

How will I know how my child is doing?

How will you help me to support my child's learning?

What opportunities will there be for me to discuss my child's progress?



Parents/carers are welcome at any time to make an appointment to meet with either a class teacher or the SENCO to discuss how their child is progressing.

Contact can be made by writing a note in their child's planner, or through the school office.

Home and school communication may also include:

- Planner/handbook
- Home/School book for situations where more regular communication is required
- Parents' evening in the autumn and spring term, when the class teachers and the SENCO are available. In the summer term there is a more informal Open Evening
- Additional meetings with class teachers, parents and SENCO to discuss progress
- Parent sharing events
- End of year report in July
- If your child has an Education, Health and Care Plan (EHCP) or Statement of SEND, there will be an Annual Review Meeting

How are the governors involved and what are their responsibilities?



Along with the Head teacher and SENCO, the Governing Body has the responsibility to ensure that arrangements are in place so that all pupils with SEND are properly supported and have full access to education including school trips. This 'SEND link governor' also keeps all the governors informed. The SEND governor at Kings Worthy is currently Mrs Barbara Bland.

For further information, including what specialist services and expertise are available at, or accessed by the school please refer to:

"The SEND Information Report" and  
"SEND & Inclusion Policy" both found at:  
[www.kingsworthy.hants.sch.uk](http://www.kingsworthy.hants.sch.uk)



**Belong Enjoy Succeed Try**



Headteacher: Mrs Julie Mullane BEd  
Deputy: Miss Sarah Vittle BEd

Telephone: 01962 881410  
Fax: 01962 886932  
E-mail: [admin@kingsworthy.hants.sch.uk](mailto:admin@kingsworthy.hants.sch.uk)  
[www.kingsworthy.hants.sch.uk](http://www.kingsworthy.hants.sch.uk)

Kings Worthy Primary School  
Church Lane  
Kings Worthy  
Winchester SO23 7QS

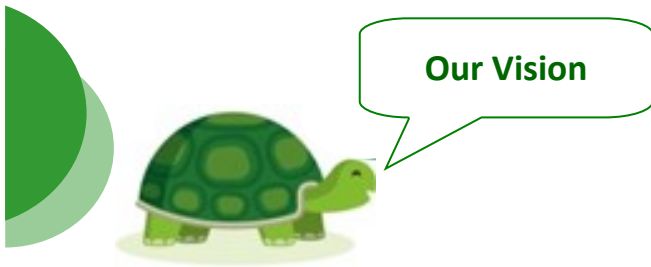


# SEND

## Special Educational Needs and Disabilities



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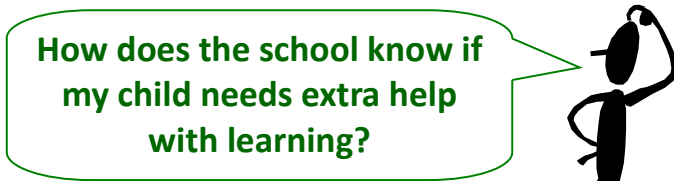
At Kings Worthy Primary School we value the importance of working in partnership with parents/carers because they have a critical role to play in their child's education. We actively seek to work with parents/carers and value the essential contribution they make.



There are four types of Special Educational Needs and Disabilities (SEND) decided by the Department of Education:

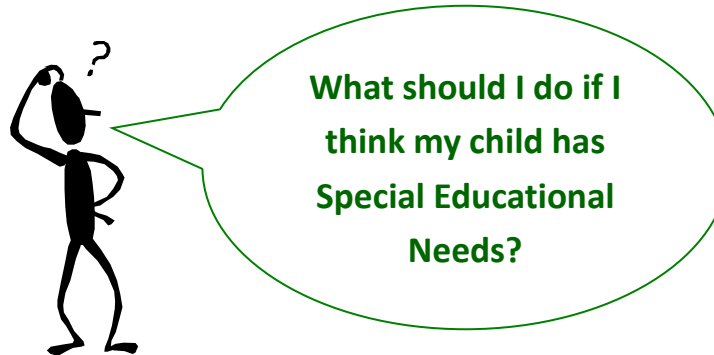
- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical**

If a child has SEND, then their needs will be found in one or more of these categories. A school's provision for SEND is defined as support which is **additional to or different from** that which is available to all pupils.



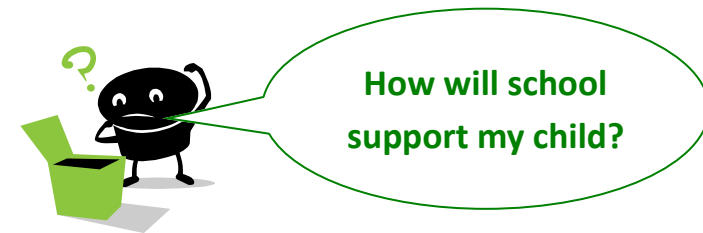
Pupils at Kings Worthy are identified as having SEND in a variety of ways, including the following:

- Concerns raised by parent/carer
- Liaison with preschools/previous school
- The pupil performing significantly below expected levels
- Concerns raised by teacher
- Liaison with external agencies, e.g. Speech and Language Therapist.



Your main point of contact at school should always be **your child's class teacher**. The class teacher will be able to discuss your concerns.

If you need to speak with other staff members, such as the **Special Educational Needs Coordinator (SENCO)**, then the class teacher or Admin staff will be able to help you arrange this. The SENCO at Kings Worthy is currently Mrs Cathy Taylor.



At Kings Worthy we believe that all teachers are teachers of pupils with Special Educational Needs. **Class teachers are responsible for the progress of all pupils in their lessons.**

Sometimes, some children require additional support because they are significantly below the expectations for their age. In this instance the SENCO will support the class teacher in coordinating and managing interventions for an individual or small group of students.



The school make reasonable adjustments to meet the range of special educational needs of the children. This can include:

- Visual, auditory or kinaesthetic activities.
- Small group or 1-1 learning.
- Pre-teaching content or vocabulary.
- Over-learning topics.
- Alternative activities for home learning.
- Especially targeted texts and resources appropriate for pupils' reading ages.
- Additional and/ or specialised apparatus or materials.
- Adapted and adjusted resources and materials.

For children on the SEND Register, **Individual Education Plans (IEPs)** will be created and reviewed on a termly basis.