



SEND Local offer/ Information Report

V4 October19

This document is produced in accordance with Clause 65 of the 2014 Children's Act.

THE LOCAL OFFER:

Since September 2014, every Local Authority is required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND); and also services outside of the area which they expect children and young people from their area will use. This will be known as the 'Local Offer'. Details can be found at: www.hantslocaloffer.info or contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk for further advice.

Kings Worthy Primary School is a mainstream Local Authority school. At Kings Worthy, we are committed to ensuring equality of education and opportunity for all our pupils. We aim to develop a culture of inclusion and diversity in which all are able to participate fully in the life of the school. We recognise that children make progress at different rates and not always in a steady linear pattern.

We are extremely proud of our school, its work and its outcomes. We work hard to create and sustain a warm, welcoming and caring atmosphere within which staff, pupils, their families and visitors to the school feel accepted and secure. The very positive and inclusive ethos is characterised by excellent relationships within school and between the school and each child's home. We want everyone who works in or visits our school to enjoy the experience and to feel the satisfaction of making a positive and valued contribution.

SENCO: Amy Weatherup – currently studying the National Accreditation for SENCO's at Winchester University (complete February 2020)

SEND Governor: Lorraine Suchanek

Headteacher: Jamie Dodson

How does the school know if pupils need extra help with learning?

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

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. 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. Therefore, 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/nurseries/previous school
- The pupil performing significantly below age related expectations
- Concerns raised by teacher
- Liaison with external agencies, e.g. Speech, Language and Communication concerns assessed by a Speech and language Therapist.

If a concern is raised about a barrier to a pupils learning/progress, at Kings Worthy we use the following approaches to investigate the concern:

- Observations of the pupil
- Informal and formal assessments e.g. Language Links for Speech Language and Communication, Salford for reading and comprehension, Dyslexia and Sandwell for maths. Results from any assessment will inform a teachers planning for the pupil
- Scrutiny and moderation of work samples
- Discussion between staff, including the Special Needs Coordinator (SENCO) to draw on expertise from within the school
- Discussion over time with parents
- Discussion between a child and a familiar adult in school to gain the child's perspective including their social, mental and emotional needs
- Outside agencies will be consulted at the appropriate time
- The SENCO may also provide the family with sign posts to outside agencies who may offer further support to the family.

If a pupil is identified as having SEND then their name will be added to the SEN Register, however, we recognise that pupil's needs may change over time and provision must reflect this. The aim of any additional provision is for the child to achieve age related expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

1. What should I do if I think my child has special educational needs?

Your main point of contact at school should always be your child's class teacher. You can contact the class teacher, who will be able to discuss your concerns. If you need to speak with other staff members, such as the SENCO, then the class teacher or school office staff will be able to help you arrange this.

2. How will school support my child?

At Kings Worthy we believe that all teachers are teachers of pupils with special educational needs. Class teachers are responsible for the progress of pupils in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

The SENCO is responsible for ensuring teachers:

- understand a child's needs
- are trained in meeting those needs
- have support in planning to meet a child's needs.

The SENCO role includes ensuring that the provision for pupils with SEND across the school is efficiently managed. The SENCO is responsible for liaising with and reporting to, the Hampshire SEN Team led by the Principal Special Needs Officer. The SENCO also works in consultation with Hampshire Inspectorate and Advisory Service: Specialist Teacher Advisors for SEN.

Sometimes, some children require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENCO is responsible for coordinating and managing interventions for an individual or small group of students, which might include one of these provisions, for example:

- **Additional adult support in the classroom** –classes have access to Learning Support Assistants (LSAs) support depending on the needs of pupils in the class. The LSAs support the teacher in supporting the learning of whole class; the SENCO is able to co-ordinate a limited amount of 'hours' of additional adult support in the classroom, in cases where there is evidence that pupils are significantly below the expectations for their age
- **Intervention sessions** – when pupils come out of some lessons for pre-arranged sessions with teachers/ LSAs on, for example, reading recovery, reading support, handwriting, numeracy, organisation skills, social skills, Speech and Language Therapy, Occupational Therapy, Physiotherapy etc.

