‘Be the best we can be’

Kingfisher Primary School

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SEN Information Report
2026 - 2027

Head Teacher: Mr Jack Green

Special Educational Needs Coordinator	SEND Governor	Date: September 2026
Mrs Katie Sutherland Contactable via the School Office: office@kingfisher.ppat365.org	**Miss Stacey Parsons**	**Review: September 2027**

At Kingfisher Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential.

Definition of Special Educational Needs:

"A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age."

Our aims are:

- To identify students with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of SEN pupils by their teachers will help to ensure that they are able to reach their full potential.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To promote effective partnership and communication with parents, pupils and outside agencies.

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How do we identify pupils with Special Educational Needs at Kingfisher Primary School?

All children at Kingfisher Primary School are monitored closely by their Class Teachers. Regular Pupil Progress Meetings are also held between the Class Teacher and Head Teacher to discuss the progress of every pupil. Further investigation and support will always be considered if a child:

- fails to meet Age Related Expectations (ARE) and isn't making appropriate progress in Reading, Writing or Mathematics, despite additional support
- falls more than two years below Age Related Expectations (ARE) in their reading and /or spelling age
- is experiencing Social, Emotional, or Mental Health difficulties that are impacting significantly on their learning

The Class Teacher is responsible for initial targeted interventions such as Booster Groups, Spelling Interventions and/or catch-up work. This may be in a small group or on a one-to-one basis and will focus on a particular aspect of learning. The SENCO may be involved in these initial discussions and will ensure that adequate progress and support has been seen.

If this initial classroom-based support is not enabling a child to make their expected progress, the Class Teacher may then request that the SENCO becomes more formally involved.

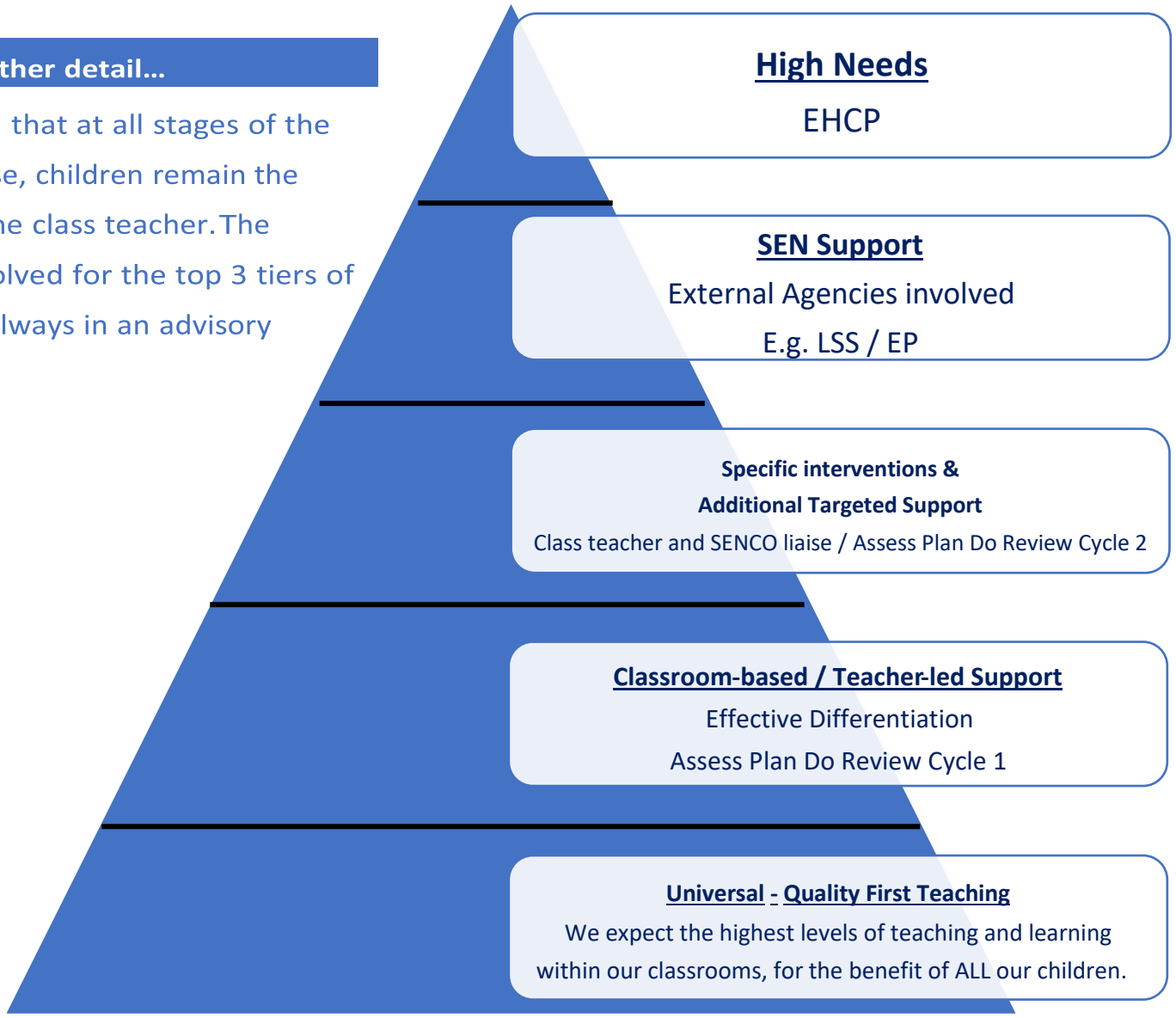
The SENCO may then meet with Parents/Carers and discuss what observations and assessments are needed to inform their decision as to whether a child needs 'additional or significantly different provision than their peers' and whether they need to be assessed or have a recognised Special Educational Need that should be recorded on the School's SEN Register.

