



KILMORIE
PRIMARY SCHOOL



SEND INFORMATION REPORT

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1. Identifying pupils with SEND and assessing needs

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, behavioural and social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, the views of the parents and, where appropriate, the child. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where the school feels that there may be underlying causes for a pupil's lack of progress or behaviour issues, a referral for a specialist assessment may be made. These will always be discussed with parents and permission sought. Examples of referrals for official assessment are:

- SpLD (dyslexia and dyscalculia)
- Speech and Language Therapy
- Community Paediatrics/ Communication Clinic
- CAMHs (Children and Adolescent Mental Health Services)
- Occupational Therapy
- Educational Psychologist

All of the above have waiting lists. Some specialist services are paid for by the school under our 'Service Level Agreements' and limited to one or two referrals per term. The SENCo will prioritise referrals on the basis of need. Please see section 2 for the 'types of SEND' that referrals may be made for assessment and diagnosis.

1.1 What should I do if I think my child has SEND?

In the first instance, speak to your child's class teacher. If you require more information, you can meet with or email the school's Special Educational Needs Coordinator (SENCo). It is vitally important that we work closely with parents and carers so that we can help your child to achieve as well as they possibly can during their time with us.

Our SENCo, Dennis Irwin, can be contacted via the school office on 02082911250 or by email on send@kilmorie.lewisham.sch.uk.

2. Types of SEND that are provided for

SEND stands for Special Educational Needs and Disabilities. We use the definition in the [2014 Special Educational Needs and Disability Code of Practice \(June 2014\)](#):

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

A child 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.*

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia and dyscalculia (these are also known as Specific Learning Difficulties or SpLD), processing or memory difficulties
- Social, emotional and mental health difficulties (SEMH), for example, attachment disorder
- Hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example: developmental disorder, visual impairments, hearing impairments, physical disability

We acknowledge that some children may have learning difficulties that may not have a label or diagnosis but still require additional support in school. We aim to identify needs of children individually and make reasonable adjustments to provide for their needs accordingly.

3. Consulting and involving parents and pupils

To ensure learning opportunities in school are maximised, school communicates with parents and carers of children with additional needs through:

- Autumn and spring term parents' evenings
- Summer term written report
- Annual surveys
- Dedicated email address send@kilmorie.lewisham.sch.uk
- Informal discussions with the class teacher
- Meetings with the SENCo can be requested by calling 020 82911250 or emailing send@kilmorie.lewisham.sch.uk

If your child has an Education, Health and Care Plan (EHCP) we, a SEND Caseworker and other professionals will have sought your views during the assessment process. You will be involved throughout the planning and review process and be kept informed of any changes to the provision for your pupil. This will include being invited to attend annual review meetings to discuss your pupil with the professionals who support them.

