



At Knights Enham Schools we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

SEND Information Report

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Knights Enham Schools

SEND Information Report

Our vision for our pupils with SEND at Knights Enham Schools

At Knights Enham Schools we embrace and recognise that every child is unique and that they approach learning in many ways, therefore we know that the educational needs of every child is different. We strive for all pupils with SEND to have full and equal access to a rich and broad curriculum to that of their peers and we aim high for all pupils to achieve the best possible outcomes. We endeavour to create provision which overcomes specific barriers to learning and ensure pupils with SEND can be independent and successful within every lesson.

Most importantly, we aim for our pupils with SEND to be feel happy, self-confident, safe and nurtured within our school and that they leave us achieving well and ready for their next step in their education and contributing positively to the wider community

SEND overview at Knights Enham Schools

Knights Enham Schools is a mainstream nursery, infants and junior school for children aged from 2 – 11 years.

The Governors and staff recognise that:

- All children are individuals, learn in different ways and have their own strengths;
- All children should be offered a broad and relevant curriculum which is adapted to meet their needs;
- The variety of children's needs should be recognised and met through flexible and varied provision;
- Parents/carers have a vital role to play in supporting their children's education and are encouraged to work in partnership with the school;
- All children with Special Educational Needs or Disability (SEND) whether or not they have an Education, Health and Care Plan (EHCP) are welcomed in the school providing it meets with their parents/carers wishes and expectations and their needs can be accommodated alongside those of the other children at the school.

All children are encouraged to take an active role in the life of the school through membership clubs and the School Council or through responsibilities they assume.

The SEND team

At Knights Enham Junior School, we have a strong team of professionals who have a wealth of experience and skills within the area of SEND. Within the team, we have:

- Karen Field – SENDCo
- Natalie White – Deputy Headteacher, qualified SENDCo
- Emma Stott – Welfare Manager
- Bekki Pope – qualified ELSA
- Raychel White – qualified TALA
- Clare Smith – qualified TALA



- Betsy – School Dog
- Toffee – Therapy Dog
- School ducks and chickens

In addition to this, we have a number of Higher-Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs) who have experience and skills in a range of SEND areas.

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

Knights Enham Schools are committed to early identification of Special Educational Needs and Disability (SEND). A range of evidence is collected in a variety of ways, usually a combination of some of the following:

- Child performing below age-related expected levels – identified through the school's assessment and monitoring arrangements;
- Liaison with previous school or pre-school;
- Observations and information gathered from class teachers and teaching assistants;
- Concerns raised by parents/carers;
- Liaison with external agencies;
- Children with an EHCP already have many of their needs clearly identified. Their placement at Knights Enham Schools is a decision which is made by the Local Education Authority.

Identification of SEND follows a graduated response which includes all or some of the following:

- Teacher assessments
- Junior Dyslexia Screening (DEST-J)
- Salford Reading Test
- Sandwell Maths Test
- Language Links
- York Assessment of Reading Comprehension (YARC)
- Outside agencies (Speech and Language, Educational Psychology, Occupational Therapy, Physiotherapy, Primary Behaviour Support, CAMHS etc.)

The SENDCo oversees this process, liaising with parents/carers as well as other professionals / external agencies. The school values parental input and parents/carers are invited to regular meetings to keep them informed of their child's progress and to support in deciding next steps. The SENDCo will also advise on other external educational services available in addition to those that the school can offer. When considered appropriate, a request for an Education Health Care Plan (EHCP) can be made.

How will I raise concerns if I think my child has special educational needs or I am worried about their progress?

- Please come and talk to us. Knights Enham Junior School has an open-door policy, and the school encourages parents/carers to contact their child's class teacher or a member of the SEND



team or the head teacher if they have any concerns about their child's learning, we actively work with parents/carers to achieve the best outcome for all children. This can be done in person, by email or by phone.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- High Quality Inclusive Teaching is evident in every classroom at Knights Enham Schools, the curriculum is adapted to meet the needs of all children. Progress is continually reviewed and tracked and where a child is failing to make expected progress this is shared with the SENDCo.
- If the implementation of targeted support or additional support is considered appropriate, an Individual Learning Plan (ILP) is drawn up and parents/carers are informed and invited into school to discuss it further and possible next steps.
- When felt necessary, the SENDCo will request parental/ carers permission to involve other professionals or outside agencies. The school will liaise with them for advice and support and will keep parents/carers involved and informed throughout the process.
- Once an appropriate course of action is put in place and targeted provisions or support is put in place, the success of the action will be regularly monitored and assessed with adaptations made as necessary to meet the child's needs.

