



**KING'S OAK PRIMARY SCHOOL**  
**SEND Information Report**

2024-2025

CONTENTS	Page
1. Introduction	3
2. How does King's Oak know if children need extra help and what should I do if I think my child/young person may have special educational needs?	3
3. How will King's Oak staff support my child/young person?	4
4. How will the curriculum be matched to my child's/young person's needs?	4
5. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	5
6. What support will there be for my child's/young person's overall wellbeing?	5
7. What specialist services and expertise are available at or accessed by King's Oak?	6
8. What training are the staff supporting children and young people with SEND had or are having?	6
9. How will my child/young person be included in activities outside the classroom including school trips?	6
10. How will King's Oak prepare and support my child to transfer to a school or the next stage of education and life?	7
11. How are King's Oak's resources allocated and matched to children's/young people's special educational needs?	7
12. How is the decision made about what type and how much support my child/young person will receive?	8
13. How are parents involved in King's Oak Primary School? How can I be involved?	8
14. How are children with special educational needs involved?	8
15. What are the arrangements made by the school relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?	9
16. Who can I contact for further information?	9
17. Where is the local authority's Local Offer published?	9

## 1. Introduction

King's Oak Primary School is a large multicultural primary school for children from 3-11 years with a preschool for two year olds. The school has a Specialist Resourced Provision (SRP) for children who have identified social communication needs and/or a diagnosis of Autism Spectrum Disorder and who fall within the category of mild to moderate learning needs. The SRP is for pupils whose primary needs are communication and interaction. The admission arrangements for all year group SRP places are made by the local authority (Achieving for Children - AfC).

We are committed to equality of opportunity and ensure that every child has equal access to all areas of school life. We believe that every child has the right to achieve his/her full potential. We pride ourselves on being an inclusive school.

At King's Oak Primary School, we make provision for every kind of frequently occurring special educational need with or without an Education, Health and Care Plan, for example dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and social and emotional difficulties. There are other kinds of special educational needs, which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of a number of pupils with an Education, Health and Care plan. Decisions on the admission of pupils with an existing Education, Health and Care plan are made in conjunction with AfC.

## 2. How does King's Oak know if children need extra help and what should I do if I think my child/young person may have special educational needs?

At King's Oak Primary School, class teachers and members of the Senior Leadership Team monitor the progress of all pupils every half-term to review their progress. We also use a range of assessments with all the pupils at various points for example the Phonics Screening Check in year 1 and again in year 2 for those pupils who did not meet the threshold or who are new to the country and the National tests in Year 6.

As part of our normal teaching arrangements, all pupils will be provided with additional support and/or strategies to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. If following additional teaching improvements in progress are not seen, we will contact parents to discuss next steps. From this point onwards the pupil may be identified as having a special educational need because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

If parents/carers have concerns about the progress or attainment of their child they should, in the first instance, make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to the SENDCO.

### **3. How will King's Oak staff support my child/young person?**

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra support. This is often put in place, even if a special educational need has not been identified. This extra support will enable the pupil to close the attainment gap. Examples of extra support are: highly personalised work, paired/small group tutoring, interventions during the school day, and before or after school academic clubs (see appendix A of the SEND policy for a list of interventions offered).

Despite high quality targeted teaching, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to implement personalised strategies, approaches and interventions where appropriate. Where additional interventions are put in place, these will be varied so that pupils continue to receive a broad and balanced curriculum. In many cases these underlying needs often explain why the pupil is making inadequate progress or exhibits challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed at least termly, and refined / revised if necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need. For early years this may involve an application for the Early Years SEND Inclusion Fund (EYSIF).

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used and this is rigorously monitored.

### **4. How will the curriculum and learning environment be matched to my child's/young person's needs?**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. At King's Oak Primary School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

Specialist equipment will be considered on an individual basis. The school can access resources and further advice from the ESSI team. Training for staff using this equipment is provided by specialist teachers. We have a range of additional equipment, including an Occupational Therapy room.