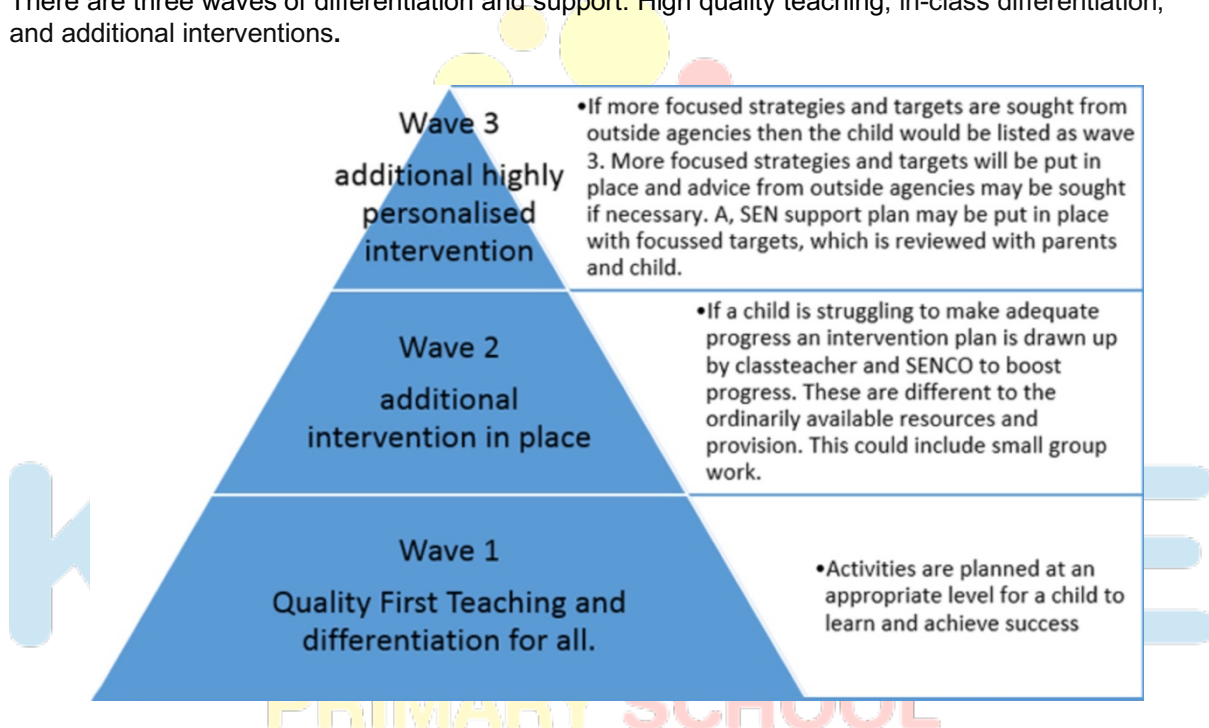
Some external agencies that work with us to assess a pupil's needs will seek your views and you will either be contacted by them directly or invited to a follow-up meeting with the school and specialist. Parental permission will always be sought and the referral discussed before being made.

We encourage all pupils at Kilmorie to be aware of themselves as learners and identify where their strengths and needs lie. A younger pupil may indicate how they feel they are progressing towards a target visually using 'thumbs up' or a drawing. As pupils get older we might ask them to complete a questionnaire. We also seek pupil's views via the adults who know them best e.g. their parent or carer or an adult who might work with them in their phase. It is important to us that your child is enjoying the support we are offering them so we welcome feedback as it informs us of any improvements that may be made to provision.

4. Our approach to teaching pupil's with SENs

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

There are three waves of differentiation and support: High quality teaching; in-class differentiation; and additional interventions.



Wave 1 - High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted and differentiated for individual pupils. The teacher will plan a series of strategies to address any gaps in learning in the first instance.

Wave 2 - If a pupil is finding it difficult to make adequate progress, an intervention plan is drawn up to boost progress. This could include small group work.

Some of our wave 2 interventions include:

- Listening and Attention
- Zones of Regulation
- Talk About (Speech and Language Therapy)
- Emotional Toolkit
- Time to Talk
- IDL maths, reading and spelling

- Use of Clicker 8
- Phonics booster
- Lego Therapy
- Additional small reading, spelling and maths booster groups
- Anxiety support group
- Use of physical resources such as reading rulers, writing slopes, task planners

All of the above are recorded and monitored using a 'class provision map', which is reviewed termly by the class teacher with support from the SENCO in provision map meetings.

Wave 3 – some pupils may receive targeted support at a specialist level. We work closely with a range of additional agencies who may provide additional support by specialist trained professionals. See Section 8.

4.1 Education, Health & Care Plans

Where a child's needs cannot be met from within the school's SEN support framework and devolved inclusion budget, additional funding to support them may be sought by applying for an Education, Health and Care Plan (EHCP). By the time an application for an Education, Health and Care Needs Assessment request is made, the child is likely to have already been referred to, and assessed by, a number of professional services, and will have received at least three terms of individualised SEN support through the Assess > Plan > Do > Review Cycle. Parents will be involved at every stage of the EHCNA process, and may also make an EHCNA request to the local authority themselves.

