



How does the school know if children need extra help and what should I do if I think my child may have special educational needs? How will the school support my child?

At Kingslea Primary School we use the ‘graduated approach’ to identifying and assessing children’s additional needs. The Kingslea Graduated Approach is made up of five stages:

Wave 1	Universal Provision- Your child’s teacher has the highest possible expectations for your child and all pupils in their class. Children receive a broad and balanced curriculum within an inclusive classroom. Lesson planning takes in account all learning styles and needs. Teachers make ongoing assessments daily to assess progress and identify any gaps in understanding/learning.
Wave 2	Early Intervention Support- In addition to Wave 1- Your child’s teacher may have identified an area of need where your child can be supported through small group and/or individual support (e.g. early morning tasks, split input, pre-post teaching). *Scaffolding may be put in place through resources, equipment, paired work, group work and opportunities to present work in different mediums. *Scaffolding- Scaffolding refers to techniques used to move pupils toward stronger understanding and, ultimately, greater independence in the learning process.
Wave 3	Targeted, Additional Support- In addition to Waves 1-2- The teacher makes the Inclusion Team aware of your child’s needs via an in-house referral form, detailing evidence of intervention, impact and outcomes. Parents, child and school work together as part of the assess, plan, do, review cycle. In addition to early intervention a child may participate in evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc.). These interventions are reviewed 6 weekly.
Wave 4	Targeted, Intensive, Additional Support- In addition to Waves 1 – 3, multi-professional planning and coordinated support may be in place e.g. E.P. Service, NHS SALT, NHS OT, CAMHS. Your child may have personalised support, working on an individualised curriculum with high levels of adult support and modelling to enable access to the curriculum. Parents and/or school may make a referral for statutory assessments. SEND provision reviews take place three times a year to support monitoring and planning for provision. Your child will be placed on the school SEN register.
Wave 5	Provision over and above that which would be expected at universal and targeted support levels because a child’s needs are exceptional, severe, complex and long term. Your child may have an EHCP (Educational Health Care Plan). Multi-professional planning and coordinated support e.g. E.P. Service, NHS SALT, NHS OT, CAMHS continues.

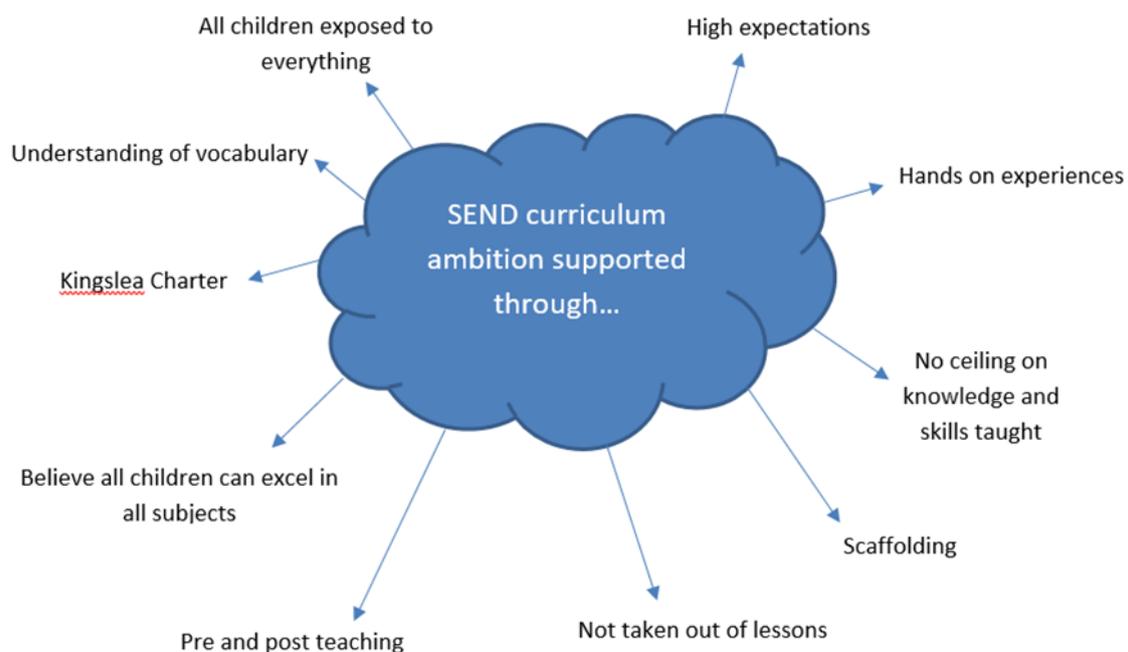
We do not assume that a child who receives 1:1 support will always need 1:1 support. All provision is regularly reviewed and parents/carers are invited and expected to contribute to this review process by attending meetings, talking to your child’s class teacher and the Inclusion Lead and ensuring school are kept informed of any changes to your child’s needs.

