



Kimberley Primary School Local Offer 2025

1. What kinds of special educational needs does our school make provision for?

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.

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Barriers to learning include:

- Communication and Interaction (Speech and language difficulties or Autism Spectrum)
 - General learning difficulties both moderate and severe, and including, for example, dyslexia
 - Social, emotional and mental health difficulties such as ADHD or attachment disorder
 - Problems with sight or hearing, or other physical disabilities
- Alternatively, your child may have a different less common disability that causes a barrier to learning.

2. How does the school identify and assess children with special educational needs?

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.

3. a) How does our school evaluate the effectiveness of provision for pupils with special educational needs?

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 Individual Education Plan's and whole class provision maps.

3.b) How will both the school and parents know how a child is doing and how will the school help parents to support their learning?

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. 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 least termly. 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.



3.c) What is the school's approach to teaching pupils with special educational needs?

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 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, our 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.

3.d) How will the curriculum and learning be matched to a child's needs?

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 e.g. where a child has an EHCP, an individualised curriculum created.

3.e) How are decisions made about the type and amount of support a child will receive?

Not every child requires extra support, some children require an additional agreed support programme for set periods of time. School, alongside other professionals, decide through their assessment procedures whether additional support is required and if so, what. We ensure parents/carers are kept informed throughout the process.

3.f) How will all children be included in activities outside the classroom, including school trips?

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.

3.g) How will we support a child with special educational needs with 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 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 referral
Learning Mentor
Socially speaking groups
Nurture groups



ELSA (emotional literacy support assistant)
Drawing and talking intervention

4. Who is the schools' special educational needs coordinator (SENCO) and what are their contact details.

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5. a) What training have staff supporting special educational needs had and what is planned?

A variety of training is undertaken on a rolling plan. This can either be in house training or through external sources. Examples include: annual teacher assistant training conferences, training packages provided by Notts County Council (which include a wide variety of learning and cognition needs, physical and medical updates, safe handling, communication and interaction), training packages provided through our Family SENCO, SENCO training networks, SENCO conferences, Sensory training.

At Kimberley Primary we have undertaken a wide variety of SEN training both as whole staff and as individuals. Some of this training has been delivered by external agencies and other CPD has been delivered in house. We seek support from outside agencies for children and families when necessary. Within our family of schools, once each term we meet to discuss our training needs. The Family SENCO organises training events across the schools either in-house or using external providers. We have 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.

5.b) What specialist services and expertise are available or accessed by the school?

The following specialist services and expertise are available or accessed by Kimberley Primary School staff:

- Schools and Family Support Services (SFSS)
- Educational Psychology Service
- Small Steps
- School Nurse
- Family Support
- 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.



6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is our school?

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.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will parents be involved in the education of their child?

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. Apart from having an open door policy here at Kimberley Primary School, we hold regular parent meetings for all children. A child with SEN will expect extra review meetings with appropriate staff. These are held each term or more if needed.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

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.

9. What do parents do if they have a concern or complaint about the SEN provision made by our school?

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.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

This responsibility is delegated to the SENCO and Head Teacher by the Governing body.

11. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

We want to work as closely as possible with you and to support you where we can. Sometimes you may want signposting to other organisations or support networks outside school, for example, the local Sure Start Centre. The SENCO will give you information we have available in school, but in addition, the LA Local Offer Website provides links to all of these organisations across the authority.

www.nottinghamshire.sendlocaloffer.org.uk



12. How will the school prepare my child/young person to:

i) Join the school?

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.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

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

13. What else is available for my child with SEN in this area?

More information can be accessed through the school website, visiting the school directly and accessing Nottinghamshire County Council Local Offer website at http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/fsd/local_offer.page