As a rule of thumb, the threshold criteria for an EHCP is working at least two years below age related expectations across the curriculum, having a physical disability that requires significant additional support to access the curriculum and environment, and/ or having a behavioural or social, emotional or mental health need (e.g. ADHD or attachment disorder) that means the pupil is at risk without significant additional support beyond that which the school can provide to all pupils.

Further information about the Lewisham EHCNA process can be found [here](#).

4.2 How is a decision made about what type and how much support my child will need?

The SENCO works closely with the headteacher, senior leaders and the teachers to allocate provision. Our decisions are informed by many things including progress data, book looks, observations, advice from external agencies and feedback from staff, pupils and parents.

It is the Governing Body's responsibility to ensure that resources in school are allocated to ensure appropriate provision for all pupils who require it. These resources include equipment for the children, training for staff, employment of additional staff, access to external specialists and time to meet and plan. It is important for children to have a balance of support from teachers and teaching assistants as well as opportunities to work independently and with their peers.

5. Assessing and reviewing pupil's progress towards outcomes

We hold pupil progress meetings twice a year to review the attainment and progress of all our pupils and to evaluate the effectiveness of provision. These meetings form part of the plan, do, assess, and review cycle of support. If an intervention isn't working then we explore why and adjust our plans. Our aim is for all pupils, no matter what their needs, to make good progress every year.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after at least 6 weeks, where necessary
- Obtaining pupil voice through interviews
- Monitoring by the SENCO

- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

It is vital that pupils with special educational needs are identified at an early stage. Every teacher in the school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and work in partnership with them to establish the support that the pupil needs. We will adopt a graduated approach coordinated by the SENCo and using the following four stages of action: **Assess, Plan, Do and Review.**

Assess

- Initial concerns may be raised by parents or by the pupil's teacher and an analysis of the pupil's needs will be undertaken to identify what kind of action or intervention is required
- Support is put into place and reviewed regularly to ensure that the support is matched to need
- More specialist assessment will take place if there is no improvement in the pupil's progress

Plan

If it has been decided that additional support is needed, all parties will discuss:

- the expected outcomes
- the interventions or support that are required
- the expected impact on progress, development or behaviour
- a review date

Do

The SENCo, the teacher and supporting staff will:

- oversee the implementation of the interventions
- monitor and assess the pupil's progress and response to the action taken
- offer continuous advice on the effective implementation of support parents will reinforce the provision by contributing to progress at home

Review

The effectiveness of the support and its impact on the pupil's progress is reviewed at pupil progress meetings, parents' evenings or sooner if necessary.

- In light of the pupil's progress and development, changes to the support will be agreed
- Parents must be kept fully informed of any additional support being given to their pupil
- Parental agreement to any specialist involvement is needed if a pupil continues to make less than expected progress

- In some cases, an Education, Health and Care and Needs Assessment may be requested if a pupil continues not to make the expected progress despite a substantial and significant amount of support and intervention being given over an extended period of time
- If a pupil has an Education, Health Care Plan the Local Authority must undertake a review annually
- Records will be maintained by the SENCo and will be available to the pupil's parents

A pupil' progress will be reviewed termly, in line with the school's assessment cycle.

6. Adaptations to the curriculum and learning environment

Kilmorie comprises a traditional three-storey Victorian school building with two modern annexes on the ground floor and two separate classrooms in the playground. One of these is a specialist music room and the other is currently a Y2 classroom. The nursery is also in separate, modern building on site. The corridors in the main building are narrow and playgrounds have a high level of traffic. There is ramp access to all reception classrooms and the outdoor classrooms, disabled toilets in all buildings and on each floor and a lift to access the first and second floor. We have a sensory room (the 'rainbow room') for use by pupils with behavioural and/ or sensory needs and a small kitchen room which is used for sensory play and cookery by pupils with sensory and learning needs.