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

At Kingslea Primary School we believe in all children, including those with SEND, having access to a fulfilling, purposeful and knowledge rich skills based curriculum. By the time children leave Kingslea Primary school they are confident and articulate in the skills and knowledge that they have learnt and built on over time. We support all children, including those with SEND, to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into secondary school and further life.

Our curriculum is carefully planned and sequential. It is based on the acquisition of knowledge and skills which are fundamental to learning and will enable children to be the best versions of themselves. The curriculum is progressive from reception to year 6 and helps children learn and remember more over time. The blending of skills and knowledge, as well as providing rich learning opportunities, allows children to understand the different subjects and how this fits into the world that they live in.

Support for children with SEND takes a variety of different forms. It is continuously woven through our curriculum, and not seen as an add-on. Lessons, subjects, skills and knowledge are differentiated and each child is supported to achieve the very best they can in these. We encourage pupils with SEND to have high aspirations for themselves and ensure through regular monitoring, training and support, that staff understand the ambition for children with SEND. SEND children are able to demonstrate they take pride in the work they produce, show the same effort and quality of work as they do in Maths and English, and increase their understanding of key concepts within each subject/ learning journey .



What should I do if I think my child may have additional needs?

Your first point of call is your child's class teacher. It is particularly useful to share information about what you see at home and talk to them about your concerns. If you are concerned that your child may have a medical need your GP will also be able to offer support. You can ask your GP to refer you for specialist health assessments. Anyone can bring a child who they believe has, or probably has SEN or a disability, to the attention of the local authority.

How will both you and I know how my child is doing and how will you help me to support my child's learning? How is the decision made about what type and how much support my child will receive? *See Assessment*

Each term your child's teacher along with the support of the Inclusion Lead, Deputy and Head Teacher will monitor and check on your child's progress at a pupil progress meeting. Pupil progress meetings happen three times a year and are built into the overall school approach of monitoring the progress and development of all pupils. Additional termly reviews are held for children on the SEN register between the class teacher and Inclusion Team. Teachers host 3 formal meetings a year with parents to discuss progress. Teachers and members of the Senior Leadership Team are available before and after the school day for informal catch-ups at the convenience of all parties. You can support your child by:

- reading at home regularly – listening to your child and reading to them
- supporting any additional activities that are sent home, either by school or other agencies
- sharing information about your child's strengths and areas for development
- attending any parents information evenings or meetings that are held in

