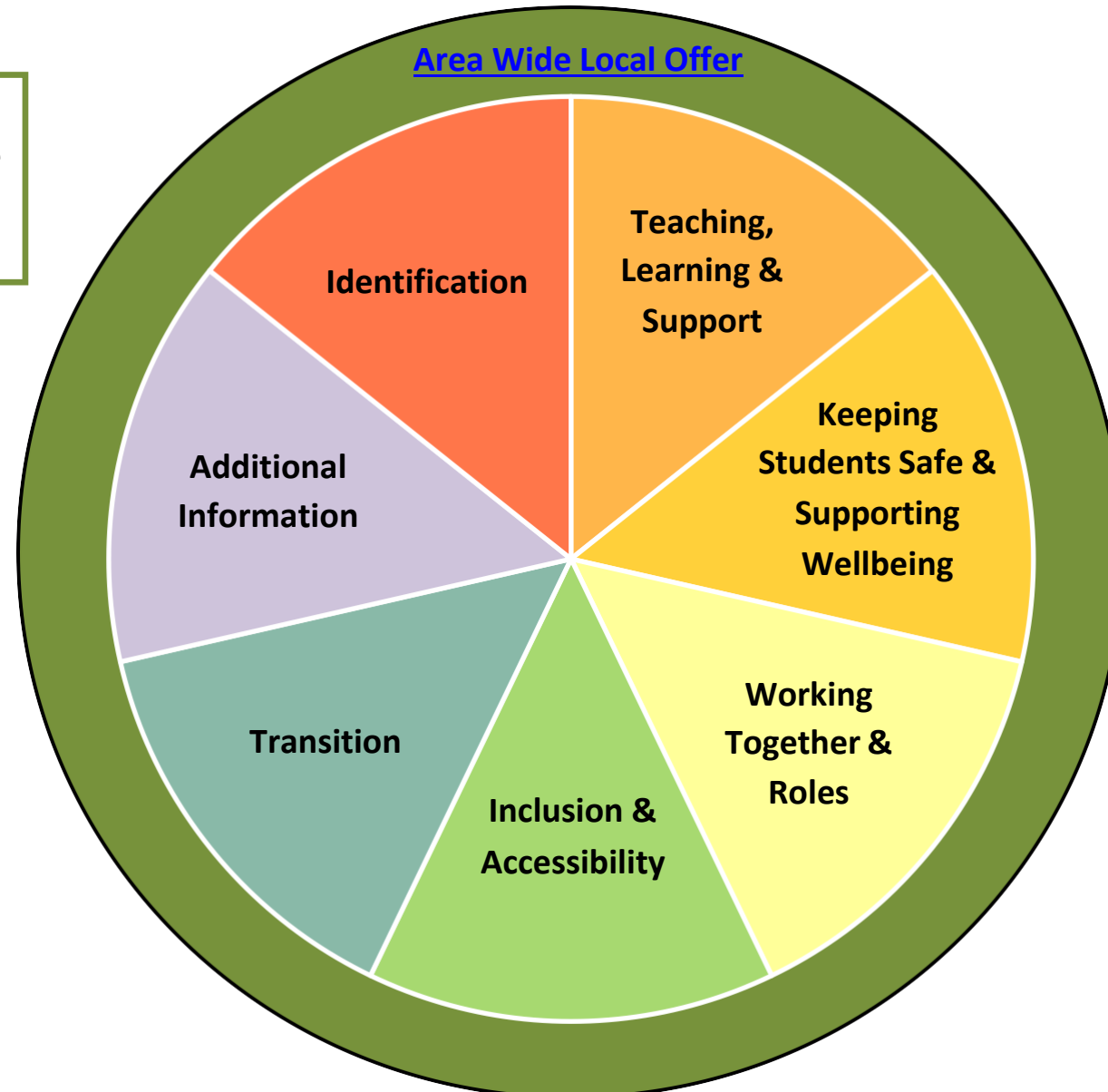


Our Information Report for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.

Please see the following page for information on this setting's age range and setting type



Our Information Report for Special Educational Needs and/or Disability

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Name of Setting	Knypersley First School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input checked="" type="checkbox"/> Early Years <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 15px;" type="text"/>
Specific Age range	3 - 9
Number of places	
Which types of special educational need do you cater for? <i>(IRR)</i>	<p><input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for in children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.</p> <p><input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms</p> <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



Our Information Report for Special Educational Needs and/or Disability

Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help? *(IRR)*

Within our school team we have a wealth of experience and we use this to help identify children who may be in need of extra help.

