



King's Gate Primary School

SEN Information Report

Priority Questions asked by parents

Q. What services and expertise does your setting provide support for?

A. We have supported children with learning needs, medical needs, physiotherapy, speech and language and communication needs and children on the Autistic Spectrum. We also work closely with agencies such as CAMHS, Occupational Therapy Service, Speech and Language Therapy Service, Behaviour Support Service, Social Care and the Virtual School.

Q. What training do staff receive on supporting children with SEND?

A. Regular professional development is planned as a whole school initiative focusing on a particular area of SEND along with individual requirements to supplement expertise. The Head is open to requests from staff to pursue training that will enable them to further develop an understanding of their role and meet an individual child's needs.

Q. How does the school know if my child needs extra help and what should I do if I think my child might have SEND?

A. If your child is transferring from a pre-school or another school, staff there may have already raised their concerns with you in which case information they have gathered will be shared with our school usually at a meeting or by other means.

Your child's progress is continually monitored over the year and if they are deemed unlikely to meet their targets then extra help will be considered and planned for by the class teacher. If you have concerns you are welcome to come and discuss your child with the class teacher, Head and/ or SENCO at any time and together we will consider how best to support them and advise on what to do next.

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

A. There are regular parents' evenings throughout the year (3) where your child's progress and any concerns are shared with you. The Home Learning Policy is available on our website and this explains what is expected for children in each year group to be doing for homework each week. We ask that you provide your child with a quiet place to work.

If your child has a My Support Plan/ SEN Support Plan or an EHCP (Education Health and Care Plan) then regular formal meetings will take place during the year too.

Q. What is an Education, Health & Care Plan (EHCP) or My Plan?

A. An EHCP or My Plan is a holistic way of support planning for children and young people with SEND, looking at the whole person, their strengths and interests as well as their needs and challenges. Solutions will focus on what is important to the person concerned, as well as capturing the views of their parents and carers.

Q. If it is decided that my child should be assessed for an EHCP, how long will the process take?

A. See Appendix 1 to view an Education, Health & Care Needs Assessment Timeline.

Q. How will the school help my child achieve their potential?

A. Every child has individual targets for reading, writing and maths and, through regular assessments throughout the year, they are monitored to ensure they remain on target. Opportunities are planned to develop a broad and balanced curriculum which will appeal to all children and there is a range of after-school clubs to foster specific skills.

Q. What support will there be for my child’s overall wellbeing?

A. We have ELSA trained staff, who work with children requiring emotional, social and behaviour guidance. We have a Pastoral Manager who will be able to work with the whole family.

Q. What support is there for parents/carers?

A. Mrs Spanswick (SENCO) and Mrs Owen (Head of School) are available to meet with parents/carers. Contact details are on our school website.

Q. Who can I contact for further information and how?

A. Please call into the office and speak with our administration team who will be happy to advise you or alternatively speak directly to the Head. Contact details are on our website.

General Information about our school

Q. What percentage of the school has SEND needs?

A. The percentage varies - it is currently around 15 %.

For the year 2024 - 2025 we had 4 children with an EHCP and 25 children at SEN Support.

Q. How many children are in each year group? How many children with EHCPs/statements were in each year group last year?

A. For the end of year 2024 - 2025

Reception	34 pupils	0 EHCP
Year 1	30 pupils	0 EHCP
Year 2	31 pupils	1 EHCP
Year 3	30 pupils	0 EHCP
Year 4	30 pupils	1 EHCP
Year 5	30 pupils	2 EHCP
Year 6	15 pupils	0 EHCP

Q. How accessible is the setting environment?

A. King's Gate Primary School is purposely designed for ease of access for all children with disabilities. Rooms are split between 2 floors, with an accessible lift to enable access to both. There is an accessible toilet and dedicated hygiene room.

Q. My child needs a special diet can this be catered for?

A. Vegetarian options are always available and, if notice is provided, alternatives can be arranged in consultation with the school kitchen. Please call in to discuss this with our school office staff.

Q. How will my child be included in activities outside of the classroom including school trips?

A. All children take part in school trips and are supported by our staff. We would like all children to access after-school activities and this is often done on a first come first served basis when numbers are an issue. However, if your child needs adult support, a meeting will be held with the Head to decide how best we can meet your child's needs.

Q. What out-of-school opportunities are there?

A. Our website offers information about sporting events and curriculum enrichment activities.

Q. How will you support my child's social development?

A. We have ELSA trained staff, who work with children requiring emotional, social and behaviour guidance. Our Pastoral Manager will be able to work with the whole family.

Q. What cultural backgrounds does our school offer?

A. Our community includes a range of cultural backgrounds and we have experience of children from different faiths and with children with EAL (English as an Additional Language.)

Curriculum

Q. How will the curriculum be matched to my child's needs?

A. High quality teaching is a key factor in the success of our school and all teachers plan lessons taking into account the attainment groups at which all children in their class are working at. We are a well-resourced school and always try to provide any equipment that a child might need to assist their learning. We are developing our own Outdoor Learning site and all children will experience outdoor learning activities.