The SENCO may liaise with professional/specialist outside agencies in order to understand a child's needs more clearly.

Kingfisher's Graduated Response

Further detail…

It should be noted that at all stages of the graduated response, children remain the responsibility of the class teacher. The SENCo is only involved for the top 3 tiers of the triangle, and always in an advisory capacity.



Who is the best person to speak to if I am concerned about my child's progress in school?

All initial concerns should be raised with your child's Class Teacher, they know your child best and they will be able to share information with you about your child's progress and any difficulties that they think your child might be having.

Class Teachers are responsible for the attainment of all children in their class, including those with SEN; if there is a barrier to a child's learning, the Teacher will work to find ways to help the child overcome this barrier, allowing all children to achieve. Sometimes additional resources will be needed, however on occasion, specialist intervention might be required. These increasing adaptations are known as the Graduated Response.

Class Teachers who have worked their way through the first stages of the Graduated Response may then seek advice from the school SENCO. The role of the SENCO is to help teachers and parents identify barriers children may have to their learning and then support teachers with strategies to help the children overcome these difficulties.

The SENCO co-ordinates and plans whole school provision for children with Special Educational Needs and works with professionals from outside agencies whose skills may be needed. The SENCO also makes sure that all SEN record keeping is up to date and monitors those children with SEN continue to make good progress in their learning.

The schools' **complaint procedures** are set out in the school prospectus. A child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Concerns or enquires about a pupil with special education needs and/or disabilities or SEN provision should be dealt with by the class teacher, the SENCo – Mrs Sutherland, or the Headteacher – Mr Green. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion. In the event that these informal discussions fail to resolve matters, the complainant should follow the Complaints procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy available on the school website. All formal complaints that are received will be recorded in school and acknowledged as outlined in the Complaints Policy.

How is the level of support agreed for pupils with SEN?

All teachers at Kingfisher Primary School are expected to provide Quality First Teaching. This means that they will plan and deliver high quality lessons that enable all children to make good progress. Lessons will be differentiated to ensure that all children can succeed. Teachers use a range of teaching and learning styles and different resources to support and engage all the children in their class.

Some children may have gaps in their knowledge or understanding, they might have a physical difficulty that requires some specific intervention. Whatever the reason, targeted interventions will run in addition to the main learning that is taking place in the classroom. These interventions are planned and reviewed regularly, and their impact is measured. They are designed to ensure that the children receiving the intervention make sufficient progress to then be able to work alongside their peers. Interventions run for different periods of time, but always have a specific goal and are always assessed for their impact.

Children on the SEND register are identified as having a Special Educational Need that requires more intervention than their peers might expect. This means that the child requires support that is 'different from or additional to' the class as a whole. In order to keep track of the additional support, a child on our SEN Register has an Individual Provision Map and Pupil Passport that identifies specific teaching and learning strategies and/or resources that enable that child to achieve their goals. Children on the SEN register may also have support from outside agencies. These agencies can provide school and parents with additional advice and targeted individual actions for the child.

A few children have access to High Needs Funding as their needs are deemed to be at a level that requires specialist intervention which the school has to provide.

Universal (Whole Class) The universal offer to all children:	**Additional, Targeted Support and Provision**	**Specialist, Individualised Provision:** For SEN Support and children with High Needs Funding
Quality First Teaching, including individual resources that children are able to access independently.	Targeted group interventions: the progress of these children in monitored closely.	Children have individual Provision Maps & Passports which identify individual learning strategies and individual targets. These are monitored closely to ensure the child is making progress. Teachers, SENCo and parents have regular Assess, Plan, Do, Review meetings.

What aspects of SEN are supported at Kingfisher Primary School?

The Code of Practice says that every teacher is a teacher of SEN.

