



Growing a Love for Learning



Inclusion Statement

King's Cliffe Endowed Primary School is fully committed to achieving the maximum inclusion of all children, whilst meeting their individual needs. This includes vulnerable learners who have Special Educational Needs (SEN), those children that use English as an Additional Language (EAL) and those children with ethnic minority heritage. We provide access to the curriculum for all children. All Staff have a responsibility for maximising the achievement of every child. This is achieved by offering differentiated learning opportunities for all children within the school and providing materials appropriate to their interests and abilities. The school focuses on individual achievement as the main indicator of success. All of our extra-curricular activities and school visits are available to all of our pupils, such as school visits, residentials, sports etc.

These are the main broad areas of additional need that we may deal with at KCEPS

Cognition and learning	Communication and Interaction	Social, emotional and mental health	Sensory and/or Physical needs
E.g. Dyslexia	E.g. Speech and Language ASD	E.G ADHD Anxiety Attachment	Visual, hearing impairments Physical difficulties

The SEN Code of Practice states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

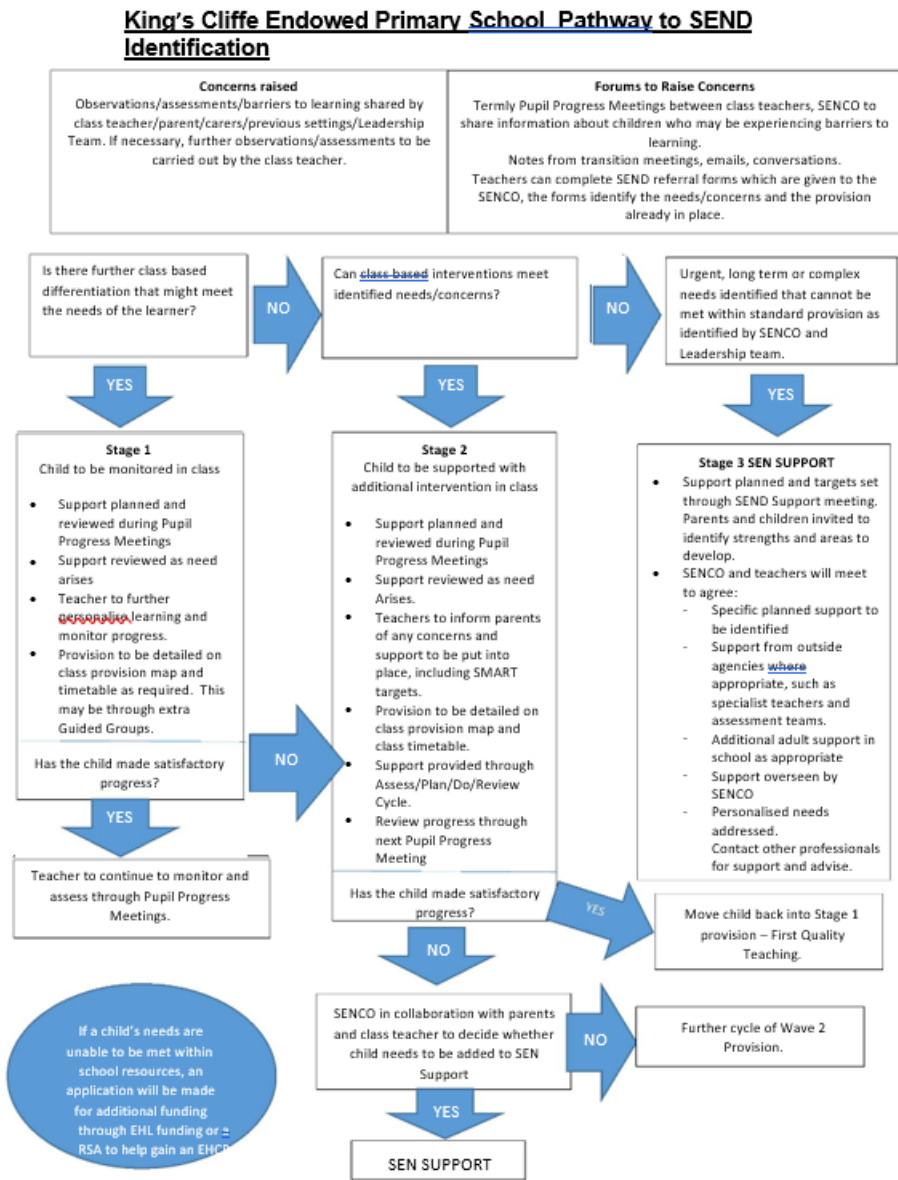
At King's Cliffe Endowed Primary School we aim to follow a graduated response to support our children:

Stage 1: Quality first teaching: including where appropriate, teacher led small group interventions which are limited in time- such as 6 weeks- and have a specific aim.

Stage 2: Additional SEN Support: detailed specific interventions which follows the Assess, Plan, Do, Review structure- possibly outside of the classroom- monitored and reviewed by the class teacher. Reviewed during pupil progress meetings. Parents informed of concerns and support.

Stage 3: SEN Support which may include targeted provision for a very small percentage of children who either require a high level of additional support or specialised provision in order to address their needs or have complex needs with multi agency support. This may include children with an EHCP.

Here is a pictorial diagram to help show how King’s Cliffe Endowed Primary School identifies support for children.



If you have concerns regarding SEN please contact the Senco- Barbara.yeo@kcep.co.uk



Support and communication with parents:

We aim to work in partnership with parents and carers. We do so by:

- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the

child may have which need addressing.

- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Working effectively with all other agencies supporting children and their parents and using expert advice to better inform provision made for the child.

Engaging the child's voice

We encourage the children to state their views about their education and learning to

- identify their own needs and learn about learning
- share their views for pupil on a page
- self-review their progress and set new targets which they then share with their parent(s)/Carer(s)
- for some pupils with special educational needs monitor their success at achieving the targets on their Individual Education Plan through the child's voice page.

How We Know Our SEND Provision Is Effective

We evaluate the effectiveness of our SEND provision through a range of qualitative and quantitative measures. These include:

- Progress over time from individual starting points, evidenced through assessment data and work scrutiny
- Regular monitoring of SEN Support targets through the Assess, Plan, Do, Review cycle
- Improved engagement, confidence, independence and wellbeing of pupils with SEND
- Feedback from pupils through pupil voice activities and review discussions
- Feedback from parents and carers during review meetings and informal conversations
- Evaluation of the impact of interventions, including entry and exit data
- Ongoing monitoring by class teachers, the SENCo and senior leaders

Arrangements for assessing pupils

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- ongoing assessment of the progress of intervention groups.
- work sampling on a termly basis.
- staff and pupils will follow the Assess, Plan, Do, Review cycle to monitor the impact of targets.
- informal feedback from all staff involved at pupil progress meetings.
- parent meetings when setting SEN Support targets or reviewing existing targets.
- pupil progress tracking using assessment data (whole-school processes.)
- monitoring Sen support targets, evaluating the impact on pupils' progress.
- classroom observations by the SENCO and/or senior leaders as needed

Approach to teaching SEN pupils

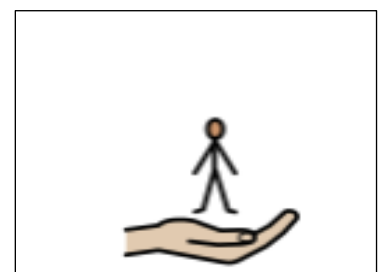
Teachers are responsible and accountable for the progress and development of all the pupils in their class through high quality teaching.

