

# School Information Report



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*This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.*

# How do we make the school inclusive and a positive environment for children with SEND?

- Unconditional positive regard
- Engaging learning
- Caring and therapeutic attitudes
- Part of the school community



# How do we identify that a child has special education needs or disabilities?

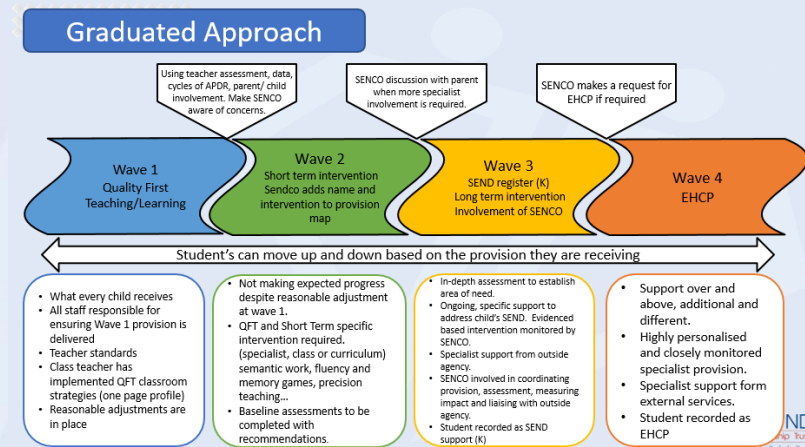
- Look at regular assessments and data
- Teacher and parent observations
- Talking to previous schools if they are new to the school
- Information from other services involved such as health



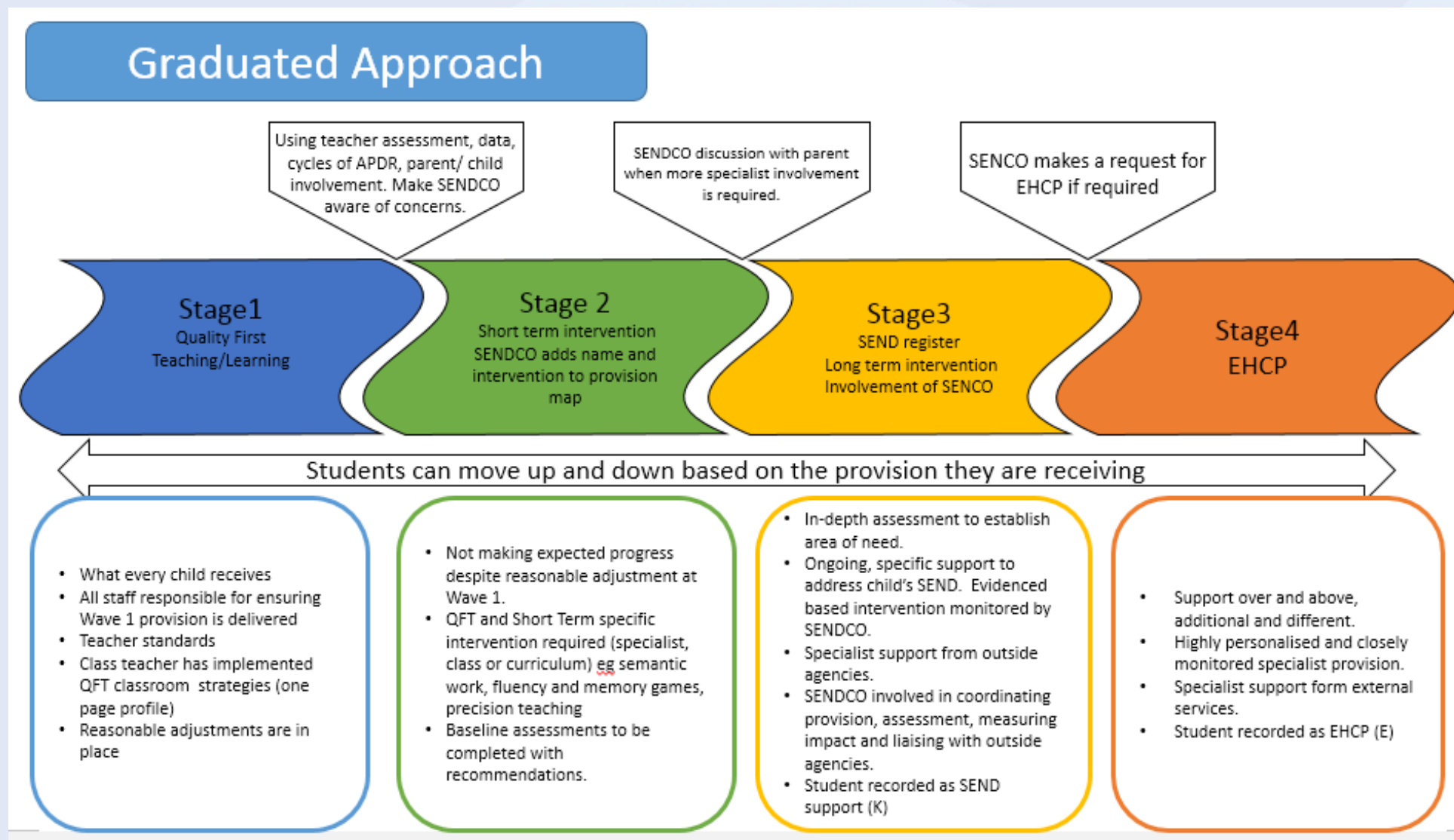
# How do we support children with SEND?

