and the writing of their Pupil Profile or Behaviour Support Plan and copies of these are given to the child and parents/carers. Where appropriate the child will be invited to attend the review meeting or part of it. We actively encourage all children to participate fully in all aspects of school life.
What do I do if I have a concern or complaint about the SEN provision made by the school?	If parents/carers have any concerns at all regarding the progress of their child, the provision in place or believe they may have a SEN, they are encouraged to talk to the child's class teacher in the first instance and then the school SENCO. A meeting can be arranged to fully share and discuss these concerns, resulting in actions being set and agreed. If parents feel their concern is not resolved through this process, they should refer to our Complaints Procedure, which can be found on our school website
How does the Governing Body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?	This responsibility is delegated to the school SENCO by the Governing body. Where it is felt by the school SENCO, in liaison with parents/carers and class teacher, that it is necessary to involve other professionals outside the school setting for advice or support around a specific child's need, the relevant referral forms will be completed. We are aware some of these agencies may have extensive waiting lists. Support could be around advice for the parent/carer in the home or class teacher in school.
How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?	Parent/carers can gain important advice and support from Ask Us Nottinghamshire (https://askusnotts.org.uk) or contact the Independent Parental Special Advice team (www.ipsea.org.uk) The Nottinghamshire County council Local Offer is a comprehensive directory of local services, opportunities and access for children and young people with SEN and disabilities in the area. This can be accessed at www.nottinghamshire.sendlocaloffer.org.uk

<p>How will King Edwards School and Nursery prepare my child to join the school/nursery?</p>	<p>Transfer to a new school or setting can be an anxious time for both child and parent and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEN or a disability an additional transition plan may be put in place. This will generally include early discussions with the parent/carers, the setting they are coming from and any existing agencies who are providing existing support. A transition book or social story may be written for the child to use at home; this may include photographs of the building, adults working with the child and key times of the school day. When the child starts, a ‘buddy’ may be chosen to support the child initially.</p>
<p>Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?</p>	<p>We carefully plan for all children moving to new classes within school. Currently, this involves three half-day class swaps and close liaison between the children’s existing teacher and the new teacher. In addition to this, pupils with SEN may also have additional visits and time with their new teacher or in their new classroom, they may have a transition book/social story.</p> <p>Where a child is transferring to us the new teacher or SENCO may visit the setting where the child is currently to meet the child. Where it is felt necessary for pupils with SEN, a detailed transition plan will be written in consultation with all necessary people, to ensure a smooth move to the next phase of a child’s education.</p> <p>Our family of schools (Brunts Family) currently run an additional transition programme for small groups of pupils leaving year 6 and transferring to The Brunts Academy. This involves additional visits where the children can experience break and lunch time. When pupils transfer to other Secondary schools bespoke transition plans can also be created if this is felt necessary.</p>
<p>Prepare for adulthood and independent living</p>	<p>In School, we aim to prepare all children for adulthood and develop independence to take a full and active part in society</p>
<p>Where can I access further information?</p>	<p>This Information Report/Local Offer has been written as required by Section 65(3)(a) of the SEN (info) Regulations and links to the Local Authority Local Offer. Further information can be access by:</p> <ul style="list-style-type: none"> • Reading the schools full SEN policy – available on our website www.kingedwardprimary.co.uk • Nottinghamshire County Council website – SEND Local Offer www.nottinghamshire.sendlocaloffer.org.uk • Arranging an appointment to come and see us – please contact the school office telephone 01623 472215