At Kingfisher Primary School, we work with children with many different types of Special Educational Need, and we work hard to provide an equal opportunity to all our children, regardless of the level of that need.

Special Education Needs are categorised into 4 broad areas:

Cognition and Learning – Children with cognition and learning difficulties may learn at a slower pace to their peers, even with appropriate differentiation. Some children will need additional support with certain aspect of learning such as spellings, reading whilst other have complex learning difficulties such as dyslexia and dyscalculia.

Communication and Interaction – Children with speech, language and communication needs have difficulties communicating with others. They may have difficulties talking, understanding something or not understanding the social rules of communication.

Social, Emotional and Mental Health – Children may experience a wide range of social, emotional and mental health difficulties. These can show themselves in many ways. We work with children who are withdrawn, disruptive, have lack of concentration and have immature social skills. Some children have diagnosed disorders such as attention deficit or attachment disorders.

Sensory and/or Physical Needs – Some children have disabilities which will prevent them from accessing the educational facilities provided. Most of these children require specialist support and equipment to access the opportunities available to their peers.

What provision is available for pupils with SEN at Kingfisher Primary School?

Universal (Whole Class) The universal offer to all children:	**Additional, Targeted Support and Provision**	**Specialist, Individualised Provision:** For SEN Support and children with High Needs Funding
All classrooms are well laid out with resources clearly labelled. Children are able to access the resources independently. Daily routines are established to enable children to be independent. Children are encouraged to work independently. Teachers have high expectations for all children and all teaching is built on what the child already knows, can do and can understand. Teachers regularly check the progress of each child to ensure they are accessing their learning opportunities. The contributions of every child are valued, and we provide a secure and supportive learning environment. We operate a positive behaviour policy.	Children who are finding some aspects of learning difficult or who are not making the expected progress are included in intervention groups. Teachers access the Somerset Graduated Response Toolkit for strategies and provision. Children work in small groups at certain times with Teaching Assistants. Interventions might include: additional sessions for reading, writing, targeted maths work, motor skills or social communication work. All work completed during interventions is shared with the class teacher. Teachers make use of now and next timetables allowing children to be prepared for what is happening next in their day. Teaching Assistants are available to support small groups during lesson time.	If a child continues to find specific areas of the curriculum difficult, individual support may be beneficial such as: -Speech and language -Social and emotional support -Physiotherapy -Individual dyslexia or dyscalculia support. Any specific strategies put in place will be the result of involvement from the SENCo or a professional agency. Advice is sought from a number of external agencies such as educational physiologist, hearing support or vision support. Some children make use of visual timetables and now and next boards. The views of the individual child are integral to the SEN process within our school. The SENCo works closely with individual children to identify the ways in which they feel they can be best supported in school. Occasionally children require a substantial amount of 1:1 support; this is available for children whose learning needs are severe, complex and lifelong. This is usually provided for via an Education and Health Care Plan (EHCP). Children with SEN have their own Provision Map & Passport; this identifies the strategies that work for your child.

SEN Support:

Where it is determined that a pupil does have SEN, parents will be formally advised of this, and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

1. Assess **2. Plan** **3. Do** **4. Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment. The pupil's and parents' views and where relevant, advice from external support services will also be considered. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. External support staff may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Teachers may refer to the Somerset Graduated Response Toolkit for strategies and provision to support your child.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching; effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress, making any necessary amendments going forward, in consultation with parents and the pupil.

Evaluating the success of provision

The progress of children with special educational needs and/or disabilities will be reviewed through formative and summative assessments as outlined in the Code of Practice. The progress of children at SEN Support or with an EHC Plan will be reviewed annually.

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of regular reviews and assessments, discussion and through progress meetings with staff and with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision maps and pupil passports, which are updated when the intervention is changed. These are updated and monitored by the SENCo in liaison with teaching staff. These reflect information shared by the SENCo at the beginning of an academic year and are adapted following assessments.

These interventions are monitored and evaluated regularly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by the Local Authority about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.somerset.local-offer.org and www.somersetchoices.org.uk/

and Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS) www.somersetsend.org.uk

Does the school offer any support to parents who have children with SEN?

Children make the most progress in their learning when teachers and parents work together. Parents are kept up to date with their children's progress through Parents' Evenings and Annual Reports. If more frequent contact is necessary, this will be based on individual child's needs; however, as a relatively small school, we pride ourselves in developing excellent relationships with all our parents and speak to all on a regular basis.

The school also works closely with the Special, Educational Needs and Disability Information, Advice and Support service (SENDIAS) and also our local Parent and Family Support Adviser – Katie Pavey (PFSA).

Mrs Sutherland, the SENCO can also be available to meet with you and your child's Class Teacher to discuss your child's progress or any concerns/worries you may have. Please make an appointment through the school office. It is also possible to suggest peer to peer support from other parents who have experienced similar difficulties or frustrations as yourselves – please come in and speak to us if this were something you would find beneficial.