How will the school staff support my child?

- Knights Enham Schools are inclusive schools and wherever possible SEND learning takes place within the classroom with opportunities for support (both one-to-one and small group work) built into the teacher's planning. Further adaptive teaching is provided through learning objectives, use of resources and outcomes. Class teachers oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area.
- The SENDCo oversees the progress of any child requiring additional support across the school, meeting regularly and working closely with teachers, learning support staff, parents/carers and outside agencies.
- Some specific learning provisions, such as Speech and Language need to take place outside of the classroom in a quiet area free from classroom distractions. These will be kept to a minimum and timings varied to ensure that children don't miss too much time out of the classroom.
- Many members of the support staff have specialised SEND knowledge and training which is matched to the need of the child.
- Individual Learning Plans (ILPs) identify the strengths of the child, key targets to focus on, all needs (barriers) to learning of the child, the strategies employed and resources used by all adults working with the child to achieve the set targets and how the child will support themselves in achieving the targets. These are shared and reviewed with parents/carers and children termly.
- For children who have significant needs in the areas of Communication and Interaction; Cognition and Learning; Social and Emotional and Mental Health or Sensory and/or Physical needs or disabilities advice for inclusion and equal opportunity is obtained through consultation with external agencies (e.g., Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Physical Disability Advisory Teachers) and adhered to. We currently update our information and are proactive and reactive in our support of the learning needs of pupils with SEND.



The SEND policy along with other associated policies (admissions policy, anti-bullying policy, equalities policy, safeguarding policy and supporting children with medical needs policy) are accessible on the school website: www.knightsenhamfederation.org/policies

Who will explain this to me?

- The class teacher or SENDCo will meet with you on a termly basis (this could be part of a Parent's evening) to discuss your child's needs, support and progress.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between meetings.
- The SENDCo is available to discuss needs and support in more detail.

How will the curriculum be adapted to match my child's needs?

All teachers are teachers of children with SEND.

- All work within class is pitched at an appropriate level to individuals and groups of children so that all children are able to access learning. Typically, this might mean that in a lesson there would be more than two levels of work set for the class. In some situations, work may need to be individually adapted and amended for specific children.
- All children, including those with SEN, will have access to the appropriate resources needed to help them make progress. These may include more specialist resources such as visual communication systems.
- The SEND team support class teachers in ensuring that planned work is appropriately adapted and appropriate resources and strategies are in use. They spend time within classrooms guiding staff and supporting children with SEND.
- When necessary, the school liaises with external professionals to ensure the teaching in all lessons is appropriately differentiated to match the pupils' needs and suitably challenge.

How is the decision made about what type of and how much support my child will receive?

The school endeavours to support every child's needs and allocates support accordingly.

- Resources are allocated as a best fit to the needs within the school.
- The school's leadership team meet regularly to discuss pupil's progress and identify children who may require further support and what support would be appropriate. Where this support is above and beyond usual classroom provision, parents/carers will be notified and their views taken into account.
- Your child's class teacher and / or an appropriate member of the SEND team will always be happy to discuss the support your child is currently receiving.
- Where children have an EHCP (Education Health Care Plan), an annual review meeting takes place every academic year to review the support package the individual child is receiving.
- Where necessary, the school will gather evidence and apply for special arrangements for public examinations such as extra time, scribing, a reader and/or large-print papers.



How will we know if this has had an impact?

- Through tracking all children's academic progress against national Age-Related Expectations (ARE), we are able to see not only the progress they are making, but also whether the gap is narrowing between them and their peers.
- Reviewing children's individual targets, on their ILP, allows us to see progress being made.
- Verbal feedback from the child, parents/carers and teacher helps to build a wider picture of impact.
- Parents/carers will always be informed when their child's progress is no longer a concern.

What support will there be for my child's overall well-being?

