

KINGSMOOR LOWER SCHOOL SEND INFORMATION REPORT

November 2025



OVERVIEW AND RATIONALE OF OUR SCHOOL

- ▶ Kingsmoor is a lower school consisting of over 160 pupils ranging from 2 years to 9 years.
- ▶ We are committed to providing an appropriate and high-quality education for all children attending our school. Our Values Education Programme supports the personal, social and spiritual development of all pupils and underpins the ethos of the school (see also Values Policy).
- ▶ We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to all. Every child has the opportunity to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to produce a sense of community and belonging and to offer new and meaningful opportunities to all learners. We will achieve this by responding to learners in ways which take account of their varied life experiences and needs. We believe that inclusive education is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.
- ▶ Children may also receive support through Pupil Premium funding if they are in receipt of Free School Meals (FSM) or fall under Ever 6 (see also Pupil Premium Policy).
- ▶ We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.
- ▶ The percentage of SEND children currently in the school is 18%.

OUR OBJECTIVES

- ▶ To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- ▶ To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children and adults with special educational needs.
- ▶ To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- ▶ To provide full access to the curriculum [except where disapplication, arising from an Education, Health and Care Plan (EHCP) occurs]. Disapplication is very rare and we aim to offer the full curriculum to all pupils .
- ▶ To provide specific input, matched to individual needs for those pupils recorded as having Special Educational Needs.
- ▶ To ensure that pupils with SEN are perceived positively by all members of the school community.
- ▶ To ensure that we are able to meet the needs of as wide a range as possible of children attending our school.
- ▶ To enable children to move on from us well equipped in the basic skills of literacy, maths and social independence.
- ▶ To involve parents/carers at every stage to meet their child's needs.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

- ▶ Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them which is additional to or different from that made generally for other children or young people of the same age.
- ▶ Children have a learning difficulty if they:
 - Have a significantly greater difficulty in learning than the majority of children the same age
 - Have a disability, which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of their age in schools maintained by the Local Authority, other than special schools, in the area.
 - Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them. Children are not regarded as having a learning difficulty solely based on English as an Additional Language.

IDENTIFYING CHILDREN'S ADDITIONAL NEEDS.

- ▶ At Kingsmoor, we believe in identifying SEN at the earliest point in order to make effective provision and improve a child's long-term outcomes.
- ▶ We may find that a child needs additional help if concerns are raised by a parent/carer, if a child in any age group is making limited progress or if there is a change in their behaviour.
- ▶ Sometimes, other professionals, for example, in Health or an early years setting, may notify school of any concerns.
- ▶ Staff across the school work closely within their teams, as well as with the SEND team to monitor any children whose progress is of concern.
- ▶ The class teacher makes an initial identification and informs the SENDCo and parents at the earliest opportunity to share concerns and enlist their active support and participation. A parent also might have concerns and can speak to the Class Teacher at first contact or the SENDCo regarding these concerns.
- ▶ A child is then identified on the class provision tracker.

HOW WILL THE SCHOOL KNOW IF MY CHILD NEEDS ADDITIONAL HELP?

We have a range of ways we identify children who may need extra help with their learning or may have additional needs. These include:

- ▶ On entry observations/assessments
- ▶ Half termly monitoring of progress in Reading, Writing and Maths by the Phase Leaders, SENDCo and SLT. We will quickly be able to spot any child who is not making the progress we would expect for their age.
- ▶ Standardised assessments – phonics screening, year 2 SATs
- ▶ Concerns raised by your child's Class Teacher or Learning Support Assistant.
- ▶ Concerns raised by you. We value the relationship you have with your child and your knowledge of them. Our open door policy means we are always happy to work in partnership with you and hope you will be confident to share information which could have an impact on your child's performance.
- ▶ Professional Diagnosis and Outside Agencies
We work closely with a range of external experts who can support both in school and you at home.

HOW WILL THE SCHOOL ENSURE THAT MY CHILD WILL BE INCLUDED IN ALL ACTIVITIES AT SCHOOL?

- ▶ The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. This is something that we are passionate about at Kingsmoor.
- ▶ Pupils with SEND are encouraged to participate in all school activities. In order to achieve this, the curriculum and provision provided can be flexible and adapted to meet the needs of the individual.
- ▶ In order to make progress a child may only require adaptive learning of the plans for the whole class. The adaptive learning may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Adaptive learning will be recorded in the daily planning by the class teacher.
- ▶ Monitoring of progress will be carried out by the class teacher and used to inform future planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:
 - Closes the attainment gap between the child and their peers.
 - Prevents the attainment gap from growing wider.
 - Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers.
 - Matches or betters the child's previous rate of progress.
 - Ensures full access to the curriculum.
 - Demonstrates an improvement in self-help or social or personal skills.
 - Demonstrates an improvement in the child's behaviour.

APPROACH TO TEACHING CHILDREN WITH SEND.

- ▶ All our pupils receive quality first teaching which is Adaptive Learning and personalised to meet their need and abilities to ensure that every pupil can achieve.
- ▶ A range of teaching and learning styles are used across lessons in order to engage, motivate and challenge our pupils.
- ▶ Appropriate learning objectives and success criteria are set for all children matched to the New National Curriculum and taking into consideration the needs of the class.
- ▶ Where a period of Adaptive Learning curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, a child will be placed on SEN Support.
- ▶ If a child is identified as having SEND we will provide support that is 'additional to' or 'different from' the Adaptive Learning approaches normally provided as part of our Quality First Teaching.
- ▶ The SENDCo oversees all support and progress of the children with SEND within the school.
- ▶ The class teacher and/or learning support assistant will plan and work with each child with SEND to ensure progress is made in all areas.
- ▶ Children may receive individual or small group intervention dependent upon their needs.

DIFFERENT STAGES OF CHILDREN WITH SEND

SEND Support

- ▶ Children receive support that is additional to or different than support provided to that of most children their age. This may involve:
 - ▶ Extra Support from teaching assistant
 - ▶ Small group in addition to class based activities
 - ▶ Alternative resources
 - ▶ A support plan will usually be created. This is completed with the Class Teacher, parent and involvement of the child and will be used to set specific targets which will be reviewed and monitored termly (or as appropriate).
 - ▶ Further support may be sought from external professionals through referrals.

EHCP

If a child's needs are more complex or severe, this stage involves an Assessment of Education, Health and Care Plan (EHCP) by the Local Authority to determine as to whether the needs must be met through an EHC Plan. The outcome on an EHC Plan are closely monitored, worked on and reviewed at least yearly.

INVOLVING PUPILS AND PARENTS/CARERS IN PLANNING SUPPORT.

- ▶ If your child is to be placed on the SEND register, the class teacher and sometimes SENDCo will meet with parents.
- ▶ Progress, targets and strategies will be discussed. These are reviewed and re-written during parent consultation evenings three times a year. Children under 5 years old will have these reviewed 6 times a year.
- ▶ You will be kept involved through our open door policy or can make an appointment to see either your child's class teacher, SENDCo or Deputy Headteacher .
- ▶ There may be regular contact between home and school if necessary
- ▶ Individual pupil/teacher conversations will take place.
- ▶ You will receive written reports in the Summer terms.
- ▶ ***You will be kept informed at all stages in the process of identification and assessment of needs.***

MEASURING CHILDREN'S PROGRESS.

- ▶ We work following The Graduated Approach of: assess, plan, do, review.
- ▶ **Assess** the needs, drawing from a range of resources and people.
- ▶ **Plan** what needs to happen in order to reduce the barriers to learning (write a 'Structured Conversation' or 'Support Plan' with SMART targets – Specific, Measurable, Achievable, Realistic, Time Scaled)
- ▶ **Do** the additional support that has been identified.
- ▶ **Review** the outcomes of the child. This will involve measuring the impact of the support provided and considering if any changes need to be made to that provision.
- ▶ Children may be taken off the SEND register when they have made sufficient progress and no longer need additional support.



ADDITIONAL SUPPORT WE OFFERED LAST YEAR

- ▶ Quality First Teaching
- ▶ Precision teaching
- ▶ Graduated Approach structure for support, intervention and IEPs.
- ▶ Dyslexia screening for children via Nessler from Year 3 if meeting certain criteria
- ▶ County Literacy Lead working in our school
- ▶ Focused Mastery Approach to maths introduced to promote numerical understanding and improved reasoning skills
- ▶ Regular, termly contact for parents with class teachers and SENDCO when appropriate
- ▶ Structured conversations
- ▶ In school, daily speech and language support
- ▶ Lego Therapy and Lift off to Language– social group supporting communication
- ▶ Phonics group intervention
- ▶ Access to Literacy Gold spelling support software for children identified with dyslexia traits.
- ▶ IMPACT homework structure across the year groups
- ▶ Pastoral support – 1:1, friendship groups, resilience groups
- ▶ Rainbow lunchtime clubs for children who need emotional support at lunchtimes
- ▶ Small period intervention groups – phonics, maths and writing breakfast clubs during certain points of the year

ADDITIONAL SUPPORT WE OFFERED LAST YEAR CONTINUED

- ▶ TA small group support in class within planning cycles
- ▶ Nurture room
- ▶ Cooking sessions for children
- ▶ RADY programme
- ▶ Promoting leadership with children with SEND
- ▶ Coloured overlays to support those with scotopic sensitivity / Dyslexia
- ▶ Ear defenders
- ▶ Move and Sit cushions for posture correction and sensory management
- ▶ Pencils and grips to support correct handwriting
- ▶ Sensory fiddle toys
- ▶ Sensory looking toys
- ▶ Learn to Move gross motor skill resources
- ▶ Putty for fine motor skill development
- ▶ Changing table
- ▶ Support in de-escalating
- ▶ Dyslexic Spelling dictionaries
- ▶ Emotion Fans
- ▶ Sensory areas in all classrooms

ASSESSING THE IMPACT OF PROVISIONS.

- ▶ The SENDCo will monitor the impact of the provisions taking place via tracking software, Pupil Progress Meetings, Learning Walks and Data drops.
- ▶ The impact and quality of the support and provisions we use within school will be continually monitored and evaluated by the SENDCo, Deputy Headteacher, Headteacher, class teachers and learning support assistants, along with the views of the pupils and their parents.
- ▶ Provisions will have a clear entry and exit point and will be carried out for a specified length of time.
- ▶ Regular reviews will take place to ensure that the provision is having the overall intended effect.
- ▶ Should progress be less than expected, the frequency or intensity of the provision may be altered or the provision itself may be completely changed.

STARTING OR CHANGING SCHOOLS (TRANSITION).

- ▶ Careful consideration is given to preparing pupils with SEND for transition at all stages. Initial contact is made with the setting previously attended and with the parents, as soon as we are notified that a pupil is transferring into our school.
- ▶ When pupils are changing classes or moving to another school, teachers liaise together and with parents/carers, sharing information and preparing the pupil well in advance of the move.
- ▶ Transition to feeder middle school (at the end for Year 4) ensures that children with SEND have extra sessions in the new school. Transition visits will be tailored to meet the needs of the individual child.
- ▶ Any SEND information regarding the child will be sent to the feeder school in line with our middle school transition policy. We do not keep any children's SEND information on children who have transitioned to a new school.
- ▶ Children with an EHCP will have a transition meeting in the summer term when they're in Year 3. This meeting allows parents and teachers to make any changes necessary to the child's support in preparation for transition. This is also when parents can officially name the transition school in Section I of their EHCP that they wish their child to attend in Year 5.

SUPPORT AND TRAINING FOR SCHOOL STAFF.

- ▶ To ensure that our staff have the skills and knowledge to support children with disabilities and SEND, there is a programme of ongoing training both in school and off-site. When a member of staff has received training, notes and resources from the course are shared with all members of staff so that everyone is upskilled. The SENDCo will also lead training to teachers, TAs and Lunchtime staff ensuring that all staff have updated information.

HOW ARE THE GOVERNORS INVOLVED?

- ▶ The SENDCo reports to the Governors every term to keep them up to date with the area of SEND in the school and the progress of the children with SEND. This report is always anonymised and confidentiality is maintained at all times.
- ▶ Our Governor responsible for the area of SEND is Mrs Rachel Stevenson. Mrs Stevenson and the SENDCo meet throughout the year. She also reports to the Governors to keep them informed.
- ▶ The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need to make progress.

WHAT SHOULD YOU DO IF YOU THINK YOUR CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

- ▶ If you have concerns that your child may have special educational needs, then please speak to your child's class teacher, Mrs Jenkins or Miss Helliwell.
- ▶ **Headteacher/SENDCo** – Mrs C Jenkins
- ▶ **SEND Assistant** – Miss J Helliwell
- ▶ **SEND Governor** – Mrs R Stevenson
- ▶ **School phone number** – 01525 712448
- ▶ **Email address** – senco@kingsmoorschool.co.uk

OTHER USEFUL CONTACTS.

- ▶ Central Bedfordshire local offer - <https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>
- ▶ Parent partnership: CBC SEND Parents and Young Person Partnership Service – 0300 300 8088
- ▶ School Admissions – 0300 3003 8037
- ▶ School Nurse Service – 01525 631199
- ▶ CHUMS – www.chums.uk.com 01525 863924
- ▶ Carers in Bedfordshire – 0300 111 1919
- ▶ Autism Bedfordshire – 01234 214871
- ▶ Outside in – www.outsidein-solutions.co.uk 01462 813282
- ▶ Child Development Centre – 01234 310275
- ▶ Parenting programmes in Central Bedfordshire – www.centralbedfordshire.gov.uk/parenting
- ▶ Special Needs Action Panel – www.bedfordshireforums.com
- ▶ Flitwick Children's Centre – 01525 714008
- ▶ Children with Disabilities Team – 01234 228709