We know when pupils need help if:

Concerns are raised by parents/carers, teachers, or the pupil's previous school
Tracking of attainment outcomes indicate a lack of progress

Pupil observation indicates that they have additional needs in one of the four areas -

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical
5. A pupil asks for help/ There is a change in behaviour

What should I do if I think my child or young person needs extra help?

- If you have a concern then please firstly discuss this with your child's teacher.
- We understand that working together can provide a broader insight into your child's needs.
- Your child's teacher will work with you and your child to discuss their needs are and how we can make adjustments to support your child throughout their school life.
- After this discussion you may then be contacted by our SENDCO

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

Please visit www.knipersley.staffs.sch.uk The website provides you with all relevant school policies and documents relating to provision offered to our pupils. *(IRR)*



Our Information Report for Special Educational Needs and/or Disability



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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

- All children in our school have quality first teaching where daily planning means learning is scaffolded and takes into account any personalised learning needs. This is arranged in a variety of ways and allows pupils to experience both success and challenges while working in both ability groups and mixed ability groups. Please refer to our Graduated Response for Cognition and Learning in our SEND Policy.
- Adults are used to support groups and individuals with the aim to build independence.
- Progress is measured termly and aspirational targets are set for each child during Pupil Progress meetings. Those struggling to make progress will be given additional support which will be discussed with a member of the senior leadership team. If required additional strategies to further support the success of the pupil may be provided by the SENDCO.
- Standardised toolkits such as Sandwell Numeracy Tests, YARC reading Assessments, British Picture Vocabulary Scale (BPVS) and PhAB (Phonics Assessments) may be used to identify specific areas of need.
- If a review of the action taken indicates that “additional to and different from” support will be required, the views of all involved including the parents and the pupil will be gathered and appropriate evidence-based interventions will be identified in a Personal Learning Plan (PLP). This process is referred to Assess, Plan, Do Review or APDR. This will be recorded and implemented by the class teacher with advice from the SENCO and at the same time parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve progress.
- The PLP or Strategy Plan will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets.
- Progress towards these outcomes will be tracked and reviewed at least termly with the parents and the pupil. If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 - Autism Inclusion Team
 - Children First Learning Partnership SEND Hub
 - Moorland SEND Hub
 - Speech and Language Therapy
 - VIP Education Welfare
 - Hearing Impairment team

- Visual Impairment team
- Physical and disability support service
- Autism and Sensory Support in Staffordshire (ASSIST) Post 16
- Educational Psychologist Service
- VIP Education Welfare
- Physical and disability support service
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Trailblazers Support (Mental Health service)



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Teaching, Learning and Support

9. School Nurse
10. CAMHS (Child & Adolescent Mental Health Service)
11. Trailblazers Support (CAMHS)
12. Visyon Counselling Services

Where referrals to the Moorlands SEND Hub are made, The Locality Management Group (LMG) will determine whether additional professionals, such as Educational Psychologists, The Autism Inclusion Team etc. will be involved as part of an Enhanced Assess, Plan, Do, Review (EADPR) process.

If the EAPDR is agreed, there will be a 'Team Around the Child' meeting. Families will be fully included within decision making processes.

For a very small percentage of pupils, the school or parents may consider requesting an Education, Health and Care assessment be carried out, the Local Authority will decide if this is appropriate. This will be for children whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, or for pupils who despite relevant and purposeful action being taken to meet their special needs, fail to make progress.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

- Teachers plan using information about the level pupils are currently working at and scaffolded work to closely match their interests, ability, learning needs and learning styles. When a pupil has been identified with special needs their work may be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- All teaching staff are confident to adapt learning in line with our Graduated Response which is reflective of children's attainment levels. This document is used as a guide to create personalised provision and targets.
- If appropriate, a teaching assistant may be allocated to work with pupils in a 1:1 or small focus group to target more specific needs or specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips or easy touse scissors.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

Provision may include:

- In-class support from teaching assistants and teachers
- Small group support e.g. nurture groups, literacy and numeracy support
- Bought in support from external agencies e.g. speech and language support, SEMH support.
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff
- Specific need resourcing ie. Sensory resources.



Our Information Report for Special Educational Needs and/or Disability

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Teaching, Learning and Support

- Further support or resources may be allocated to your child following assessments by school staff or outside agencies. (e.g. occupational therapy)
- Funding may be used to buy in specialist support (e.g. Dyslexic assessment)

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

- The Headteacher will decide how the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. External agencies will be invited to give their advice on funding allocation.
- Decisions regarding support will be decided at joint meetings with the SEND Co-ordinator, class teacher and parents for pupils with SEND but without an Education Health and Care plan.
- For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or during the annual review.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

- Our facilities and equipment are regularly evaluated in relation to the needs of the students we have in school.
- Should it be necessary to have specialist equipment these are generally met through the use of the school budget e.g, writing slopes, ear defenders etc.
- For more specific equipment there is a number of outside agencies who can be contacted to provide this equipment on a loan basis i.e. a Braille machine, specific chairs.
- Our partnership with other schools also provides an opportunity to share resources for specific SEND needs.
- We will work with specific agencies such as Virtual Schools, SEND and Inclusion Hubs and EY Forum to gain additional support and funding where evidence suggest it is required. There will be SMART targets set in conjunction with the funding to ensure it is purposeful and fully allocated to support the child it has been assigned to.

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

- Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term linked to the National Curriculum statements. A termly report is provided detailing effort and attainment grades and we will share personalised targets. Weekly teacher drop-in sessions are available for parents/ carers to discuss progress and next steps as frequently as they wish to with the classteacher. We also host parent's evenings twice annually where again, all parents/ carers are encouraged to attend for updates and targeted support suggestions. For children with SEND, their PLP or Target Strategy Plan will also be updated at least termly and targets reviewed and shared with parents/carers.
- Standardised toolkits such as Sandwell Numeracy Tests, YARC reading Assessments, British Picture Vocabulary Scale (BPVS) and PhAB (Phonics Assessments) may be used to ascertain small steps of progress
- Statutory assessments take place at the end of Reception, during Year 1 with the phonics screen and during Year 4 with the MTC test. These results are published Nationally. Parents will be consulted if pupils with SEND are unable to access statutory assessments.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. SMART targets are formulated from EHC plans and shared within the PLP cycles.



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Teaching, Learning and Support

A range of ways will be used to keep you informed, which may include:

- Home/school contact book
- Letters/certificates sent home
- Parents evening
- Additional meetings as required (PLP meetings)
- Annual Reviews
- Termly Reports
- End of Year Reports
- Class teacher drop-in sessions (offered weekly).

Staff offer a number of ways where you can discuss your child's progress

- Weekly drop in that parents can attend with class teachers or the SEND Co-ordinator
- Parents are consulted through surveys and questionnaires about SEND provision at our school.
- The school organises a number of parent workshops and engagement sessions during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.
- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.

If needed parents can arrange an appointment to discuss their child's progress with the class teacher, the SENCO, or a member of the senior leadership team. Please contact the school office who will arrange one for you.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)

- **We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which discusses issues or viewpoints which are raised.**
- The voice of the pupil is considered very important and regularly sought, in order to ascertain if reasonable adjustments are proving effective and in setting new targets. If your child has an EHCP their views will be sought before any review meetings. (IRR)
- Where the pupil is unable to express their views, the voice of the parent and external agencies will be gained. This may be through:
 - discussions with the class teacher, SENDCO or senior leadership team member
 - during parents evenings
 - PLP or TSP reviews

- drop-ins

-

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

- We gain the views of all stakeholders regularly through on-line surveys and questionnaires, formal and informal discussions.



Our Information Report for Special Educational Needs and/or Disability

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Teaching, Learning and Support

- This can be discussed at any of the drop ins held by staff or the SEND Co-ordinator, during the PLP/TSP or EHC review meetings, parents' evenings, via the class email or parents can arrange a meeting with the Head teacher, class teacher or the SEND Co-ordinator.
- Please contact the school office who will arrange this for you.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- There are a number of ways that we aim to keep your child safe outside of the classroom.
- We want all children to be take part in all areas of the curriculum and aim for all children to take part in school trips.
- Risk assessments are carried out regularly within school and prior to any off site activity to ensure nobody's health & safety will be compromised.
- Regular emergency procedure drills are conducted throughout the year. Where a child is observed to need a Personalised Evacuation Plan they will be created and shared to ensure in an evacuation drill every child remains safe.
- If a child required physical interventions, parents/ carers are informed and a risk assessment is completed. If RPI is used parents/ carers will be informed in writing and verbally before the child leaves that day. Only trained RPI staff will be involved in a restrictive physical intervention.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.
- We also ensure that your child will be safely handed over to a member of staff on the gate each morning and dismissed to thenominated adult in person at the end of the day.
- Where a child may require additional support during break/lunch or transitional times, a nominated member of staff will be allocated.
-

What pastoral support is available to support my child or young person's overall well-being?

We welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The school offers a wide variety of pastoral support for pupils.

These include:

- An evaluated Personal, Social, Health, Relationships Education (PSHRE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place.
- As a school we have a Social Emotional, Mental Health Graduated Response (SEMH). The SEMH Graduated Response supports children to ensure they have access to the right support and provision to support their access and Mental Wellbeing.
- We have a trained Mental Health Co-ordinator in school – Mrs Sigley, who works alongside the school SENDco to ensure provision for all children in relation to SEMH needs is of the highest quality.



Our Information Report for Special Educational Needs and/or Disability

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Keeping Students Safe and Supporting Their Wellbeing

- Members of staff are readily available for pupils who wish to discuss issues and concerns and suggest mindfulness and wellbeing activities
- Referrals to outside agencies such as Visyon, Trailblazers and CAMHS
- Our Anti-bullying policy can be found on the policies section of our website. Behaviour of any kind that is perceived as bullying will not be tolerated.
- Our child-friendly Anti-bullying leaflet can be found on our school website. Our pupil leadership team 'The Knypersley Knights' deliver assemblies over the year to increase knowledge around safety and wellbeing.
- We take a pro-active approach to ensuring positive behaviour is maintained. Playground Leaders, assisted by staff, facilitate play opportunities during break/lunch times.
- Children, who may require intervention to maintain positive relationships at break times, can sit on the 'buddy bench' in order to receive support.
- In-house interventions are also offered, tailored to need, in-line with our behaviour policy and SEMH Graduated Response

How will the setting, school or college manage my child or young person's medicine or personal care needs?

- Where necessary and in agreement with parents/carers and the Headteacher, prescribed medicines are administered in school where a signed medication form is in place.
- All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and our own Admissions of Medication Policy that is reviewed annually.
- If a pupil has a medical or intimate care need then a detailed Care Plan is compiled by the school in consultation with the school nursing service and parents/carers.
- These are discussed with all staff who are involved with the pupil.
- Pupils will be supported with their intimate care and personal needs, including dietary, where necessary.

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

While the class teacher has the overall responsibility for the pastoral and social care of every child in the class, therefore this would be the parents' first point of contact. Some of the ways that we support the children in our care include:

- Members of staff readily available for pupils who wish to discuss issues and concerns and suggest mindfulness and wellbeing activities.



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Keeping Students Safe and Supporting Their Wellbeing

- Members of staff are readily available for pupils who wish to discuss issues and concerns and suggest mindfulness and wellbeing activities.
- In line with our school SEMH graduated response each class follows the expectations for Quality First Education in regards to SEM. Classrooms have a wide-ranging core offer of resources and support such as emotions board, which enables pupils to communicate, very visually, how they are feeling and when they may require support, mood monsters – for children to share worries discretely if required, calm corners – resourced to support children of all SEMH ranges and much more. Classrooms are monitored frequently to ensure the SEMH core offer is embedded and consistent.
- Trailblazers, our mental health support team, work closely with school to provide support which enables emotional and mental wellness. Sessions are delivered on a whole-school, class, group or individual basis, where needed. Parents may request an individual referral to this service for their child or a member of staff may recommend one, with parental consent.
- Our website (SEMH section of SEND page) provides a number of activities that support and promote emotional well-being, along with links to external agencies and local authority support pathways.
- In-house interventions are also offered, tailored to need, in-line with our behaviour policy and SEMH Graduated Response

What support is there for behaviour, avoiding exclusions and increasing attendance?

- Our Behaviour Policy can be found on the website in the policies section and promotes positive behaviour through the sharing and agreement of school rules and consistent and regular rewards, and where necessary, sanctions.
- A behaviour ladder in all classrooms ensures a consistent approach to behaviour management, regular feedback verbally and visually for all children and a flexible way of both celebrating success, challenging low level behavioural issues and also allowing pupils to reflect on and improve their behaviour. This system may, on an individual basis, be reasonably adjusted where pupils have a personal behavioural plan for their behaviour.
- Where pupils require additional behaviour support, a positive behaviour plan will be drawn up by the school, in consultation with parents/carers and any other involved external agencies. This will usually involve bespoke reward systems.
- Where support is required to increase a pupils' attendance, school will work closely with VIP Education, our education welfare service, and parents/carers to put strategies in place.
- The Attendance Officer organises attendance clinics on a group and 1:1 basis to support improvements within families where attendance is unsatisfactory, including in all cases where it is below 90%
 - The school's SEMH Graduated Response document outlines progressive strategies to identify and address needs related to emotional well-being or mental health difficulties.