At Knights Enham Schools we support the mental health of children in a variety of ways:

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. This teacher should always be a parents/carers first point of contact. If further support is required, the class teacher will liaise with the SENDCo for further advice and support. This may involve working with outside agencies, such as health and social services, specialist schools outreach teams, the Mental Health Support Team and / or the Primary Behaviour Service.
- Children are encouraged to share any worries they have and classroom staff know their children and are vigilant. Time to talk is offered to any child who needs that one-to-one quiet time to share what is troubling them.
- We run a successful nurture provision at Knights Enham Schools, which helps our children to develop the vital social skills, confidence and self-esteem needed for them to become ready to learn.
- There is a Young Carers club that runs once a week. There is an open invite for any young carers to attend this club, which is organised by a member of our SEND team and supported by Andover Young Carers.
- The schools have one ELSA (Emotional Literacy Support Assistants) and two TALA (Therapeutic Active Listening Assistant) practitioners on site, who work under the direction of the SENDCo with vulnerable children during the school day.
- Weekly 'discovery-based outdoor learning groups' are run to enable children to develop their sense of self and further develop their understanding of the 'Knights' Way', following the 'forest schools' principles.
- We also run an optional lunchtime club, called Calm Club (when staffing allows) for children who find the playground difficult for a variety of reasons and need a quieter, adult guided, option.
- Social Emotional groups are run across the school, to support those children with emotional or social difficulties.
- Brief one-to-one personalised support can be arranged for some children to support them through specific times of difficulty.
- All children with a significant medical need will have a Personal Emergency Evacuation Plan (PEEP) and / or an Individual Health Care Plan (IHCP). The aim of the PEEP is to plan for support that will be needed for the child within an emergency evacuation of the school and who will be responsible for this. The aim of the IHCP is to ensure that we have a detailed understanding of



individual's medical needs and how we best support them in school. The need for a PEEP or IHCP will be assessed by school staff. If your child has an IHCP and/or PEEP, this will always be created and shared with you as a parent/carer.

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

- As a school, we have a positive approach to behaviour, we actively capture and reward good behaviour in every classroom with a clear positive behaviour policy, that is followed by staff and pupils
- If a child has significant behavioural difficulties a Personal Support Plan (PSP) is written with the child, parents/carers and staff working with the child to identify specific challenges and concerns and put relevant targets and support in place. This is to avoid / reduce instances of exclusion. This PSP includes a 'Risk Assessment for Challenging Behaviour' to allow staff to explore proactive and reactive measures to meeting the child's needs.
- Following a challenging behaviour incident, we hold a restorative discussion with the child supporting them to reflect on their behaviour with a view to developing strategies that will be put in to place to avoid further incidents and improve their behaviour in the future. At Knights Enham Schools we use our visual 'reflection toolkit' when a child is unable to articulate how they are feeling and what has happened.
- Attendance is monitored on a weekly basis and support is given to actively encourage good attendance throughout the school. Lateness and absences are recorded and reported to the school governors by the Headteacher.

How does the school manage the administration of medicines?

- Medicines prescribed by a doctor are administered by trained staff. Parents/carers need to speak to the office if medication is recommended by health professionals to be taken during the school day. There is a form to be filled in to ensure all relevant details are passed to the school.
- An Individual Health Care Plan (IHCP) is written for children who require one. We also work closely with the Hampshire Physical Disability team who perform risk assessments where appropriate.
- As a school, we have key staff who are paediatric first-aid and first-aid trained.
- The school kitchen is run by HC3S. We are a nut-free school, this means that all the products used in our menu are confirmed as having been manufactured in a nut free environment. HC3S can provide special diets for children with medical problems including coeliac, dairy free and egg free options. For more information about special diets, visit their website and link below:

<https://www.abmcatering.co.uk/contract-catering/primary-nursery-education>

<https://airtable.com/appVNMscyybLE9fIE/shri8ob4AXAY0fkfY>

What training is provided for staff supporting children with SEND?

- The school's SENDCo is Karen Field. She can be contacted through the school office Tel. 01264 394777. Her most recent courses include:
 - Qualified SENDCO accreditation



- Licensed Thrive Practitioner
- Senior Mental Health Lead qualification, level 4
- Attachment and Awareness Schools trained
- We have one member of staff trained as ELSA and two trained as TALA practitioners. They receive regular support from an Educational Psychologist and attend updated training as appropriate.
- Most of our staff are Team Teach trained to support children in ensuring their own and other's safety.
- The school is committed to ensuring that staff training is monitored and kept up-to-date in order that this support is of maximum benefit to pupils.
- Within the school, many members of staff have specialised SEND knowledge and training.