Q. Who can I talk to if I am not happy about how my child is learning?

A. The Head (or a member of the Senior Leadership Team) is always available to greet children and families in the morning and any concerns can be passed on informally. Your first port of call should of course be your child's class teacher who is always available to discuss your child with you. Alternatively, you can speak to the Head depending on the problem. We operate an open-door policy at our school and always have a listening ear and provide help and advice.

Training and resources

Q. How are the setting's resources allocated and matched to children's SEND?

A. Adults with specialisms are allocated to teach interventions and offered professional development to increase their expertise. The Head, SENCO and class teacher are all involved in deciding what will best benefit a child and, after a cycle of assess, plan, do and review, will consider next steps. Outside agencies and the SENCO can also advise on any suitable resources that may be available to support the child.

Q. What specialist services and expertise are available to my child?

A. Our school has access to the Wiltshire SSENS (Specialist Special Educational Needs Service) which provides advice and support for learning, Autism, physical and medical needs etc. We also work with the Educational Psychology Service, CAMHS, Behaviour Support Service, Speech and Language Therapy Service, Occupational Therapy Service and the School Nursing Service. We may engage with other specialist services where necessary to meet the child's needs.

Q. What can I do if I am unhappy with the training or expertise available to my child?

A. Please come in and discuss your concerns with the class teacher, SENCO and/ or Head.

Assessment and review

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

A. If your child has an EHCP the outcomes agreed with you the family, will determine the support that they will need. The class teacher/ SENCO and Head altogether plan to meet your child's needs by deciding on suitable interventions or support. Following a period of intervention, the child's progress will be reviewed and, based on this, further intervention or support agreed. Of course, if your child also has health or social care needs, the SEND Lead worker team will coordinate the best support available for your child.

All children's academic attainment is regularly reviewed at pupil progress meetings and, children not making expected progress, are identified and support is planned by the class teacher/ SENCO/ Head to help them remain on track to meet their targets.

Q. How are parents/carers and young people involved in the assessment and review of needs?

A. Parents/carers and the young person are fundamental in assessing and reviewing their needs and regular meetings are held to discuss this as well as informal opportunities. Copies of forms, reports, minutes of meetings and the opportunity to discuss their concerns with outside professionals are always offered.

Communication

Q. How will the school keep me informed about my child's progress?

A. There are three open afternoons/parents' evenings offered over the school year to discuss your child and annual reports are sent out in term 4 which provide you with details about their attainment, progress and targets.

Q. How will the school keep me informed about issues/ problems with my child at school?

A. Staff are available every morning between 8.45am and 9.00am in their class rooms whilst the children are busy doing a morning activity to talk informally with you. Minor issues can also be communicated via the Home Link Book between home and school or by a phone call or email. However, a more private meeting will be requested to discuss any significant concerns. Similarly, the Head will also meet with you should there be any problems.

Q. How will I know what the school's expectations are for my child's progress?

A. Your child's targets for reading, maths and English are recorded in their annual report and, from Year 1, available in their maths and English books to inform them of what they need to do next to improve their attainment. They are also shared and discussed with you at parent's afternoon/evenings.

Q. Who should I talk to if I have a concern about my child in school?

A. Depending on the concern you could talk to the Head of School, class teacher, SENCO or office staff. Someone on the team will be able to advise you.

Q. How will my child's voice be heard?

A. The Head's door is always open for children- as well as adults. We have a school council that collects the views of the children. Children are invited to attend meetings - where appropriate (ESA and annual reviews) to present their views or are supported to complete forms.

Transition

Q. What are the transition arrangements?

Children joining our school part way through the year are welcomed and supported by their new class members. Where possible, the Head will always meet families and show them around the school explaining what we can offer. New children are "buddied" up to help them find their feet in following the class routines and there is a photo gallery of staff in the entrance foyer to familiarise key figures. Children from pre-schools are invited to visit our school to watch the Reception Class perform plays during the year and take part in an Easter egg hunt. The Reception class teacher and TA make home visits to meet children in their home setting before they start school. All parents are invited to meet the Head of School to find out more about the school and how best they can help their child to succeed. During the summer term, before they start school, children are invited to visit the classroom for a morning with a familiar adult and, following that, two further mornings unaccompanied. In September, there is a staggered introduction to school life when they come in for part days building up to whole days within three weeks. For children with SEND, meetings are held with both settings and the family to share the child's needs and address any concerns that the parents may have. Extra visits can also be

arranged to visit the class prior to starting in September - an enhanced transition may be suitable for individuals with SEND.

We have links with all the local Secondary Schools. A structured transition of visits is implemented and there is close liaison between staff in both schools to share information about the children transferring to the next school. All secondary schools in the area also offer induction days and visits by staff to meet the children.

For children with SEND, a more tailored approach can be planned with extra visits accompanied by one of our support staff either 1:1 or in a small group. Meetings with the secondary school SENCO, family and support staff allow all concerns to be addressed and establish a good relationship from which to build.

Appendix 1

EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT TIMELINE