All children (with SEND or not) are supported by:

- Quality First Teaching
- Inclusive environment
- Reasonable adjustments
- Teaching adaptations
- Teacher or TA support
- Monitoring of progress



# How do we support children with SEND?



# How do we support children with SEND?

- Every child is different, so will need different adjustments or curriculum adaptations
- Targeted support may be provided 1:1 or in a group and may involve liaison within school or with external professionals
- Assess Plan Do Review Cycles
- Monitoring of progress - SEN support/EHCP





# What is an EHCP?

EHCP: Education Health and Care Plan.

The majority of children and young people with SEN and disabilities will have their needs met through SEND support. Those with complex needs that cannot be met by the ordinarily available provision support put in place by their school or college, an Education, Health and Care needs assessment may be required. This may lead to an EHCP.

Description
Family views & aspirations
Special Educational Needs
Health Needs related to SEN
Social Care Needs related to SEN
Outcomes
Special Educational Provision
Health care provision
Name of school or type of placement
Personal Budgets and Direct Payments
Advice and Information (Appendices)

# How do we monitor progress?

- Classroom assessments and observations
- Targeted Support baselines/end assessments
- Assess Plan Do Review Cycles
- Parent input
- Pupil voice





# How do you work with families to support children with SEND?

- Communication with parents
- Assess Plan Do Review Cycles
- Annual reviews
- Gathering pupil voice



My Target	1	2	3

# How do you work with families to support children with SEND?

- School Website – <https://www.kimboltonprimaryacademy.cambs.sch.uk/>
- Education Inclusion Family Advisor
- [Early Help Assessments](#)
- [SENDIASS](#) and [Pinpoint](#)
- [Learn together](#) website and [OAP toolkit](#)
- [Cambridgeshire SEND information Hub](#) (Local Offer)
- [Cambridgeshire Children and Young People's Health Care](#)



# How does the school work with outside agencies?

- Health
- SEND district team
- Family workers and Educational Inclusion Family Advisor
- Social care
- SENDIASS and Pinpoint



# How do we support children with medical needs and disabilities?

- Discuss the needs of the child on an individual basis
- Take advice from other professionals where needed
- Agree a plan that meets their needs

