



SEN Information Report

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Our school's approach to supporting pupils with SEND

As a mainstream school we strive to be as inclusive as possible. If any pupil in our school has a barrier to learning, we will endeavour to ensure that there are the best opportunities for them to take part in every aspect of school life. Our SEND policy outlines our clear graduated response to SEND. This consists of quality first teaching, identifying concerns, and targeting following the assess, plan, do, review cycle. Where more support is needed, the SENCO can complete further assessments, refer to specialist services via Springboard, refer to Family Health Services and refer to community paediatrics via the Small Steps service

If any pupil in our school has a barrier to learning, we will make sure that there are the best opportunities for them to take part in every aspect of school life.



Catering for different kinds of SEND

Social, emotional and mental health

We cater for a range of social, emotional and mental health difficulties in school, including attachment difficulties, the impact of ADHD,

The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos. Regular PHSE (Personal, social, health and economic) lessons are planned into our curriculum. These provide children with the opportunity to discuss issues such as positive relationships, self-esteem and teamwork. We will always talk to parents and children if extra activities are needed in the short or long term. This may lead to giving some extra 1:1 or group work provided through one of the following possibilities: School Nurse, Learning Mentor, Socially speaking , Nurture groups, ELSA, Drawing and Talking.

Communication and Interaction

We cater for a wide range of communication and interaction needs, the most prominent being children who are on the autistic spectrum. We have many children with sensory processing difficulties. Our teaching, staffing and the configuration of the building have been carefully adapted to include children with communication difficulties, including the addition of a sensory room for children needing sensory stimulation. Our teaching assistant team are all trained in sensory provision.

Cognition and Learning Needs

We have wide ranging needs across the school and cater for many different cognition and learning needs. We have children identified as at risk of dyslexia, children at risk of dyscalculia, and many children who have been identified as having a global delay. We cater for children with acquired brain injury and have a good working relationship with extended services to support these children.

Sensory and/or physical needs

We have many children with sensory processing difficulties and physical and medical needs. Our teaching, staffing and the configuration of the building have been carefully adapted to include all children, including the addition of a sensory room for children needing sensory stimulation. Our staff are trained in sensory needs and provision. Our building is on one level and wheelchair accessible. We have a disabled toilet with changing plinth. Our staff are trained in personal care and safe handling. We have children who are diabetic and the staff team around them have undergone in depth training by diabetic nurses to administer care and monitor them throughout the school day. We cater for children with feeding tubes and have undergone training in the administration and care of these.



Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), Masters)
Jon Beresford	SEND referral processes, KS1 provision, EHCP process, Behavior, Social and emotional support, Nurture support, Communication and interaction support, Phonics, Neurodiversity, Boxall / Digital Development Portraits BSquared assessment	LLB (Hons) QTS NPQLT Completing NPQSENDCO
Lucy Clark	Inclusion, EYFS Specialist, SaLT Referral Process, EYFS communication and interaction support, EYFS assessment ASD in the early years Intimate Care in EYFS & KS1 Neurodiversity, Phonics	Early Years Teaching (Hons) Completing NPQSENDCO
Kaye Smith	Dyslexia screening and interventions, Precision Teaching, Speech and Language KS1 and KS2, Maths and English quality first teaching interventions, British Vocabulary Scale screening Diabetes support	TA

Ginny Read	Behavior, Boxall Profiling, Social and emotional 1:1 support, Nurture support, Communication and interaction support, Drawing and Talking Intervention KS2 English and Maths interventions Diabetes support	TA
Claire Kempa	Behavior, Boxall Profiling, Social and emotional 1:1 support, Nurture support, ELSA (emotional literacy support) KS1&2 English and maths interventions Phonics boosters Diabetes support	TA
Holly Phimister	Communication and interaction support, ASD, ADHD and attachment theory and support AET assessment and target setting Social and emotional 1:1 support and 5 point scale, Nurture support, Sensory Learning support KS1&2 English and maths interventions Dyslexia screening Precision Teaching, Diabetes support	TA
Sue Kelvey	Sensory profiling and provision lead KS1 and EYFS SEND support strategies Dyslexia Interventions, Phonics interventions, Precision Teaching, Speech and Language EYFS & KS1, English and Maths interventions ASD and PDA in KS1 & 2 Diabetes support	TA
Helen Howarth	KS2 English and Maths interventions Social and emotional 1:1 support, Communication and interaction support,	TA