We have an Accessibility Plan and, as such, make every effort to make reasonable adjustments where possible. The majority of our school is wheelchair accessible and we have disabled toilet facilities.

#### **5. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

At King's Oak Primary School, class teachers and members of the Senior Leadership Team monitor the progress of all pupils every term to review their progress. All parents of pupils at King's Oak Primary School are invited to discuss the progress of their children three times a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will be provided with additional support and/or strategies to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made. Reviews of this provision will be shared with parents three times a year. Parents will be asked to contribute to assessment, planning and review. When additional support is being put in place by school, either to help a pupil catch-up or as part of special educational provision, it is expected that parents/carers contribute to progress by reinforcing the provision at home. Targets may have an academic or a non-academic focus depending on the need identified.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

#### **6. What support will there be for my child's/young person's overall wellbeing?**

At King's Oak Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance Personal, Social and Health Education; Relationships, Health and Sex Education; peer mediation; teaching our school learning habits; Zones of Regulation; circle time; and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: mentor time with a significant adult; time-out space in the classroom for a pupil to use when upset or agitated; additional support from the school's Emotional Literacy Support Assistants and Play Therapist; Social Stories and specific interventions such as Time to Talk, Lego Therapy, Play Therapy and Social Thinking.

Pupils with emotional and social needs will be supported to enable them to develop and mature appropriately. We use a range of strategies to monitor the progress of pupil's social and emotional skills. This could include tracking progress against targets on their SEND documents, classroom observations, strengths and difficulties questionnaires and/or Boxall Profiles.

#### **7. What specialist services and expertise are available at or accessed by King's Oak?**

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service
- Membership of SPARK (the School Performance Alliance Richmond and Kingston)
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Occupational Therapy
- Ability to make ad hoc requests for advice from the Education Inclusion Support Service
- Moor Lane Services
- School Nurse
- Educational Services for Sensory Impairment (ESSI)
  
- Mental Health Support Team

#### **8. What training are the staff supporting children and young people with SEND had or are having?**

Over the last few years, teachers and teaching assistants have had the following training provided through INSET or during induction: ASD, managing behaviour strategies, anxiety, Emotion Coaching, Zones of Regulation, bereavement and loss, trauma, de-escalation – dealing with challenging behaviour, mindfulness/relaxation/affirmation strategies. Staff who deliver specific interventions or personalised programmes, as advised by outside professionals, receive additional training for their role.

King's Oak is an Early years Inclusion Hub. As part of this, staff have received training by the Educational Psychology service, speech and language, occupational therapy, physiotherapy and portage. This project is ongoing and staff will be receiving further training.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are Educational Psychologist, speech and language therapist, occupational therapist, physiotherapist and education service for sensory impairment (ESSI).

#### **9. How will my child/young person be included in activities outside the classroom including school trips?**

All clubs, trips and activities offered to pupils at King's Oak Primary School are available to pupils with special educational needs. For some pupils, 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

King's Oak Primary School offers a breakfast and after school club run through Zone All Sports and Care as well as a variety of school clubs. The clubs we run vary from term to term. Clubs are run by staff at our school or by outside providers. Places at our clubs are offered as fairly as possible and we ensure that all children have the opportunity to attend clubs. 'Reasonable adjustments' that are sometimes required include support from an additional adults and supporting those running the clubs to understand the needs of the pupil and how to overcome barriers to ensure that pupils are fully included. If parents identify that adjustments are required to ensure that their child can fully access clubs, they should contact the SENDCO to discuss this further.

At King's Oak we believe that learning from first-hand experience is very powerful and provides lasting impact and therefore we support children's learning through educational visits. Additional support that is sometimes required to enable pupils to access education visits include support from an additional adult during the visit, additional support/pre teaching prior to the visit, and photographs and timetables to support pupils with managing change. Information about trips and transport arrangements are sent to parents in advance so that parents are given time to meet with the class teacher or SENDCO to discuss necessary adjustments and/or arrangements.