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

Kingslea Primary School Children's Mental Health Provision Map

Wave 1- Universal- inclusive approaches which benefit all children			
Culture & Ethos	Curriculum	Extra-Curricular	Pastoral
A caring, inclusive learning environment where everyone is valued and respected. Our staff model a culture of kindness and understanding amongst themselves and with children and parents.	Across each year, children learn through different topics such as 'making decisions and having choices', 'bullying and conflict resolutions', 'personal organisation' and 'relationships'. Through these children will encounter areas for discussion such as what it means to show respect and how to apply strategies to difficult situations. Assemblies at Kingslea place high emphasis on PSHE such as kindness and respect whilst also teaching children about worldwide issues. We see PSHE has a fluid subject, and PSHE sessions are adapted to meet the needs of the children at the current time. The curriculum is enriched by high quality visits and visitors in to the school	We run clubs throughout the year for children from Year R to Year 6. We offer over 30 clubs a term, a diverse selection, from the arts, sports, technology to gardening and Forest School Club. There is something for everyone. Each year group take part in experiences linked to their learning journey every term. This may mean a trip to the seaside or an immersive experience with a theatre company in school.	Headteacher assemblies twice a week to celebrate achievements and engage in learning about world events, mental health, kindness and celebrating cultural differences. All children, Year R to Year 6, take part in weekly singing assemblies. Singing show tunes, modern music, classic and traditional songs and songs that promote well-being and belonging. Year 6 children are trained Play Leaders, supporting KS1 children on the playground, encouraging them to join in structured group games and supporting friendships.
Wave 2 – Targeted Approach- children having difficulties despite wave 1 approaches			
Culture & Ethos	Curriculum	Extra-Curricular	Pastoral
Staff offer children a safe space and time to talk. Staff recognise need in children through regular training and are signposted to support/techniques from the Inclusion Team. Structured classroom routines to support sense of safety. Visual timetables and emotions cards to support with identifying and expressing feelings- uniform across the school.	Mindfulness and self-regulation techniques during whole class learning (brain-breaks). Opportunities for team building exercises in PE and group activities within foundation subjects. Pre-teaching to reduce anxiety in core subjects- maths and English.	Opportunities to represent the school at sporting, academic and art events. Celebration of achievements in and outside of school. KLAS community events- Guy Trail, discos, fayre, Christmas Bizarre.	Nurture groups-focused intervention for children with particular social and emotional difficulties which are creating a barrier to learning. Additional support available for unstructured times e.g. lunch time clubs- alternative playground. Regular sharing of information with parents/ carers from teachers. Family Liaison signposting parents to services.

Kingslea Primary School Children's Mental Health Provision Map

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

- NHS Speech & Language
- NHS Occupational Therapy
- Early Help
- CMHL- Community Mental Health Liaison
- CAMHS
- West Sussex Sensory Support Services

What training are the staff supporting children with SEND having/had?

Training Related to SEND/Inclusion since 2019 to present		
Teachers	Teaching Assistants	Inclusion Lead
<ul style="list-style-type: none"> •Spelling •The Quiet Child- A Standards Focus •SEND Overview of Kingslea •Provision Map •SEND COP and Graduated Response •Streamlining intervention •Building Resilience •Inclusion Year Ahead •Relationships: Well-Being •Meetings with private SLT to discuss S&L targets and provision for whole class and individuals September 2021 to present 	<ul style="list-style-type: none"> •Spelling •The Quiet Child- A Standards Focus •Interventions/reviews & Provision Map •SEND COP and Graduated Response •Streamlining intervention •Building Resilience •Using Observations to Support Assessment •Inclusion Year Ahead •The Three Waves of Intervention •Relationships: Well-Being •Speech & Language NHS •Ongoing 1:1 or small group training/coaching with private SLT supporting S&L needs for individuals and whole classes 	<p>Leaders of Disadvantaged Learners -WS SENCO Leadership Forum (once a term)-WS Therapeutic Approach to Behaviour Management-WS New to SENCO role (NASEN) DSL network meetings (once a term) –WS Advanced Certificate in Safeguarding for safeguarding Leads- National College Using the Engagement Model in Mainstream (Whole School SEND) Senior Mental Health Lead (ongoing) Creative Education 'Understanding Dyslexia' –NASEN An Evidence-Based Approach to Supporting and Teaching Pupils with Autism – National College Introduction to the Teacher Handbook: SEND-NASEN Every Teacher a Teacher of SEND, Every Leader a Leader of SEND" – Whole School SEND</p>

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

We provide the best support we can to ensure all children access all learning outside the classroom, including trips. All learning outside the classroom is carefully planned and risked assessed using Evolve. Children with SEND needs are carefully considered. We take a high number of adults with us and sometimes ask that children are accompanied by their parents to ensure the trip is successful for everyone. Children and adults have time to discuss what to expect on the day, safety plans and how learning outside the classroom links to the curriculum journey.

How accessible is the environment?

Our accessible facilities include:

- Disabled parking bays at the front of the school
- Accessible toilet & changing facilities with hoist
- All facilities on ground floor- classroom doors lead to corridors and playground
- Automatic doors at front entrance
- Induction loop

How are the school's resources allocated and matched to children's Special educational needs?