	AET assessment and target setting SNIP and precision teaching Diabetes support Dyslexia Screening Boxall Profile assessments	
Amanda Garner	EYFS communication and interaction support, EYFS speech and language B-Squared assessment EYFS assessment Downs syndrome support ASD in the early years Diabetes support Tube feeding and flushing, blended diet, medication administration, Epi-pen trained Early years language screening tool	TA
Hayley Payne	Speech & Language interventions & support, EYFS communication and interaction support, EYFS assessment ASD in the early years Diet support in EYFS Toileting in EYFS Tube feeding and flushing, blended diet, medication administration, Epi-pen trained Early years language screening tool	TA
Tracey Bingham	Phonics Intervention Behavior, social and emotional 1:1 support, English and Maths interventions EYFS & KS1 ASD in the early years EYFS assessment PE planning, resourcing and assessment, PE inclusion.	Resident Sports Coach TA
Heather Gittins	KS1 and KS2 English and Maths support Dyslexia Screening & support 1:1 communication and behaviour support Sensory trained ASD 1:1 Monster Phonics interventions	TA

The SENCO

Name of staff member	Email address	Phone number
Jon Beresford	jberesford@kimberleyprimary.org	0115 9385050

Inclusion Base Lead

Name of staff member	Email address	Phone number
Lucy Clark	office@kimberleyprimary.org	0115 9385050

Securing and deploying expertise

Support is carefully timetabled and allocated depending on TA strengths and children's needs.

Where a child is in receipt of funding, careful timetabling is in place to ensure that they receive their entitled hours of support.

Where a child is in need of school level SEN support (ASN), this is timetabled according to need and their specific targets.

Where a child has an EHCP, this is timetabled according to the provision outlined.

Most TA support timetabled in school is on an SEN basis.

Equipment and facilities

Kimberley Primary School is a single level building which can be accessed by wheelchairs. Where possible we provide equipment or complete necessary funding applications to provide any equipment that is deemed necessary in order to support children in school. Equipment is maintained at least annually or as required. We aim to ensure that all activities and equipment are accessible to all children, parents/carers and visitors to our school. There are disabled toilet facilities including space to accommodate changing, showing and rail support for toileting. Risk assessments and safe systems of work are in place to ensure the safety of all staff and children. We use signs and symbols and visual timetables where appropriate. Where specialist equipment is needed, we can access support through the PDSS.



Identifying and assessing pupils with SEND

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. The SENCO, supported by the Senior Leadership Team and SEN Governor will co-ordinate the SEN provision throughout school and nursery liaising where necessary with parents, pupils, school staff and will work closely with outside specialist services. When identifying children with SEN we follow the clear guidelines set out in the SEN Code of Practice 2014.

At Kimberley Primary we have an 'open door' policy and encourage parents to discuss any concerns they have as and when they occur, preferably in person with their child's class teacher first. Parents are also invited to contact our SENCO to discuss any concerns, by prior appointment.

We closely monitor the progress of all children termly. On entry to their new year group in September, all children are closely monitored and any SEN concerns identified. Class teachers follow the SEN support pathway which begins by filling in an initial concern form and setting initial concern targets. If, after the concern period, the teacher is still concerned about the child's progress and additional needs, the pathway then guides teaching staff to complete a Specific Learning Difficulties profile and a PIVAT's assessment. Both of these give the teacher a detailed baseline assessment and a good indication of the main areas of need. The SENCO will review these and may suggest further assessments or screens, e.g. using the AET assessment framework for Autism, a BVPS language assessment, a Digital Development Portrait for SEMH, or a dyslexia assessment. Short term targets are then set for the child and an appropriate intervention or closely targeted; quality first teaching planned for. These are set out in a Support Plan or SEN Plan (subject to the identified level of need) detailing key information and working targets specific to the child.

In the Autumn and Spring terms we hold Parents Evenings to discuss how children are doing. In the Summer term all children will receive their class teacher reports. Where a child has individual targets and special needs provision, these targets will be reviewed at termly alongside the schools wider assessment windows. New targets agreed with the child, parents and adults working with the child in school will then be set. Copies of relevant paperwork will be shared with parents either in person or via Dojo.



Consulting with pupils and parents

Pupils

All children are given opportunities to talk about how they feel they are doing and what would help them most. For your child with SEN in addition there will be times to chat with a member of staff

Informally during or at the end of supported work with a teacher or TA, or at other times when the child feels they need to talk.

More formally during review meetings

The child will be asked to contribute their ideas and opinions about barriers to learning and how best to support teaching and learning strategies.

Parents:

In September 2014, a new code of practice for Special Educational Needs was enforced. The underlying message was involving parents and the child/young person. We aim to gather information from you, the parents/carers, other professionals, previous teachers and previous settings before pupils start their time with us. Teaching staff all practise quality teaching first and differentiation to ensure that individual students' needs are met and that all students achieve their academic potential.