#### **10. How will King's Oak prepare and support my child to transfer to a school or the next stage of education and life?**

At King's Oak Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Before a pupil with special educational needs attends King's Oak Primary School, we contact their previous school and in some cases visit the pupil in their current setting. As well as this, the SENDCO, or in the case where the pupil is accessing the SRP the leader of the SRP, will meet with parents/carers either before or soon after the pupil has joined the school. Where possible/appropriate, the class teacher or SENDCO will also meet with the pupil to discuss their views and opinions.

For some pupils, we can arrange additional transition days and a familiar member of staff can accompany them to support the transition.

We also contribute information to a pupils' onward destination by providing information to the next setting for all transfers. A teacher from Year 6 and the SENDCO attend the local authority SEN transfer day, which is attended by all secondary schools in the local authority, to meet with secondary schools' SENDCOs and pass on information about pupils' needs and provision. Most secondary schools visit pupils while still in Year 6 at King's Oak.

#### **11. How are King's Oak's resources allocated and matched to children's/young people's special educational needs?**

Schools receive funding for SEND pupils. This funding is used to support and enhance high quality teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and is evidenced based. The amount of support required for each pupil to make good progress will be different in each case. Specialist equipment will be considered on an individual basis.

The Head teacher has the final say in the use of the SEN notional budget within the school.

## **12. How is the decision made about what type and how much support my child/young person will receive?**

Despite high quality targeted teaching, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to implement personalised strategies, approaches and interventions where appropriate. Where additional interventions are put in place, these will be varied so that pupils continue to receive a broad and balanced curriculum. In many cases these underlying needs often explain why the pupil is making inadequate progress or exhibits challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed at least termly, and refined / revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need. For early years this may involve an application for the Early Years SEND Inclusion Fund (EYSIF).

## **13. How are parents involved in King's Oak Primary School? How can I be involved?**

All parents of pupils at King's Oak Primary School are invited to discuss the progress of their children three times a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will be provided with additional support and/or strategies to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following additional teaching improvements in progress are not seen, we will contact parents to discuss next steps. From this point onwards the pupil may be identified as having a special educational need because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. When additional support is being put in place by school, either to help a pupil catch-up or as part of special educational provision, it is expected that parents/carers contribute to progress by reinforcing the provision at home.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

We are interested in hearing parents'/carers' views. We provide yearly questionnaires to all parents/carers and responses are analysed and followed up as necessary. Our Governing Body includes parent governors.

## **14. How are children with special educational needs involved?**

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil (or parent on a pupil's behalf) will be consulted about and involved in the arrangements made for them as part of child-centred planning.



Pupils complete a yearly questionnaire and responses are analysed and followed up as necessary.

Pupils with an Education and Health Care Plan contribute to their Annual Review.

**15. What are the arrangements made by the school relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?**

The same arrangements for the treatment of complaints at King's Oak Primary School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, SENDCO or Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body (See Complaints Policy on the school website).

**16. Who can I contact for further information?**

In the first instance, parents/carers are encouraged to talk to their class teacher. The SENDCOs at King's Oak Primary School are Thurka Balendran (EYFS)/Deborah Fossey (KS1/KS2). Available on 020 8942 5154 or [senco@kop.rbksch.org](mailto:senco@kop.rbksch.org).

The Richmond-Kingston SEND Information, Advice and Support Service, managed by the national charity Kids, provides free, impartial, confidential advice and support on SEND-related issues to parents/carers and young people from the age of 16 -25. They can be contacted on 020 8831 6179; email [Richmondkingston@kids.org.uk](mailto:Richmondkingston@kids.org.uk) ; website <https://www.kids.org.uk/richmond-and-kingston-sendias>

Other independent SEND services are IPSEA (01799 582030; [www.ipsea.org.uk/](http://www.ipsea.org.uk/) ).

**17. Where is the local authority's Local Offer published?**

The local authority's local offer is published on [www.afclocaloffer.org.uk](http://www.afclocaloffer.org.uk). Parents without internet access should make an appointment with the SENDCO for support to gain the information they require.