

The Government introduced SEN reforms to schools in September 2014 (Children and Families Bill). These reforms aim to streamline support for children and young people aged 0-25 and focus on delivering positive outcomes for them.

Definition of SEN and the SEN Register

‘A child has SEN if they have a learning difficulty or disability which calls for ‘special educational provision’ to be made for them and they have significantly greater difficulty in learning than the majority of others of the same age.’

As a result, you may find that students who were previously classed on the school's SEN register as having 'Special Educational Needs' will now not be on the SEN register. They may still take part in additional interventions, but these may not be a 'special educational provision' but be included as the normal differentiated curriculum offered by the school. If this is the case for your child, please be reassured that staff will still be required to ensure that lessons meet their needs and that effective 'personalised' provision is made for them. This is called 'Quality First Teaching' and is the most effective way for the vast majority of students to access their learning.

SENDCo

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A row of six diverse children standing side-by-side, holding hands. From left to right: a boy with curly hair in a yellow shirt and white shorts; a girl with red curly hair in a blue dress; a boy with short black hair in a white shirt and red shorts; a girl with curly hair in a red dress; a boy with short black hair in a blue shirt and white shorts; and a girl with short black hair in a red dress. They are all smiling and have their arms outstretched towards each other.

Kimberley Primary and Nursery School



Special Educational Needs at Kimberley Primary School

At KPS we are committed to:

- Helping all children who have difficulty with their learning.
- Ensuring that all children are treated equally and are listened to.
- Checking that all children are making good progress.
- Talking to each child about their progress and planning more help with learning when needed.
- Ensuring that parents /carers are involved in the review of their child's progress and planning next steps.

Stage One: Monitoring

Children learn and develop in different ways. Teachers recognise this and use different, quality first teaching styles, resources and plan different levels of work in the classroom, to cater for the various ways children learn. Your child might also receive small group teaching for a short period of time.

Stage Two: SEN Support

Many children at some time in their school life need extra help. We recognise that you, as your child's parent/carers, know the most about them and will involve you every step of the way. As a minimum, you will be invited into school three times a year, to review your child's progress and review their Pupil Profile with their class teacher. If we need to involve other professionals to support your child's needs, we will seek parental consent and inform you of any discussions or meetings arranged.

Stage Three: Education Health Care Plan

A small percentage of children may need further support and the school may suggest applying for a statutory assessment. This is a very detailed assessment of your child's needs. Following this, recommendations will be made by the Local Authority about the best provision for your child.

Support for children with emotional needs

We fully recognise that children's emotional needs can, at times, affect their learning. We work closely with these children, offering Nurture support to ensure they are able to access the curriculum and address some of the issues that the children are faced with.

Support offered

These are just some of the interventions we offer to support children in their learning:

- Speech and Language therapy
- Early years specialist support
- Booster phonics
- Precision teaching
- Dyslexia 1:1 support
- Inference training
- Fine motor skills support
- ELSA – Emotional Literacy Support

Who to talk to?

Your child's class teacher is the first person to talk to. They know your child best. If you are still concerned, or feel that your concerns haven't been heard then please talk to the SENCO or a member of the Senior Leadership Team. You are always welcome to make an appointment to see Mrs Turner-Rowe if you feel your concerns are not being heard and dealt with. All appointments can be made through the office, come and talk to Mrs Baker who can help arrange a mutually convenient time.

More Information

More information on the support and provision we offer for children with special educational needs is available on our school website. Here you will find our 'Local Offer' which gives full details of our provision.

If you would like to speak to a member of staff in more detail, then please arrange to see the SENDCO, Helen Bray, for an informal chat.