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. The SENCO, supported by the Senior Leadership Team and SEN Governor will co-ordinate the SEN provision throughout school and nursery liaising where necessary with parents, pupils, school staff and will work closely with outside specialist services. When identifying children with SEN we follow the clear guidelines set out in the SEN Code of Practice 2014. Throughout Kimberley Primary we continually monitor and assess the progress of all our children. Where expected progress is not being made, interventions are put in place to work on the identified difficulties. Parents/carers are encouraged to share any concerns they may have about their child with their child's class teacher at a pre-arranged meeting; the School SENCO will be informed and become involved as needed.



Involving key stakeholders

The following specialist services and expertise are available or accessed by Kimberley Primary School staff. The SENCO and SLT refer to these services to access advice and support in school and in some cases, at home.

- Schools and Family Support Services (SFSS)
- Educational Psychology Service
- Family Support
- Small Steps
- Primary Social and Emotional Development team (PSED)
- Social services
- Targeted support
- Children's centres
- Supporting Families
- Educational Health and Wellbeing team (EHWB)
- Complex Case resolution
- Speech and Language Therapy (SALT)
- Community Adolescent Mental Health Services (CAMHS)
- Multi Agency Support Hub (MASH)
- Voluntary Organisations
- School Behaviour and Attendance Partnership Panel (SBAP).

These can be found on the Notts Local Offer website.



Teaching approach

At Kimberley Primary School class based learning is adapted for all children in our school; work is differentiated to meet the needs of the pupils.

The class teacher is the first, most important person in making sure each pupil has the right levels of work and support through quality first teaching. Teachers work hard to ensure work is planned and delivered offering the right amount of support and challenge for all pupils whilst addressing children's preferred learning styles. Careful checking of progress leads to different approaches, supported work, and use of practical equipment where needed.

Within a smaller group:

We want all our children to learn how to be independent learners. But sometimes the teacher will find a specific or general gap in learning that needs some extra teaching in a small group in or outside the classroom. This will be with a Teaching Assistant or the teacher. Sometimes the pupil's disability means that we need to provide a Teaching Assistant more often to help them to access what is happening in school. This may occasionally, where needed, be on a 1:1 basis.

Support from outside school

Sometimes we might need to work with professionals from outside the school. These may be from the Local Authority, Family SENCO, our employed Speech and Language Therapist or from Health. We would always talk to you first before talking to any of these professionals.

The Curriculum

We aim to deliver a creative, stimulating and exciting curriculum in a variety of ways to engage all pupils with different learning styles and needs. We provide a stimulating learning environment throughout Kimberley Primary that supports and reflects the curriculum being covered from Foundation 1 to Year 6. When specific curriculum adaptations and reasonable adjustments are necessary for individuals, relevant staff will attend training sessions as necessary and on some occasions, an individualised curriculum created.



Transition support

The transfer to a new school 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, an additional transition plan may be put in place. This will generally include early discussions with the school they are coming from or going to and any external agencies that are providing existing support. Parents are involved in transition discussions so that the needs of the child and any particular concerns are shared. Staff at the new school then meet with the child and specific visits are often planned, allowing the child to familiarise themselves with the learning environment and the staff who will be working with them.

We understand that special preparations may be needed when children with SEN start at a new setting or move between classes or schools. At Kimberley Primary we aim to make this as smooth and reassuring as possible through:

- careful planning with the next setting
- sharing of information with parents/carers including the opportunity to meet new staff before the move.
- additional visits to the new setting
- specific nurture provision designed around transitions to secondary
- working relationship with secondary SENCOs
- support from Schools and Families Specialist Services (SFSS)



Adaptations to the curriculum and learning environment

The Curriculum

We aim to deliver a creative, stimulating and exciting curriculum in a variety of ways to engage all pupils with different learning styles and needs. We provide a stimulating learning environment throughout Kimberley Primary that supports and reflects the curriculum being covered from Foundation 1 to Year 6. When specific curriculum adaptations and reasonable adjustments are necessary for individuals, relevant staff will attend training sessions as necessary and on some occasions, an individualised curriculum created.

Learning Environment

Kimberley Primary School is a single level building which can be accessed by wheelchairs. Where possible we provide equipment or complete necessary funding applications to provide any equipment that is deemed necessary in order to support children in school. Equipment is maintained at least annually or as required. We aim to ensure that all activities and equipment are accessible to all children, parents/carers and visitors to our school. 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 signs and symbols and visual timetables where appropriate. Where specialist equipment is needed, we can access support through the PDSS.