Quality First Teaching is our first step in responding to pupils who have SEN. This will be adapted and scaffolded for individual pupils. We make the following adaptations to ensure all pupils' needs are met:

- Adjusting our delivery of the curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing e.g using pictures to help support our visual learners
- Using recommended aids, such as: laptops/IPads (including Apps as appropriate), coloured overlays, coloured paper, visual timetables in all classrooms, larger font as well as use of specific fidget toys and sensory seeking aids to aid concentration.
- Adjusting our teaching approach by, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We will also provide the following interventions:

- Lexia reading and spelling
- Specific literacy interventions such as Dyslexikit and Toe by Toe
- Pre-teaching
- Speech and Language interventions
- Maths basic skills intervention
- Same day interventions (SVFG and IVFG) with teaching assistant or class teacher
- Precision teaching – for spelling, reading and times tables
- Phonics – Monster Phonics
- Memory Skills
- Lego Therapy
- Sensory circuits and use of the Cubbie
- ELSA support
- Super Girls program



- Third Space Learning 1 to 1 maths interventions for all abilities.

Additional support available

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list and, in addition to this, will have an Annual Review of their statement/plan.

Our school will comply with all local arrangements and procedures when applying for

- Early help locality funding (EHLF)
- An Education Health and Care Plan (EHCP)

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Expertise and training

The school commits to a programme of training for all members of staff. Staff meetings are dedicated to provide training for all staff on an aspect of SEND each term and these are delivered by the SENCo or by experts- for example: Rowengate or Futures in Mind. Teaching assistants are invited to attend relevant training.

-All staff will be trained in how to best support all vulnerable learners and will be able to access an annual schedule of continuous professional development.

-Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from a range of external agencies when needed.

Current training staff at KCEPS have undertaken:

- Speech and language support from advice from a specialist in SALT.
- ELSA
- ASD
- Using visual aids and tray tasks
- Cubbie support- Sensory Pod
- Sensory Circuits
- Protected Behaviours
- Social Interventions
- Social Stories
- Online safety
- 'Volcano in my tummy' and Hidden Chimp,
- Mental Health First Aid
- Dyslexia
- Solihull Approach Training
- Safeguarding
- Phonics – Monster Phonics
- Medical – first aid, EpiPen, anaphylaxis



- Early Help Assessment
- Counselling through Kids Aid and CHAT

Pastoral Support at KCEPS includes:

ELSA trained staff and support of a wide ELSA network.

Attendance meetings SEND Support meetings.

An ethos of mental well-being runs through the school supporting children in learning tactics that help themselves deal with Big Emotions and difficult situations.

All adults within the school build strong relationships that provide the children with a safe environment in which to learn and play.

A Cubbie that is accessible for all children to help them regulate their emotions.

Mood tracker is used in every class to help remind the children to think about how they are feeling and this is monitored by the staff.

Zones of regulation, mindfulness and strategies to support mental health can be found in a well-being area in every classroom where tips, reminders and support is available.

A family support worker

Specialist learning support teacher.

Educational Psychologist

External Support

When needed- or requested- we will respond to the needs of the child in school and will work closely with other agencies when necessary, including:

- CAF team
- CAMHS
- Educational Psychology Service- Futures in Mind
- IASS
- Rowangate and Maplefields specialist schools
- NCC Sensory Impairment Team
- NHS services such as SALT
- CHAT
- Early Years Support Services (Portage)
- <Multi- Agency Safeguarding Hub



In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies. There are individual meetings every term for children with SEND needs (if appropriate) and informal meetings for any parents who have concerns they wish to voice.

Useful Contact Information

SEND Support Services for parents and carers:

<https://www.northnorthants.gov.uk/specialist-send-support-services/send-support-service-courses-parents-and-carers>

<https://www.northnorthants.gov.uk/specialist-send-support-services/send-support-service>

Explore the SEND Local Offer- North Northants

<https://localoffer.northnorthants.gov.uk/home>

School Contacts

Head Teacher: Mrs Lynda Bowyer

SENDCo and Inclusion Lead: Mrs Barbara Yeo

Family Support Worker: Mrs. Denise Slater

ELSA Support Lead: Mrs Mandy Jones

SENS Governor : Mrs K Wright