Specified individual support:

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the SENCO as needing a particularly high level of individual or small group teaching. Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for pupils with a hearing or visual need).
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with SEND support. After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write a draft EHC Plan. If this is not the case, they will ask the school to continue with the support as SEND Support. The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.

3. Working in partnership with parents/carers and home learning

At Kings Worthy we value the importance of working in partnership with parents/carers. The home learning set by class teachers is an integral part of a pupils' learning and can contribute directly to how well a child makes progress. The school expects parents to engage with their child's home learning, so that children can see the high value their parents place on working as part of a home-school partnership. This provides essential support for pupils and teachers and means no opportunity is lost for supporting every pupil's learning.

4. Who will explain provision to me?

- Information about the provision in class can be discussed with the class teacher. There is an autumn and spring term opportunity for this through an appointment system at parents'

evening, but teachers will meet with parents/carers at any point in the school year to discuss pupils' progress.

- In the case of highly individualised interventions, the SENCO will liaise with parents/carers where appropriate, explaining the aims of the intervention. Phone-calls, meetings or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required. If an outside agency is involved, review meetings may be arranged and are attended by the outside professional, parents/carers, class staff and the SENCO. Occasionally these may be multi-agency meetings to ensure a holistic and joined up approach to a child's provision.

5. How are the school governors involved and what are their responsibilities?

- The SENCO reports to the governors regularly to inform them about the progress of children with SEND; these reports do not refer to individual children and confidentiality is maintained at all times.
- One of the governors is responsible for SEND and meets regularly with the SENCO. This 'SEN link governor' also reports to the Full Governing Body, to keep all governors informed.
- The SEND governor makes sure that the governors give the right level of support to children with SEND.
- The SEND governor also regularly visits the classrooms, the playground and the lunch hall to monitor the well-being and progress of the children with SEND.

6. How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

Class teachers are responsible for planning lessons that are accessible to and differentiated for every pupil. In all curriculum areas pupils are taught in mixed attainment groups. They may be grouped by levels of attainment for specific activities. All pupils are entitled to participate in all areas of the curriculum and it is the class teacher's role to differentiate resources and activities to ensure the pupil can access the learning. The school make reasonable adjustments both at a curriculum and environmental level to meet the range of special educational needs of the children. This can mean teachers plan:

- Visual, auditory or kinaesthetic activities
- Small group or 1-1 learning with a teacher/ LSA/volunteer
- Pre-teaching content or vocabulary
- Over-learning topics
- alternative activities for home learning
- specially targeted texts and resources appropriate for pupils' reading ages
- additional and/ or specialised apparatus or materials
- To adapt and adjust resources and materials to make them accessible for pupils with specific learning difficulties
- For children on the SEN register Individual Education Plans (IEPs) will be written and reviewed on a termly basis. Adaptations, interventions and differentiation all inform targets

written for an individual pupil. When a child undertakes school based internal or public examinations then access arrangements might be formally agreed upon.

7. How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

We have an open door policy where parents/carers are welcome at any time to make an appointment to meet either the class teacher or the SENCO, and discuss how their child is achieving. Parents/carers can contact class teachers, the SENCO directly, by writing a note in their child's planner, or through the school office: admin@kingsworthy.hants.sch.uk or 01962 881410

Planned arrangements for communicating between school and home include:

- HOME/SCHOOL link book for situations where more regular communication is required.
- In addition to the normal reporting arrangements class teachers and SENCO might meet more regularly with parents to discuss the child's progress and needs. This partnership will develop over time and mean that families feel enabled to support their child's learning outside of the school environment.
- When year groups hold a parent sharing event at the end of a topic and parents are invited into school and pupils share their learning through various media.
- The school holds a parents' evening with appointments in the autumn and spring term, when the class teachers are available to meet parents/carers and discuss progress and learning. The SENCO will arrange a separate meeting with parents/carers, the child and their class teacher twice a year to discuss the child's IEP and targets, support they receive and to listen to the child's views. In the summer term there is a more informal Open Evening where parents are invited with their child to browse through the pupils work. The teacher is available throughout this evening. Many pupils and parents also take this opportunity to pop in and say hello to their next year's class teacher at this event.
- Each child receives an end of year report in July, which includes a progress check (current attainment) and class teacher and head teacher comments.
- If your child has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCO and attended by the child, parents/carers, teachers and outside agencies involved in the pupil's education.

8. How does the school know how well my child is doing?

Teachers, as part of their professional standards, monitor and review all pupils' progress throughout the year. The whole school system at Kings Worthy includes:

- Data collection from all teachers, showing the current level of attainment of all the pupils they teach. The data is discussed by the senior leadership team, teachers and the SENCO formally at Pupil Progress meetings held for each class where staff can track the progress of children across the school year and intervene if pupils experience difficulties. This data is used by teachers to inform planning and set next steps for individual learning.

- In-class additional support is reviewed at individual class level and year group team meetings. LSAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Teachers are observed by the senior leadership team and line managers as part of the school Performance Management process. The deployment of additional adults in the classroom and the progress of pupils with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The Head Teacher is responsible for assessment and tracks the school's progress against national standards. This provides guidance for teachers when planning the curriculum and additional support for identified pupils.

9. What support will there be for my child's overall well being? What is the pastoral, medical and social support available in the school?

At Kings Worthy all adults within the school community are responsible for the welfare of all our pupils. We foster a positive ethos where everyone understands the importance of a positive approach to all behaviour in a nurturing environment. This includes:

- Mutual trust and respect between all adults and children
- Personal, Social, Health Education (PSHE) curriculum in class
- Teacher led Circle Times to discuss emotions, worries, feelings
- Class teachers adapting approaches within class to support a child's needs which may include 1:1 discussions with the child
- Peer support through buddy system
- Access to a quieter environment
- Extra communication with Parents/ Carers through times of increased need for the child
- Emotional support from assistants – FEIPS counselling or ELSA.

All staff are trained annually in safeguarding young people, this includes Child Protection, safe use of Internet/ ICT and Health and Safety. All staff understands the need for confidentiality and the systems in place for reporting disclosures. All school trips are managed through County devised Risk Assessment procedures.

The school follows safer recruitment procedures when employing new staff. All staff and regular visiting volunteers are screened through the National Disclosure and Barring Service (DBS) check. At Kings Worthy the Designated Safeguarding Leads (DSL) are the Head teacher, Deputy Head teacher, SENCO, KS2 leader and KS1 Leader.

The Deputy Head Teacher is the Designated Teacher For Children in Care (DT CiC) and attends appropriate county led training and regular support groups.

Personal Evacuation Plans are written for any child with complex needs in case of an emergency e.g.) Fire.

In a medical emergency, one of the trained first aiders will attend urgently, or may call for an ambulance if the child requires hospitalisation. All staff are trained annually on administering Epi-Pens for anaphylactic shock, and pupils who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

10. How does the school manage the administration of medicines?

Medicines for pupils are managed by the Admin Team, in the Office. If a child requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in to the Office by a parent/carer
- The parent/carer must sign a Medicine Consent Form (collected from, and returned to the office). The pupil's name and date of birth are recorded alongside the date, time, name of medicine, and dosage
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the office
- To take their medicine, the pupil must go the Office, where the dose will be administered by the Admin staff
- Each time the medicine is administered, the time, date and dosage is recorded.
- Pupils with more complex medical needs such as diabetes have an individual Care Plan which is written in consultation with the child's parents, a medical representative, the SENCO and all staff involved in the daily support of the pupil. Copies of the care plan are distributed to all involved and a copy is kept in the Medical Room. The care plan is updated termly or more often if appropriate. Staff receive medical instruction from a qualified health professional as appropriate. This training is updated as necessary as the child moves up through the school.
- Individual Health Plans are written by the School Business Manager and monitored by the SENCO and Deputy Head Teacher.

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

At Kings Worthy we understand that all behaviour is communication and therefore the first thing that we would investigate would be what the child is communicating. The school also understands and respects its duties under the Equality Act (2010) in relation to such children, in particular the obligation to make reasonable adjustments to policies and practices. Consequently, the SENCO will be involved in decision-making where appropriate and support from relevant agencies will be sought wherever necessary. The school uses a positive behaviour management system, including a house point system, outlined in our Behaviour Policy, which can be found on the school website.

For pupils who need extra support with their behaviour one or more of the following strategies may be used;

- Enhanced communication with home
- Individualised reward system
- Extra responsibilities given to increase a child's self-esteem and sense of achievement

Once all in house school strategies have been put in place if it was felt that the pupil required further support then a referral would be made, with parental consent, to the Primary Behaviour Service (PBS), Child and Adolescent Mental Health Service (CAMHS) or Hampshire Educational Psychology Service (HEPS).

At Kings Worthy attendance is monitored by the Head teacher and SENCo. They help parents/carers manage their child's attendance at school and can support with signposting outside agencies who may offer further support.

12. How will my child be able to contribute their views?

Pupil's views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking pupil views:

- All pupils have daily opportunities for pupil voice within their classes through PHSE, Circle times, discussions with peers and adults.
- The school has an active student council, where pupils are elected each year to represent their class peers. The student council consults on whole school plans, leads on charity activities at school and is able to express pupils' views to senior leaders throughout the school year.
- There are pupil questionnaire where we actively seek the viewpoints of children on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to contribute to the whole school improvement plan.
- If your child has an IEP, EHCP or Statement of SEND, their views will be sought before any review meetings. Children with an EHCP are actively encouraged to attend their annual reviews.

13. What specialist services and expertise are available at or accessed by the school?

The SENCO liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists, diabetes nurse, drama therapist and physiotherapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Hampshire Educational Psychology Service
- Specialist outreach support from Shepherds Down Special School and Lanterns Children's Centre
- The Primary Behaviour Service
- Winchester and District Young Carers
- Hampshire Inspectorate and Advisory Service : Specialist Teacher Advisors – hearing impairment, physical disabilities, communication and language, SEND team, ICT.

14. What SEND training have the staff had or are currently having?

SEND training is an on-going rolling programme of professional development throughout the school year for all our staff. This is led by the profile of needs for the current pupils with SEND at the school. It can change over time and the training for staff reflects this.

- LSAs have training in planning, delivering and assessing intervention programmes.
- All staff are trained each year on the needs of new pupils joining their class– this can include training from specialist agencies or consultants, as well as from the SENCO or other staff with relevant expertise.
- Different members of staff have received training relating to specific areas of SEND. These have included:
 - How to support pupils on the autistic spectrum
 - How to support children with a hearing impairment
 - How to deliver social skills groups
 - How to support children with speech and language difficulties
 - How to support children with dyslexia
 - How to support children with fine and gross motor and coordination difficultiesAmy Weatherup (SENCo) has attended regular training sessions to keep her up to date with new ideas and developments in the world of SEND.
- SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of the pupils.
- The school works closely with other local schools, especially our pre-school and feeder secondary school, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.
- The SENCO meets regularly with teachers and LSAs, and with the Head teacher, reviews and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our pupils.

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

All pupils are entitled to be included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities will be provided in school.

16. How accessible is the school environment?

- Kings Worthy Primary School is a single site school built on one level.
- The school has sloping ramps at specific entrances and two accessible parking bays.

- A fully equipped accessible WC is available and there is an adaptable toilet available in the Foundation Stage toilets.
- A rail has been positioned to support pupils' access up the few steps to the hall from the entrance hall. (The hall can be accessed avoiding the steps and using a ramped entrance from two sides.)
- Where possible the school will adapt the environment to meet any specific needs of a child.
- We liaise with HEMTAS (Hampshire Ethnic Minority and Traveller Advisory Service) who assist us in supporting families with English as an additional language or with a Traveller background.
- Please see accessibility plan on the school website.

17. How will the school prepare and support my child when joining the school and transferring to a new school?

Our goal is to ensure all pupils feel that they are an important part of Kings Worthy Primary School as learning is most effective when children feel they belong and are comfortable in their school environment.

Preschool to Early Years Foundation Stage (Year R)

- In the summer term EYFS liaise with, and visit our main feeder pre-schools to meet pupils transferring to Kings Worthy. If a pupil has SEND a transition meeting is called by the preschool where parents are invited to attend and information is shared with the receiving class teacher and SENCO.
- Parents/carers are invited to an induction meeting in the summer term, to learn about the early year's curriculum and routine, to meet key members of staff and to receive information about the general organisation of the school.
- All pupils are invited to a number of prearranged school visits in the summer term to their new classrooms, some with their preschools, some with parents, and where possible, to be with their new class staff.
- Pupils receive a booklet before the summer break with photographs and information about their key adults and class information.
- EYFS staff carry out home visits in the first week of term in September. The SENCO will attend when possible if a pupil is known to have SEND.

Key Stage 2-3 (year 6 to year 7)

- All year 5 pupils are invited to attend a "Taster Day" in the summer term at our designated feeder school, The Henry Beaufort Secondary School.
- Through the school's 'Primary Cluster', careful transition is planned and arranged. The Year 6 teachers, LSAs and SENCO work closely with the secondary school to organise activities, visits and experience of secondary life for those pupils who are especially vulnerable at transition.
- All pupils in year 6 who have accepted a place at Henry Beaufort for year 7 are invited to two intake days in June. These days provide a taste of secondary school life, involve experience

of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates.

- Parents/carers are invited to an 'Intake Evening' at the end of the two intake days, to learn about the activities their children have undertaken, to meet key members of the pastoral team and to receive information about the organisation of the school.
- The Learning-Coordinator visits feeder primary schools to meet students, gather information from year 6 teachers and support staff and to offer informal 'question and answer' sessions for parents/carers.
- Kings Worthy staff will provide your child's secondary school with information about all their needs, strengths and background before the end of year 6.
- Every SEND pupil's school file is passed on to the Learning Co-ordinator at the receiving secondary school by the start of Year 7.

Joining mid-year

- A 'buddy' is chosen to support the new pupil for the first few days of being at Kings Worthy. The buddy will sit with the new pupil in class, introduces them to other pupils and answer any questions they may have.
- Contact is always made with the previous school to ensure the transfer of information and the child's school file.

Moving to another school

- Contact is always made with the new school to ensure the transfer of information and the child's school file. Where possible a transition meeting will be held.

18. How are the school's resources allocated and matched to children's needs?

We ensure that all pupils with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support. Once needs have been assessed, resources are allocated and then this level of provision is regularly reviewed to ensure that support continues to be closely tailored to the child's needs at their current level of development as their needs change and evolve.

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

Provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different children require different levels of support in order to achieve age related expectations. The senior leadership team consults with the SENCO, class teachers and support staff, and where possible, the child themselves, to discuss their needs and what support would be appropriate. There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning.

20. How do we know if it has had an impact?

- We will see evidence that the child is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- The pupil achieves or exceeding their expected rate of progress

- Verbal feedback from the teacher, parent and pupil Formal or informal observations of the child at school interventions are regularly reviewed and monitored to ensure best fit for every child. If an intervention is deemed unsuccessful then an alternative will be put in place.
- Pupils may move off of the SEND register when it is reviewed twice a year and they have 'caught up' or made sufficient progress.

21. Formal or informal observations of the child at school interventions are regularly reviewed and monitored to ensure best fit for every child. If an intervention is deemed unsuccessful then an alternative will be put in place. Pupils may move off of the SEND register when it is reviewed twice a year and they have 'caught up' or made sufficient progress.

22. Who can I contact for further information?

- A parent/carer's first point of contact should be the child's class teacher to share information and/or concerns
- Parents/carers can also arrange to meet the SENCO

Further information may be found at:

- Parent Partnership (independent, free advice for parents of children with SEND): <http://www3.hants.gov.uk/parentpartnership>
- Our school SEN policy located on school website at: <http://www.kingsworthy.hants.sch.uk>
- County SEN Team: <http://www3.hants.gov.uk/sen-home>
- The National Autistic Society Hampshire Branch: <http://www.shantsnas.org.uk/>
- Hampshire Dyslexia: <http://hantsda.org.uk/>
- Parent Voice: <http://www3.hants.gov.uk/parentvoice>
- Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area: <http://www3.hants.gov.uk/gatewaycard>
- Hampshire Inspectorate and Advisory Service Communication and Language team: <http://www3.hants.gov.uk/childrens-services/specialneeds/teacher-advisers/communication-and-language.htm>
- Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff: <http://www3.hants.gov.uk/servicesforschools/education-psychology.htm>
- Speech and Language Therapy service: [http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-and-language-therapy-\(paediatric\).aspx](http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-and-language-therapy-(paediatric).aspx)
- Hampshire Ethnic Minority and Travellers Advisory Service: <http://www3.hants.gov.uk/education/emtas.htm>
- School nurse team: <http://www.hampshirehospitals.nhs.uk/schoolnursing>
- Winchester Young Carers: <http://wycp.org.uk/>
- Friends of the Family, offering voluntary support for families who need help: <http://www.friendsofthefamilywinchester.org.uk/>
- Police Community Support Officers: <http://www.wdsp.co.uk/communitysafety/anti-social-behaviour/community-safety-patrolling-officers/police-community-support-officers/>
- Winston's Wish, a national charity supporting families that have been bereaved: <http://www.winstonswish.org.uk/>
- Simon Says, a local charity supporting families that have been bereaved: <http://www.simonsays.org.uk/>
- SONUS, Hampshire Deaf Association: <http://www.sonus.org.uk/>

- NDCS, National Deaf Children’s Society: <http://www.ndcs.org.uk/>
- CAMHS, Child and Adolescent Mental Health Service: <http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm>
- Paediatricians: [http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/c/child-health-services-\(paediatrics\)/royal-hampshire-county-hospital-child-health-services.aspx](http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/c/child-health-services-(paediatrics)/royal-hampshire-county-hospital-child-health-services.aspx)
- Occupational Therapists: <http://www3.hants.gov.uk/adult-services/aboutas/structure/ot/ot-direct.htm>
- Physiotherapists: <http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/o/occupational-therapy/winchester-and-eastleigh-therapy-services.aspx>

23. Who should I contact if I am considering whether my child should join the school?

- Please contact the school admin office to arrange to meet a member of the Senior Leadership Team: admin@kingsworthy.hants.sch.uk or 01962 881410
- Use the following link for guidance from Hampshire regarding school admissions [Hampshire School Admissions - www.hants.gov.uk/admissions](http://www.hants.gov.uk/admissions)

The information in this School SEN Information Report was put together following consultation with parent/carers, children, staff and Governors of Kings Worthy Primary School.

Priorities:**High** – urgent work is required to remove or overcome a physical or sensory barrier.

Medium – feasibility needed to assess work required, e.g.; may be planned and carried out when next redecorating or refurbishing

Low – does not meet current standards but is useable, improvements to be carried out as and when funding allows