We have adapted our learning environments to include a sensory room, a community room for nurture and small group support, and sensory 'snug' areas in many of our classrooms. There are areas for children to work that are calm and quiet when needed. We endeavour to ensure that our classroom and school environments are calming, comfortable, promote wellbeing and stimulate learning.

In September 2024 we opened our new inclusion base extension. This area of the school was specifically built to support the acute needs of a small group of children who are of similar age and special educational need. The inclusion base features a dedicated classroom and outside area whilst also housing additional meeting space and the SENDCo office.



Inclusivity in activities

When outdoor activities are undertaken, whether in school, or part of a school trip, we believe all children have the right to be included. If required, specific risk assessments are carried out and available. Additional support may be required as well as discussions with parents/carers of children with SEN to ensure their views are considered.



Supporting emotional and social development

The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos. Regular PHSE (Personal, social, health and economic) lessons are planned into our curriculum. These provide children with the opportunity to discuss issues such as positive relationships, self-esteem, teamwork and anti-bullying. We will always talk to parents and children if extra activities are needed in the short or long term. This may lead to giving some extra 1:1 or group work provided through one of the following possibilities:

School Nurse Team

Learning Mentor

Socially speaking groups

Nurture groups

ELSA (Emotional Literacy Support Assistant)

Drawing and Talking intervention

Referral to the SBAP school councillor



Online safety

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Kimberley Primary & Nursery School will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our school therefore, led by senior members of staff/governors, aims to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to taken in conjunction with the Designated Safeguarding Lead. Although any staff can make a referral to children's social care where a child is identified as being in immediate danger there should be no delay in a member of staff reporting the concerns directly to children's social care or the policy as required.

Online safety is taken very seriously. We are aware that some children that have Special Educational Needs may also have increased vulnerability. We follow a PSHE scheme of work which takes this into account within its' planning and aids teachers to support and guide children in making decisions on how to stay safe online.



Sexual violence and harassment

We recognise that children who are abused or who witness violence, sexual violence and harassment may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

The school will endeavour to support the pupil through:

- The content of the curriculum
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school behaviour policy and anti-bullying policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 6, published in March 2017), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised



Evaluating Effectiveness

Our SENCO, supported by the Senior Leadership Team and SEN Governor regularly reviews the SEN support that is in place and monitors the progress of children within our school. Through monitoring, observing and assessing a child's needs, the SENCO works together with the staff to put in place appropriate support and provision to meet identified difficulties. We welcome the support of parents at all stages. Individual targets are set when it is felt appropriate and recorded on SEN Plan (formerly known as Individualised Education Plans).



Handling complaints

The class teacher, who has responsibility in the first instance for a child in their class, is willing to support parents/carers with their concerns and is more than happy to discuss issues and find solutions. After that, the school SENCO can be contacted. Please call into school and ask to make an appointment. Otherwise, parents/carers should follow the school's complaints procedures, set out in the policy available directly from the school. The Head Teacher has ultimate responsibility for progress and the well-being of all pupils.



Spending the budget

As a school we are obligated to put in the first £6000 of SEN funding per pupil. We then receive funding in the form of AFN (additional family needs) and HLN (higher level needs). The SENCO bids for this funding, in most cases, on a yearly cycle. For HLN, the cycle changes and can last for anything up to 3 years. In cases where emergency funding is needed, the SENCO can put in an emergency funding bid.

As of the date of review, this current academic year we received the following funding:

0 Low AFN bids at £1500 = £0

0 Med AFN bid = £0

7 High AFN bid = £38,500

3 HLN level 1 bids = £36,000

This funding is put directly into staffing, staff training, and specific resourcing providing 1:1 support for our most needy children in receipt of HLN and High AFN. Group support and 1:1 interventions are provided for our Low and Medium AFN children.

In all cases where we are in receipt of funding, the school is putting in more than our £6000 required contribution. This is due to high levels of need across the family of schools.



Local Offer

Our local offer can be found both on our school website at on the Notts Help Yourself website:

http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/fsd/local_offer.page



Named contacts

Name of individual	Email address	Phone number
Jon Beresford, SENCO	jberesford@kimberleyprimary.org	0115 9385050
Rebecca Clarke, Head Teacher, DLS	head@kimberleyprimary.org	0115 9385050
ICDS (Integrated Children's Disability Service)	ICDS.Duty@nottscg.gov.uk	0115 804 1275



Additional support

Additional support pathways can be found on the Notts Help Yourself website:

http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/fsd/local_offer.page