We work closely with agencies including Lewisham Sensory Impairment Team, Physiotherapy, Occupational Therapy Services and Health and Safety who advise us on how to make reasonable adjustments to the environment. We write Personal Emergency Evacuation Plans (PEPs) for all members of the community that may need additional assistance to exit the school in an emergency. Our aim is to make Kilmorie as safe and welcoming as possible. Please refer to our accessibility plan which can be found on the school's website or a copy may be obtained from the school office for further information.

We ensure we have high expectations of all our pupils and aim to include them in all learning opportunities. We believe that to effectively provide for our pupils, all our staff should understand the needs of all our pupils. We ensure relevant information is available to all teaching staff and are clear that some provision is non-negotiable and is about making reasonable adjustments to a pupil's day. E.g. allowing a child sensory or movement breaks, break instructions down into manageable chunks for a pupil who may have receptive language difficulties, reducing the need to copy words from the whiteboard for a pupil with dyslexic tendencies or providing a calming workstation and visual timetable for a pupil with sensory overload.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by flexible grouping to meet the needs of the learners, teaching style, instruction and adapting questioning to meet learners needs and content of the lesson.
- Adapting our resources
- Use of concrete, pictorial and abstract resourcing
- Using recommended aids, such as laptops, coloured overlays, visual timetables and larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, pre-teaching topics through the use of knowledge organisers and reading instructions aloud

We aim for all the pupils at Kilmorie to enjoy the same educational opportunities as others and to feel included in our school community. Every effort is made by the staff to ensure that they are integrated into all aspects of school life.

7. Expertise and Staff Training

We share good practice with each other. All class teachers are trained to recognise and cater for dyslexia and all our classrooms are 'dyslexia friendly'. We have a number of highly experienced members of our Inclusion Team:

- Dennis Irwin is the SENCo/ Assistant Head and holds the NASENCo Masters level qualification. Dennis leads the Inclusion Team.
- Nicola Cann is our Pastoral Care Manager. Nicola supports pupils and families with a range of needs including anxiety, behaviour, social and friendship issues and parenting support.
- Megha Barot (HLTA) is our SEN support teacher and has training in supporting EAL, supporting dyslexia and dyscalculia, Zones of Regulation, phonics and supporting pupils with social communication difficulties, amongst other things.
- Jane Catton (HLTA) is our Autism Champion and Sensory Therapy Lead. She receives regular training with Drumbeat School to support pupils with Social Communication Difficulties.

LSAs working with pupils with particular learning difficulties have had specific training in:

- Supporting Social Communication Difficulties
- Lego Therapy
- Speech and Language Therapy
- Zone of Regulation
- Supporting pupils with ADHD and attachment disorders

All staff will be trained to use Zones of Regulation from September 2023.

We use visiting specialist staff for behaviour, drama therapy and speech and language support.

Training needs are regularly audited.

8. Working with external agencies

The school purchases Service Level Agreements (SLAs) to access a range of additional services.

Referrals to external services will always be discussed with the parent in the first instance, then completed by the SENCo and class teacher. Demand outweighs supply for these services and, in some cases, there are waiting lists of up to two years to be seen. Pupils with the highest level of need will have priority.

We work with the following agencies to provide support for pupils with SEND:

- Community Paediatrics/ Communication Clinic
- CAMHs
- Early Years Inclusion Service
- Drumbeat Outreach
- Outreach Inclusion Service
- Educational Psychology Service
- Speech and Language Therapists

- Lewisham SpLD Team - Specific Learning Difficulties Team (SpLD)
- Sensory (hearing and vision) Impairment Team
- Occupational Therapy
- Physiotherapy
- Targeted Family support
- Lewisham MASH (Multi Agency Support Hub)

8.1 Can parents access specialist services?

Lewisham Local Authority has a statutory duty to develop and publish a Local Offer setting out the support that is available for local children and young people, aged 0-25 years, with additional needs. We can advise and refer your child to these services but you can also access some of them either directly or via your GP.