Our Information Report for Special Educational Needs and/or Disability

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Working Together & Roles

What is the role of my child or young person's class teacher?

The role of the class teacher is to:

- Ensure that all children have access to Quality First teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Check on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND.

Who else has a role in my child or young person's education?

- The class TA who will support the whole class and often deliver intervention that has been planned by the teacher.
- Children with EHCPs will work with an adult either individually or in small groups.
- Specialist teachers from outside agencies work with SEND children when required.
- The Headteacher will work with the SENDCO and inclusion Governor to determine the strategic development of the SEND provision within the school.
-

The school SENDCO will ensure that SEND children are receiving the support they require and develop the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school, ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how they are progressing
- fully involved planning ahead for them.



Our Information Report for Special Educational Needs and/or Disability

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Working Together & Roles

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of children in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other children with SEN and/or disabilities in the school) to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- All staff working with a child with an EHCP will have read and understood his/her plan and demonstrate a working knowledge of the educational provision outlined. The child's short-term PLP targets will be written in-line with the stipulations of the EHCP.
- Children's EHCPs are reviewed annually. All staff and external agencies involved with the child are invited to contribute their views towards progress and next steps and/or attend the review meeting.

What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

We regularly invest time and funding in developing the knowledge and skills of our staff for the benefit of the children.

- Our teaching staff possess a wealth of experience both at the planning stage and the teaching of children with SEND and are responsible for their progress and development
- Specialist services deliver training, including Autism Inclusion, Occupational Therapy and Trailblazers (Mental Health and Wellbeing)
- SENCOs attend updates and keep up to date with changes to SEND provision

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

As a school we work closely with a number of outside agencies to receive their specialised expertise. The agencies used by the school include:

- Autism Inclusion Team
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- VIP Education Welfare

- Inclusion Team
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Paediatricians/School nurse
- Health Visitor for under 5s.
- Trailblazers
- Hearing Impaired Service



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Working Together & Roles

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- Inclusion Team
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Paediatricians/School nurse
- Health Visitor for under 5s.
- Trailblazers
- Hearing Impaired Service

Who would be my first point of contact if I want to discuss something?

- If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity. If after your discussion you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SEND co-ordinator or Headteacher.
- If you are still not happy you can speak to the school Inclusion Governor.

Who is the SEN Coordinator and how can I contact them? *(IRR)*

Our SEND Co-ordinator is Miss F Massey and an appointment can be made to speak to her by phoning or emailing the school office. Alternatively, Miss F Massey can be contact via school email: office.knp@cflptrust.co.uk

What roles do have your governors have? And what does the SEN Governor do?

- The Inclusion link governor meets on a termly basis with the school SENDCO
- The Inclusion link governor monitors SEND Progress, SEND Provision, SEND Register and Attendance
- The Link governor writes a report to the LAB
- Reports from the 5 schools in the MAT (Multi Academy Trust) are compared at the member/director level.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

How will my child or young person be supported to have a voice in the setting, school or college? (IRR)

We are a school where we value and celebrate each child being able to express their views on all aspects of school life.

- A child's views are always gathered when reviewing PLPs, Targeted Strategy Plans and EHCPs
- The SENDCO monitors the views of SEND children through Pupil Voice
- SEND children may have an advocate, if they require one, to put help them put their views into words

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

- Parents are encouraged to support their child's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly.
- A Parental Engagement Core Offer is posted on the website, which outlines a range of ways in which parents can become involve in the life of the school, on a termly basis. This may include Learning Together sessions, parent workshops – Learn Together Sessions, Forest School, Big Breakfasts, SEND Coffee Mornings etc.
- We have an active PTFA (Parent, Teacher & Friends Association) which works actively to fundraise on behalf of the school. All parents are invited to support the work of this group.
- The weekly Newsletter and school website advertises governor vacancies when they become vacant and the application can be discussed on a 1:1 basis with the Head teacher. A voting process decides who the next governor will be.