The image shows a BSACI Allergy Action Plan form for children. The form is titled "BSACI ALLERGY ACTION PLAN" and includes logos for BSACI, RCPC, and AllergyUK. It is designed to be filled out by a parent or guardian for a child with allergies. The form includes sections for: "This child has the following allergies:", "Name:", "DOB:", "Photo:", "Mild/moderate reaction:", "Action to take:", "Emergency contact details:", "How to give Jext®", "Additional instructions:", "Parental consent:", and "For more information about managing anaphylaxis in schools and 'spare' back-up adrenaline autoinjectors, visit: [anaphylaxisuk.co.uk](http://anaphylaxisuk.co.uk)". The form also includes a section for "Watch for signs of ANAPHYLAXIS (life-threatening allergic reaction)" with a list of symptoms: AIRWAY (Persistent cough, Hoarse voice, Difficulty swallowing, Swollen tongue), BREATHING (Difficult or noisy breathing, Wheeze or persistent cough), and CONSCIOUSNESS (Pale or floppy, Suddenly sleepy, Collapse/unconscious). It also includes a section for "IF ONE (OR MORE) OF THESE SIGNS ABOVE ARE PRESENT:" with instructions: "1. Lie child flat with legs raised (if breathing is difficult, allow child to sit)", "2. Use Adrenaline autoinjector without delay (eg. Jext®) (Dose: 150µg)", "3. Dial 999 for ambulance and say ANAPHYLAXIS (Asthma, etc. NOT)", and "\*\*\* IF IN DOUBT, GIVE ADRENALINE \*\*\*". The "How to give Jext®" section includes a diagram showing the steps: 1. Form flat around jaw and pull out YELLOW SAFETY CAP, 2. PLACE BLACK END against outer thigh (with or without clothing), 3. PUSH DOWN HARD with a flick of thumb, Massage against site for 10 seconds, 4. REMOVE JEXT®. The "Additional instructions" section includes: "If wheezy, GIVE ADRENALINE FIRST, then asthma inhaler (blue puffer) via spacer". The "Parental consent" section includes: "I hereby authorise school staff to administer the medicine listed on this plan, including repeat back-up adrenaline autoinjector (Jext®) if available, in accordance with Department of Health guidance on the use of such in schools." The form also includes a section for "Emergency contact details:" with fields for "1) Name:", "2) Name:", and "Parental consent:" with a signature line and date. The form also includes a section for "How to give Jext®" with a diagram showing the steps: 1. Form flat around jaw and pull out YELLOW SAFETY CAP, 2. PLACE BLACK END against outer thigh (with or without clothing), 3. PUSH DOWN HARD with a flick of thumb, Massage against site for 10 seconds, 4. REMOVE JEXT®. The "Additional instructions" section includes: "If wheezy, GIVE ADRENALINE FIRST, then asthma inhaler (blue puffer) via spacer". The "Parental consent" section includes: "I hereby authorise school staff to administer the medicine listed on this plan, including repeat back-up adrenaline autoinjector (Jext®) if available, in accordance with Department of Health guidance on the use of such in schools." The form also includes a section for "For more information about managing anaphylaxis in schools and 'spare' back-up adrenaline autoinjectors, visit: [anaphylaxisuk.co.uk](http://anaphylaxisuk.co.uk)".

# How do we support children's emotional wellbeing?

- PSHE
- Pastoral Support
- Targeted Social Support
- Outside agency involvement



# How do we support children to access the wider curriculum?

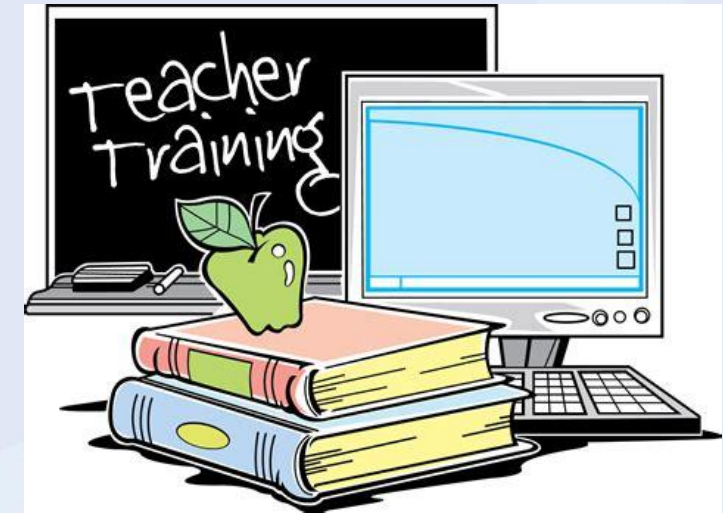
- Reasonable adjustments to access trips and activities
- Some SEND or other additional need need specific events
- Risk assessments
- Discussion with parents
- Visuals and social stories
- Pre visits where appropriate





# What training have had staff for supporting children with SEND?

- General SEND courses (school and external providers)
- Training for specific individual needs
- Observing, shadowing and modelling



# What will happen when my child moves class or school?

- Transition information shared with relevant staff in school
- Transition information shared between previous or next school
- Observations of child or meeting with previous or next school
- Social stories
- Stay and play sessions/ visits



# What if I am not happy with the provision for my child?

- First talk to the class teacher
- Next talk to the SENDCO
- Then contact the Headteacher or Deputy/Assistant Headteacher
- If you are still not happy, then follow the complaints procedure