Lewisham's local offer can be accessed here: <http://www.lewishamlocaloffer.org.uk/>

Further advice can be sought from Lewisham [SENDIASS](#) and [Contact](#)

9. Support for improving emotional and social development

We believe that happy children learn best. We teach our children how to learn by promoting the 'Kilmorie Child Qualities': resilience, collaboration, curiosity, independence, innovation, respectfulness, honesty and empathy. These skills underpin our teaching and learning. In addition, we teach regular Personal, Social and Health Education lessons (PSHE). This curriculum is embedded through whole school assemblies and cross-curricular application. Our management of pupil behaviour ties in with these values and we encourage a restorative approach where pupils have time to reflect and repair.

A small number of children will need an individual behaviour plan. Parents will be involved in creating these to reflect the child's needs and interests and ensure that there are consistent expectations at home and at school.

If you ever have concerns about your child's social and emotional wellbeing please contact the school and we will try our best to sign post you to support and to make appropriate provision for your child in school. We provide support for pupils to improve their emotional and social development in the following ways:

- Consistent use of Zones of Regulation throughout the school
- Preparation for change or transition with social stories
- Promoting positive friendships, by using a 'Time to Talk' involving the whole class
- Restorative justice practice
- Worry boxes in every classroom
- 'pupil voice' forums and pupil surveys
- Access to our Pastoral Care Manager, Nicola Cann
- During lunchtimes, support is available through the mid-day supervisors. On occasions, additional support may be provided for pupils who have difficulties during these times.

10. Starting School

Initially we will liaise with you as parents and carers to plan for a smooth transition to our school. If your child is due to join Kilmorie at the start of September in the Reception year, we will also liaise closely with their pre-school setting and carry out a home visit.

The Reception children then follow a short part-time induction, building up to full time. If your child is due to join us at some other stage during the course of the school year we will liaise closely with the previous school. Any professional reports or diagnosis should be shared with us by the previous school's SENCo, or supplied by the parents.

This communication will enable us to plan a suitable transition programme for your child, depending on their needs, which may include:

- Extra visits to our school before your child's start date
- Meeting significant members of staff such as the class teacher and any teaching assistants who work in their phase
- Staggered day – not full time
- Taking photographs of areas in the school which will be important to your child e.g. classroom, hall, toilets and playground, and using these to create a transition booklet.
- Ensuring the correct resources are available and reasonable adaptations have been made to the school environment, where relevant

11. Transitioning to secondary school

We have good relationships with all of our local secondary schools and in the second half of Year 6 we work closely with them to ensure that all children make a successful transition.

Our SENCo and Pastoral Care Manager meet with the Year 7 SENCos from Lewisham secondary schools in the summer term to ensure that any child with additional needs is discussed in depth, and that provision to meet those needs is put in place in advance of his/her start date. Information about your child is uploaded onto 'Six Into Seven' (An information sharing platform) which will include any assessments or reports we have on file.

If your child has an Education, Health and Care Plan (EHCP), a transition review meeting will be arranged in Year 5, which you will be invited to attend. At this meeting appropriate choices of secondary school will be discussed. Once a secondary school has been allocated relevant staff members from that school will be invited to your child's Year 6 Annual Review so that their transition can be planned and prepared for well in advance of the September start date.

Secondary school staff may also visit your child at Kilmorie in Year 6 so that they have a chance to get to know them in a familiar and comfortable environment.

If your child is transferring to specialist provision, key staff from that school will visit them at Kilmorie and meet with the class teacher and SENCo to help plan the transition. A timetable of visits to the new provision by your child, together with key school staff, parents and carers, will be drawn up to ensure that your child has ample opportunity to get to know their new school before making the transition.

11. Concerns and Complaints

We would always advise you to contact your child's class teacher first and arrange to meet. If you still have a concern or complaint then please contact our SENCo or the Assistant Head in charge of your child's phase. We value open communication and staff and school leaders are readily available to discuss areas of concern. It is our aim that most concerns can be resolved through talking together and working towards a position of mutual understanding.

However, we have a formal policy for dealing with more serious concerns and complaints if issues cannot be resolved through discussion. A copy of the school's complaints procedure can be found on the school website.



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