What help and support is available for the family through the setting, school or college? (IRR)

- The class teacher, SENDCO or Head of School can offer support in school to complete paperwork or act as scribe
- The school website contains information either on the SEND page or the Parents page
- All class teachers hold a termly parents evening and a weekly drop in where concerns can be raised



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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

- We ensure we are an inclusive school by ensuring our activities are available for all of our children, with adjustments being made where needed.
- Extra-curricular clubs and activities are accessible for all pupils
- Each club, activity or residential trip is planned with the children it is aimed at in mind, thus allowing for those children to take part as fully as possible.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.
- When planning clubs, activities or residential, school consults with parents and outside agencies to ensure they are inclusive for all.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

There is a disabled access to the front of the building which can be accessed via the main carpark and a ramp into the school hall. We also have electronic lifts to avoid stairs. All stairs school have hand rails (including classrooms with a stepped entrance).

Details (if required)





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Inclusion & Accessibility

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop off?

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

We are actively planning further improvements as required to make our school more accessible and have an up to date Accessibility Plan. Families and children with EAL are supported by staff to communicate in both English and their first language. We use Google Translate to learn key words and to create support visuals. For children that are not yet able to communicate verbally with us we use picture cards. You can find our Accessibility Plan on the school website <http://knypersley.staffs.sch.uk/policies/> under the Key Information tab.

Facilities we have at present include:

- Disabled parking spot marked and located next to the school reception
- Ramps into school to make the site accessible to all (situated at the side of the school building).
- Toilets adapted for disabled users.
- Double doors in some parts of the building.
- Stair lifts/ hand rails

Risk assessments are carried out and procedures are put in place to enable all children to access our site safely.

For children that are not yet able to communicate orally with us we use simple sign language and/or pictures.



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Transition

Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

- We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit.
- Please contact the school Admin office to arrange to meet the Head teacher, who will willingly discuss how the school could meet your child's needs.
- Our admission arrangements are clearly explained on our school website at <http://knypersley.staffs.sch.uk/admissions/>

How can parents arrange a visit to your setting, school or college? What is involved?

Parents are encouraged to ring the school office on 01782 973810 or email the school office.knp@cflptrust.co.uk to arrange to meet the Headteacher and visit the school.



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Transition

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

- *What preparation will there be before my child or young person joins you?*
 - Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
 - Our school SENDCO will, where possible, visit the child before transition to conduct a Timed Observation and where required a risk assessment will be drafted.
 - The SENDCO meets with all new parents of pupils and any agencies already involved who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
 - If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.
 - Where required an induction plan will be suggested to support the child as they undergo change.
- *How will he or she be prepared to move onto the next stage?*
 - When moving to a class within the school information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher.
 - If your child would be helped by visuals to support them understand moving on then it will be made for them.
 - If your child would be helped by visiting their new classroom and teacher then this will be arranged for them.
 - All children will take part in a whole-school move up day to aid transition.
 - Within the first few days of a school year staff focus on SEMH needs and building relationships
 - The transition programme in place for pupils in Y4 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND by arranging additional visits.
- *How can we as parents be prepared to help move onto the next stage?*
 - The annual review in Y4 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding middle school choice.
 - Parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible and supportive.
 - Parents
- *How will you support the new setting or school to prepare for my child or young person?*
 - For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth and thorough transition.

- For pupils transferring to schools further afield, the SENCOs of both schools will arrange a telephone or virtual meeting to discuss the needs of pupils with SEND in order to ensure a smooth and thorough transition.
- *What information will be provided to his or her new school?*
 - The records of pupils who leave the school will be transferred when requested by the receiving school.



Our Information Report for Special Educational Needs and/or Disability

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

Advice may be sought from external agencies regarding strategies to best meet the specific needs of your child. This will only be undertaken after parent permission has been obtained and may include referral to:

- Children First Learning Partnership SEND Hub
- Moorlands SEND Hub
- Autism Inclusion Team
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Physical and disability support service
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Trail blazers (Mental Health Support Team)
- Tier 2 Family Support
- Early Help Support
- Health Visitor for under 5s
- Health Visitor for under 5's

When was the above information updated, and when will it be reviewed?

As a school we annually update the information provided on this form and our review date is set for February each year.

Where can I find the Cheshire East Local Offer? *(IRR)*

The Staffordshire Local Offer can be found at

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

What can I do if I am not happy with a decision or what is happening? *(IRR)*

If at any stage as a parent/carer you are unhappy with the provision that we are making for your child, you should in the first instance approach the class teacher or the school's Special Educational Needs/Disability Coordinator (SENDCo). If this does not solve the complaint, then a parent should then speak to the Head Teacher who will discuss and advise the next steps. Should a complaint be made as a school we have a complaints policy, which can be obtained through the Admin office or on the school website under the general policies section. <http://knypersley.staffs.sch.uk/policies/>



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Additional Information

However, if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England.