How accessible is the school environment?

We are very lucky to have a newly built school which is accessible for all pupils with a range of differing needs. We have a disabled lift which enables pupils and visitors with disabilities to access the 1st floor of the school building. We also have emergency exit chairs situated at each stairwell. All doorways and corridors are wide allowing easy wheelchair and walking frame access.

All children have the right to access class trips where it is safe for them to do so, and you will always be given the opportunity to discuss your child's specific needs prior to any trip or off-site visit.

The SENCO works closely with both the Physical Impairment and Medical Support team (PIMS) and Occupational Therapists (OT) to ensure that children in our care are able to access their learning environment effectively and as independently as possible. A current accessibility plan is available on our school website.

Who will oversee my child's support?

Your child's Class Teacher will be responsible for your child's daily support. The SENCO will only oversee and co-ordinate the provision for your child if they are on the SEN Register. The role of the SENCO is to liaise with the professionals involved with your child and to review the effectiveness of the strategies as they are carried out. The SENCO works closely with teachers and parents to plan for the long-term support for your child ensuring that transitions between classes and schools are managed effectively.

How will the school measure the progress of my child?

Every child's progress is continually monitored by their Class Teacher through regular observation and assessment. Progress is also reviewed by the Class Teacher and Head Teacher at termly Pupil Progress Meetings. Some children with SEN may be working below Age Related Expectations, Class Teachers will continue to measure their progress and expect good levels of progress from their starting point. Children on the SEN Register will have individual SMART targets, these are Specific, Measurable, Achievable, Realistic and Timely targets. The progress of children with a statement of SEN/EHC Plan is formally reviewed at an Annual Review with the views of the pupil and parents included.

How will I know that my child is making good progress?

All parents are invited to attend Parent's Evenings which are held in the Autumn and Spring Terms. An individual report detailing progress is also sent home to all parents in the Summer Term. Parents who have a child who is receiving SEN Support will be invited to regular reviews as part of the Assess, Plan, Do and Review process. If the school feels that outside agency support is required to support a pupil, parent permission will be sought and they will be invited to meet with these agencies whenever possible, they will also be included in review meetings.

Parents will always be sent a copy of any written reports received from external agencies. Parents are also welcome to arrange additional meetings with the Class Teacher or SENCO to discuss progress if they have any concerns. On occasions it may be appropriate to set up a home/school communication book to share information regarding progress. You will have the opportunity to discuss this, if it is felt that your child would benefit.

What specialist services can be accessed for children with Special Educational Needs?

Autism & Communication Team	Offers support and intervention for children showing behaviours which indicate that they may have an autistic spectrum disorder or difficulties with communication. They will visit the child at school and talk to you about what you notice at home.
Educational Psychology	Works directly with children with the most complex special educational needs and disabilities. They offer advice and support on the development of the whole child including their learning needs. Educational Psychologists also contribute to Educational and Health Care Plans (EHCP).
Learning Support Service	Comes into school and completes a detailed assessment on the child's learning needs. They advise strategies to support children in their learning.
Parent & Family Support Advisors (PFSA)	Offers a link between home & school. Provides family with additional support when needed.
Physical Impairment & Medical Support Team	PIMST advises the school on strategies to support children who are physically impaired. They help schools to enable physically impaired children to be as independent as possible.
Occupational Therapy & Physiotherapy	Offers support and advice for children with physical needs. This can be physical disabilities, support with physiotherapy ad conditions such as hypersensitivity and dyspraxia.
Speech & Language Therapy (SALT)	Work with you and your child to encourage clear speech development. They are also able to help with delayed speech and stammering. We will liaise with therapists and follow guidelines to ensure our practice supports your child's individual needs.
Child & Adult Mental Health Service (CAMHS)	Offers assessments and treatment when children have social, emotional, or mental health needs.
Vision support	Offers support & advice to schools & families for children who have limited or failing eye sight.
Hearing Support	Are able to administer hearing tests and to offer support and advice for children with temporary and permanent hearing loss/difficulties.
School Nurse	The school nurse is available for parents who need support at home with issues from toileting to dietary concerns and to parenting strategies.

Glossary of Acronyms:

ARE	Age Related Expectations
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
APDR	Assess, Plan, Do, Review
EP	Educational Psychologist
LSS	Learning Support Service
EHCP	Education, Health and Care Plan
EHA	Early Help Assessment
SMART	Specific, Measurable, Achievable, Realistic, Timely
CAMHS	Children and Adult Mental Health Service
PFSA	Parent and Family Support Advisor
TAC	Team Around the Child
TAS	Team Around the School
PIMST	Physical Impairment & Medical Support Team
OT	Occupational Therapy team
CSC	Children's Social Care