The school is given a notional SEND budget. The money is used to provide additional support or resources dependent on an individual's needs. Support can take many forms and our guiding principle is providing the highest quality education for all children. To this end, we ensure that each class has an allocated teaching assistant to help support the class teacher.

Support may include (but is not restricted to): Targeted differentiation to increase access to text (desk copies of information to aid tracking difficulties, accessible text, different recording strategies, additional time etc.) In class, adult support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.) Out of class support with an ELSA (emotional literacy work). Small group intervention to pre-teach skills or enable children to 'catch up' (subject or targeted at additional need). Specific support, advice and guidance may be provided to parents and families to improve a pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.). One to one teaching to target specific areas of need. Additional teaching resources or practical apparatus to support learning. Accessing additional support and advice from specialists. **See - Kingslea Provision Map link under the heading 'Important Document Links' at the bottom of the [SEND website page](#) .**

How are parents involved in the setting? How can I be involved?

Parents are actively encouraged to attend workshops, parent/teacher conferences and KLASS events throughout the year. We have many parent/carers volunteers who support reading, offer their expertise or supervision for learning outside the classroom. Parents are invited to attend 3 parents' evenings a year. In addition to these meetings, SEND surgeries take place 3 times a year where parents can discuss their child's specific need with the Inclusion Lead. Members of SLT are regularly on the gate in the morning and at the end of day, creating a welcoming, approachable environment for all parents/carers/families.

How will my child be supported transferring between phases of education?

Nursery to Early Years

Our EYFS team meet with nursery leaders to learn about your child's needs and interests in the summer term prior to your child's arrival in the autumn. Children are offered transition visits to become familiar with our school and their teachers. Parents/carers are invited to a meet and greet workshop in the summer term to receive information about what to expect and how to help your child- what a day in reception looks like. The EYFS team celebrate the new cohort with a Teddy Bears' Picnic, giving all children and parents/carers a chance to meet before the first day of school. A staggered start is implemented to ensure children are eased into their new routines.

Early Years to Year 1

End of year assessments and transition meetings between teachers are used to identify the children who are working below or well below age related expectations including those with SEND at the end of the EYFS. An end of year SEN review takes place to ensure children continue to access what they need to succeed and targets for the New Year are created.

How will my child be supported transferring between phases of education? (continued)

Annual Transition from class to class

Annual transition meetings take place before the start of every year and are attended by the previous class teacher and the new class teacher. At the meeting all documentation for learners with SEND including individual provision maps, one page profiles, external agency reports and assessment data are discussed and SEND files are shared. The Inclusion Team SEN reviews support discussions regarding individual children with specific learning needs, medical conditions and behaviours for learning needs. All learners then attend a transition afternoon with their new teacher in their new classroom. Some children may have more than one visit to help them settle and build a relationship with new adults this may be 1:1 with their current teaching assistant.

Transition from Key Stage 2 to Secondary School

The Year 6 team meet with staff from the secondary schools which our learners are transferring to to discuss the specific needs of all learners including those with SEND. This ensures that all staff from the secondary phase are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition. Extra transition days are arranged where appropriate for children with specific SEND and if necessary they will be accompanied by a member of staff whom they are familiar with to encourage a smooth transition

How well did SEND pupils do in 2021?

Every child with an EHCP and several on the SEND register at SEN S were invited to school during lockdown. Engagement of children with SEND was closely monitored by the Inclusion Team who had access to Teams, regular phone calls with parents and online interventions were offered to those children with significant speech & language needs.

- Updating systems for identifying SEND
- Focus on Quality First Teaching and reduction in interventions happening outside the classroom; giving all children access to a qualified teacher
- Updating systems for monitoring progress of children with SEND (data, observation, parent and child voice).
- Updating systems for evaluating effectiveness of interventions

Who can I contact for further information?

Further information and support can be obtained from the school's Inclusion Lead, Patricia Barrett. She can be contacted on the school telephone number: 01403254282 or via email at office@kingslea.org.uk, SENCO, Jo Payne, currently on maternity leave.

- The school's complaints procedure can be [found here](#) .
- The school's policies can be [found here](#).
- Parents can also seek external advice through Early Help and Enabling families at <https://westsussex.local-offer.org/services/671-early-help>
- Further information about services in West Sussex is available on the Local Offer: <https://westsussex.local-offer.org/>