Where new needs are identified for which, the school is unprepared to offer provision, staff are selected and training is arranged. Where necessary the school draws on the services of outside agencies and specialists such as Speech and Language, Educational Psychology, Paediatric Occupational Therapy, Physiotherapy, the Primary Behaviour Support Service, outreach support from Special Schools, the School Nurse, Ethnic Minority and Traveller Achievement Service (EMTAS), the advisory teacher for visual impairment, the advisory teacher for hearing impairment, the advisory teacher for physical disability, social workers, Children's Services (child protection) and other specific trusts.

How accessible is your education setting?

- Knights Enham Nursery and Infant School is wheelchair accessible throughout
- Knights Enham Junior School is wheelchair accessible throughout the ground floor and has 4 accessible classrooms. An additional 4 classrooms are on the first floor accessible by stairs.
- There are disabled changing and toilet facilities in both schools and disabled parking bays.
- For pupils with SEND who require additional support from that already provided, the school liaises with parents/carers and any professionals involved before sourcing equipment or modifications required to enable full inclusion in all aspects of school life.
- The school accessibility plan can be found at <https://www.knightsenhamfederation.co.uk/policies>
- We liaise closely with EMTAS (Ethnic Minority and Traveller Achievement Service) who regularly assist us in supporting our families with English as an additional language.

How are parent/carers currently involved in the school?

How can I get involved and who can I contact for further information?

The school values and encourages parental involvement in children's education through:

- Parents/carers are asked to get involved in their child's learning through home learning tasks set by class teachers each week.
- Routine parent/carer evenings and new parent/carer visits.
- There are many opportunities to be involved in shaping the school's policies and practice, through attending PTA meetings or the welfare coffee mornings, SEND Parent/carer Focus



Group meetings and by completing questionnaires sent out by the school (some of which will be specific to SEND).

How will my child be able to contribute their views?

We value every child being able to express their views on all aspects of school life, this is usually provided by the following opportunities:

- Children who have ILPs (Individual Learning Plans) discuss and are encouraged to set their targets where appropriate with their class teacher and/or teaching assistants.
- Children are sometimes asked to complete a questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- All children are encouraged to contribute to school life through their elected class members of the School Council. The position of school councillor is open to all pupils, and where necessary children with SEND will be supported in carrying out these duties.
- If your child has a TPA (Transition Partnership Agreement) or an EHCP their views will be sought before any review meetings.

What steps should I take if I have a concern about the schools SEND provision?

If, after consultation with your child's teacher and/or the SENDCo, you are unhappy with the school's SEND provision for your child, you should address your concerns in the first instance to the Headteacher. Should you remain unsatisfied with the school's response, you should contact the school's SEND governor or Chair of Governors. How to contact the chair of governors is on the school's website.

How will the school prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?

- We encourage you to visit the school prior to starting. This will be a chance for you to ask any questions that you may have and become familiar with the new school setting.
- Staff carry out visits to all class settings to discuss each child's individual needs with the school staff.
- We liaise closely with the staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. On receiving a child, we ensure that all relevant information and paperwork is shared with key members of staff.
- When high level needs are identified, before the child joins the school, a transition meeting is arranged with parents/carers, previous setting staff, any professionals involved, the SENDCo and the member of staff who will be teaching the child on arrival and a TPA will be written.
- Internal transition meetings take place every year as children progress through the school to ensure staff have a clear understanding of their class from their first day.
- If your child has complex needs then an TPA or EHCP review will be used as a transition planning meeting to which we invite staff from both schools.
- We can write social stories if transition is potentially going to be difficult



- Year 6 staff and the SEND Team liaise with receiving schools and extra transition visits are arranged as necessary.
- A TPA is completed with parents/carers, current staff and the staff at the transition school.

Where can I get further information about services for my child?

- The first point of call should be your child's class teacher.
- You can also contact the:
 - SENDCo - Karen Field k.field@knightsenham-jun.hants.sch.uk
 - Headteacher - Daniel Whitehouse d.whitehouse@knightsenham-jun.hants.sch.uk
 - Welfare Officer - Emma Stott e.stott@knightsenham-jun.hants.sch.uk
 - SEND Governor - Louise Maratos louise.maratos@btinternet.com

Any of the above can be contacted by the emails provided, in writing, or by telephone

Knights Enham Nursery & Infant School – 01264 352151

Knights Enham Junior School - 01264 394777

- SEND information is provided as part of the local offer issued by Hampshire County Council. This offer can be viewed in full on the following link:
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer>
- In Hampshire, SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) offer impartial advice. Information about this service can be found by clicking the link: www.hampshiresendiass.co.uk/.
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk