



SEN Information Report

V3 June 18

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.

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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 SEN and meets with the SENCO. This 'SEN link governor' also reports to the Full Governing Body, to keep all governors informed.

7. 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.

8. 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:

- Every pupil has a school planner/handbook, which travels between home and school every day so that comments from parents/carers and teachers can be shared and responded to as needed.
- HOME/SCHOOL 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 and the SENCO are available to meet parents/carers and discuss progress and learning. 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 parents/carers, teachers and outside agencies involved in the pupil's education.

9. 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 the case of intervention programmes, progress is reviewed every half term, which might include formal testing or screening. These programmes are reviewed by the SENCO and LSAs, who use the information to plan and design the next half term's intervention programme.
- 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.

10. 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
- Pupils identified as having further needs will receive a bespoke approach which may include:
- Class teachers adapting approaches within class to support a child's needs which may include 1:1 discussions with the child
- Small group social interventions such as 'Time To Talk'
- 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 who have been in 'Active listening'.

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, Early Years Leader and KS1 Leader.

The 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.

If a pupil is unwell during the school day, the class teacher will send them to the office. If the child is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The first-aider trained office staff will decide if the child is well enough to stay at school or not.

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.

11. 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 Staff Room
- 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.

12. 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 uses a positive behaviour management system, including a house point system, outlined in our Behaviour Policy which can be found on the school website.

Each class has its own Code of Conduct written at the beginning of each school year by the children. 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.

13. 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 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.

14. 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, Rise and Shine Children's Centre adjoining the school
- 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.

15. 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. Some individual LSAs have specialist training in Speech and Language Therapy.
- 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.
- 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 receiving 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.

16. 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.

17. 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 appendix 1

18. 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 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.

19. 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.

20. 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.

21. 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.

22. Pupils may move off of the SEND register when it is reviewed twice a year and they have 'caught up' or made sufficient progress.

23. How are parents involved in the school ? How Can I get involved ?

There are many ways for Parents/Carers to become involved in life at Kings Worthy Primary School, this includes:

- Becoming a member of our thriving parents association the Kings Worthy PTFA. They may be contacted by email at kingsworthyschoolptfa@gmail.com or through the school office.
- Attending events in school such as parent sharing and parent curriculum meetings e.g. phonics.
- Supporting the Walking Bus.
- Becoming one of our extremely valued Volunteers (subject to DBS check). Please contact the school office to become a volunteer.

24. 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>

25. 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.

Schools Self audit form

To be completed in conjunction with your accessibility plan.

School name: Kings Worthy Primary School

Date: 9 / 1 / 2018

Completed by: Chris Carr

DfES number: 2120

The information that you collect in the self audit form can be used as part of your accessibility plan. Whenever physical alterations, decoration or refurbishment is carried out at the school, these should be recorded in your accessibility plan.

Your accessibility plan should be updated at least every three years or whenever improvements are made.

We recommend you save a copy for your records.

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

Part A: External Access Routes to Buildings - this section relates to how pedestrian users access and move around the school site

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>A1. What information do you provide for finding the school site and about facilities available for disabled people? Does your school brochure or web site include a map? Information for disabled visitors such as accessible parking? Accessible entrance? Accessible toilet? Induction loop?</p>	<p><i>Reception</i></p>	<p><i>There is currently very limited information regarding site accessibility, some can be found on the school's website and some in the school's health and safety leaflets for visitors that are located in the main reception area.</i></p> <p><i>The school now has a transport plan in place that identifies all access routes onto the school site along with parking facilities available. This includes a basic map of the school site and an action plan of suggested improvements. Due to the current uncertainty of the former Grove site the school is currently exploring options to improve its access and parking arrangements over the longer term however a permanent solution is unlikely to be finalised until the Grove site has been re-developed.</i></p> <p><i>Accessible parking spaces are made available with prior arrangement to the school and there are accessible entrances to both the primary and pre-school although this information could be made clearer.</i></p>	<p>High</p>
<p>A2. Within the school site, are routes to the main entrance clearly signed? Signs should be consistent, clear and located where all can read them.</p>	<p><i>Front of school</i></p>	<p><i>Routes are signed but are unclear and could be improved, again worth investing and improving upon completion of the former Grove site.</i></p> <p><i>The main school entrance sign was improved in 2017.</i></p>	<p>High</p>
<p>A3. Are pedestrian routes to the main entrance safe and level, free from steep slopes, steps and barriers? Consider where paths need to cross roads. Are crossing points and dropped kerbs easily identifiable and clearly marked?</p>	<p><i>Front of school</i></p>	<p><i>Pedestrian routes to the main entrance are level with no slopes although the surface is not very smooth. There is the potential for a crossover of pedestrians and vehicular traffic at the front of the school.</i></p> <p><i>Potentially hazardous kerbings and nosings of steps have been clearly identified where considered necessary.</i></p>	<p>High</p>
<p>A4. Are paths on route to the main entrance clear of obstructions and at least 1500mm wide?</p>	<p><i>Front of school</i></p>	<p>Yes</p>	<p>Low</p>

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

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<p>A5. Are paths in good condition and free from loose materials, puddles and potholes?</p>	<p><i>Front of school</i></p>	<p><i>Paths are in a reasonable condition but suffer from occasional pooling in the event of persistent rain.</i></p>	<p>Low</p>
<p>A6. Is there adequate lighting within the car park and on pedestrian routes to the entrance?</p>	<p><i>Front of school</i></p>	<p><i>Lighting is adequate within the new staff car park and although available in the older staff car park it could do with improving.</i></p> <p><i>Lighting around the school drive is sufficient.</i></p>	<p>Med</p>
<p>A7. If the distance to the main entrance is greater than 50m are seating or rest points provided?</p>	<p><i>Front of school</i></p>	<p>No</p>	<p>Low</p>
<p>A8. External steps and ramps around the site. Do they have handrails to both sides? Are step nosings highlighted? Does the ramp surface contrast visually with the level landings? Is the ramp at least 1500mm wide?</p>	<p><i>Front and side access route through the school</i></p>	<p><i>There are some slopes to the side of the school although not significantly steep nor highlighted. External steps up to the hall, to the side of class 6 and leading down to the bike racks have hand rails on one side only and although sufficiently illuminated the nosings could do with painting / highlighting.</i></p> <p><i>Slopes and steps within the school site can be avoided by taking an alternative route and all areas of the school site are wheelchair accessible. All sloped areas of ground are at least 1500mm wide with the exception of the ramp leading up to the beech tree area. None are visually contrasting.</i></p>	<p>Med</p>

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Part B: Parking – this section relates to vehicle access to the school site, parking for disabled people visiting the school, the additional space required for parking bays, number of bays required and proximity to the entrance

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>B1. What arrangements are in place for disabled drivers/visitors to park?</p>	<p>Staff car parks</p>	<p><i>The school has 2 accessible parking spaces available, one in each staff car park. In addition to this the school allows extra parking spaces for blue badge holders, heavily expectant mothers or parents and children with temporary ailments that make mobility difficult, these are located at the exit of the school's driveway. This is a temporary measure until a more permanent solution can be put in place, again upon the completion of the Grove development. These spaces are allocated with prior arrangement, and at the discretion of the school.</i></p>	<p>Med</p>
<p>B2. If there are designated parking bays or drop off points for disabled drivers/visitors, how close are they to the main entrance?</p>	<p>Staff car parks</p>	<p><i>Both allocated spaces are within 30 meters of the main entrance. The additional spaces are within 40 to 50 meters.</i></p>	<p>Low</p>
<p>B3. Are designated accessible parking bays clearly marked with clear signage?</p>	<p>Staff car parks</p>	<p><i>One is clearly marked, the other is not marked, there is no clear signage. Permanent allocation and marking of spaces should be carried out upon completion of the Grove development.</i></p>	<p>Med</p>
<p>B4. Are your gates locked or closed during the day? Do you have a car park barrier?</p> <p>If yes can you provide signage with school telephone so that visitors can call for assistance. Is this information on your website?</p>	<p>Staff car parks</p>	<p><i>The car parks are accessible throughout the day although closed at busy drop off and pick up times. There is no barrier, the access gates are closed but remain manned to allow for access as necessary.</i></p> <p><i>During these closure periods additional parking spaces, support with access and assistance can always be provided on prior arrangement with the school office and as stated on the school's website.</i></p>	<p>Med</p>

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Part C: Entrance and Entrance Doors – this section relates to level changes leading to the main entrance, entrance doors and lobby areas

Question	Location	Comments/notes/actions	Priority (H,M,L)
C1. Is the main entrance level, i.e. step free or with a 1:20 gradient or shallower?	<i>Front of school</i>	Yes.	Low
C2. If there are any existing ramps or steps leading up to the entrance, can they be improved? e.g. handrails to both sides, step nosings, colour contrast, lighting.	<i>Front of school</i>	N/A	
C3. If steps are the only way to access the main entrance, is there an alternative step free entrance? This is the least ideal situation. Any alternative entrance should offer a dignified experience, and should be clearly signed and managed.	<i>Front of school</i>	N/A	
C4. Is the main entrance easily identifiable against remaining building(s) by day and night? Is the entrance obvious, well lit and clearly signed?	<i>Front of school</i>	Yes, the addition of new signage in 2017 has significantly improved the buildings identification.	High
C5. If there is a security control system or request assistance call button? Is it accessible from both a standing and seated position? Is it accessible to hard of hearing visitors and people who cannot speak?	<i>Front of school</i>	There is a security control system in place that is accessible at the main entrances to the both the primary school and the pre-school.	Low

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Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>C6. How easy are your entrance doors to use? For manual doors, consider the door weight and type of handle and height of the door handle. If door weight exceeds 20 newtons can it be powered?</p>	<p><i>Entrance doors</i></p>	<p><i>The primary school's main entrance door is easy to operate manually and assistance can be provided as necessary, it has no power assisted facility in place.</i></p> <p><i>Key Stage 2 entrance doors are big and heavy, they are not easily accessible and could be adapted to be power assisted. Improvements have been discussed but considered too costly and potentially problematic.</i></p> <p><i>The pre-school main entrance door is power assisted.</i></p>	<p><i>Low</i></p> <p><i>High</i></p> <p><i>Low</i></p>
<p>C7. If you have a lobby, is it accessible? Lobbies can present problems for people with reduced mobility or wheelchair users. Consider the accessibility of internal security arrangements and intercoms etc. If carpet or barrier matting is fitted, does it allow easy use by wheelchairs?</p>	<p><i>Reception entrances</i></p>	<p><i>Both facilities entrance lobbies are relatively easily accessed.</i></p>	<p><i>Low</i></p>

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Part D: Reception area and counters – this section relates to reception areas, waiting areas and reception desks and counters			
Question	Location	Comments/notes/actions	Priority (H,M,L)
D1. Does the reception area provide good lighting that doesn't cast shadows or glare?	Reception entrance areas	<i>Yes, good lighting in all facilities.</i>	Low
D2. If there is seating provided is it accessible to everyone? Chairs should have arm rests for ease of use for mobility impaired visitors with a seat height of around 450mm, colour contrast between the edge of the seat and the floor is also important.	Reception entrance areas	<i>Colour contrasting seating is available in all facilities' reception areas.</i>	Low
D3. Are the routes through reception clear of hazards and obstacles that could be difficult for people with a visual or mobility impairment?	Reception entrance areas	<i>Generally yes, although improvements could be made to reduce the amount of clutter within the entrance and lobby to the pre-school.</i>	Low
D4. If there is a reception counter is it accessible to standing and seated people?	Reception entrance areas	Yes	Low
D5. What reasonable adjustments do you make for parents and visitors who may have a range of communication needs? For example, do you provide information in large print, alternative languages, or do you have an induction loop?	Reception entrance areas	<i>There is no induction loop available in the primary school. Assistance can be sought when faced with communication barriers although limited information is available.</i>	Low

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Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>When moving from the reception area to other areas on the this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence</p>			
<p>E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted?</p>	<p>Main school building</p>	<p><i>In the main school building there are no fixed obstructions that cannot be removed and corridors are at least 1500mm wide across all distances</i></p>	<p>Low</p>
	<p>KS2 Building</p>	<p><i>The carpeted surface of the ramp that forms the KS2 buildings main corridor is visually contrasting. There are no fixed obstructions that cannot be removed and corridors are at least 1500mm wide across all distances.</i></p>	<p>Low</p>
	<p>Pre school</p>	<p><i>The pre-school main entrance forms a circulation area. There are no fixed obstructions that cannot be removed and there are no corridors. However, this area is often cluttered and could be improved.</i></p>	<p>Low</p>
<p>E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?</p>	<p>Main school building</p>	<p><i>In the main school building there are no level changes and all floor finishes are maintained in a good condition</i></p>	<p>Low</p>
	<p>KS2 Building</p>	<p><i>The surface of the ramp that forms the KS2 buildings main corridor is visually contrasting.</i></p>	<p>Low</p>
	<p>Pre school</p>	<p><i>Floor finishes are slip resistant and in a good condition with no level changes.</i></p>	<p>Low</p>

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<p>E3. Could signage be improved to make it easier for new pupils and visitors to find their way around the school?</p> <p><i>This question is more relevant to larger sites such as secondary schools.</i></p>	<p>Main school building</p> <p>KS2 Building</p> <p>Pre school</p>	<p><i>Not really considered necessary due to the size and layout of the school site.</i></p>	
<p>E4. Can colour contrast be improved? e.g. Are doors and other critical features such as handrails, handles visible against the background?</p> <p><i>Refer to “How to……?” in Quick guide.</i></p>	<p>Main school building</p> <p>KS2 Building</p> <p>Pre school</p>	<p><i>Consideration has been given to interior colour contrasts across all 3 facilities within the last 8 years at the time of their design and construction.</i></p>	

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Question	Location	Comments/notes/actions	Priority (H,M,L)
E6. Are all general classrooms and teaching spaces accessible?	<i>Within all school buildings</i>	<i>Yes, all classrooms are on one level with only 3 internal steps leading up to the hall from the main reception area which can easily be avoided with an alternative level access route available. All classroom internal and external doors are considered wheelchair accessible.</i>	<i>Low</i>
E7. If you have specialist curriculum or staff areas, are they accessible to everyone? Consider if any specialist equipment e.g. a height adjustable cooker hob, could be incorporated for pupils with a disability when the space is next refurbished or decorated	<i>Within all school buildings</i>	<i>Yes, although wheelchair users may be unable to safely use the hob in the food tech room. All other staffing and specialist curriculum areas are considered to be accessible.</i>	<i>Low</i>
E8. What activities take place in your Assembly Hall that might impact disabled visitors/pupils?	<i>Within all school buildings</i>	<i>The use of some PE and gym equipment, accessing the stage and partaking in dance classes</i>	<i>Low</i>
E9. Are there stairs within the building? Are they used to access teaching spaces? Are there alternative ways to access these spaces?	<i>Within all school buildings</i>	<i>There is a flight of 3 internal steps that lead up to the school hall, an alternative route on flat level ground is available.</i> <i>There is also a flight of 4 external steps leading up to the external door from class 6. Alternatively this can also be easily accessed on flat level ground.</i>	<i>Low</i>
E10. If there is a passenger lift, does it meet the guidance given in factsheet E? The minimum car size is 1100mm x 1400mm.	<i>Within all school buildings</i>	<i>N/A</i>	

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Part F: Toilets – this section covers standard and wheelchair accessible toilet, shower/changing facilities

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>F1. Is there a dedicated accessible unisex toilet suitable for a wheelchair user? Refer to quick guide for minimum dimensions. If there is no accessible toilet, identify a suitable location for future development.</p>	Main school building	<i>Yes, located off of the schools main corridor.</i>	Low
	Pre school	<i>Yes, located within the Pre school reception area. This is a general unisex toilet constructed to include accessible facilities.</i>	Low
<p>F2. Within the standard toilet accommodation, are there toilets suitable for people with ambulant /sensory disabilities? This section relates to all standard toilets, used by pupils staff and visitors. An Ambulant cubicle has an outward opening door with handrails if required.</p>	Main school building	Yes, within the children's toilet cubicles throughout the primary school. Also available in various staff and adult toilets.	Low
	Pre school	Yes, one dedicated child's cubicle within the pre-school	Low
<p>F3. If you have shower and changing facilities, are they accessible to everyone? This applies mainly to larger schools or secondary schools.</p>		N/A	
<p>F4. Is there a dedicated/separate wheelchair accessible shower and changing area? This may be contained within a wheelchair accessible toilet area or hygiene room. This applies mainly to larger schools or secondary schools.</p>		N/A	

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Part G: Fire Evacuation - Means of escape for disabled people

Question	Location	Comments/notes/actions	Priority (H,M,L)
G1. Do exit routes and final exits doors provide an unobstructed and level exit outside for wheelchair users?	<i>Within all school buildings</i>	Yes	Low
G2. If there are designated Refuge areas, do they allow circulation space, and means of communication with Fire Management Personnel? This question is only relevant to multi storey sites	<i>Within all school buildings</i>	N/A	
G3. Are evacuation chairs or stair-climbers available to use in case of emergency, and is ongoing training in place? This question is only relevant to multi storey sites	<i>Within all school buildings</i>	N/A	
G4. Does your Fire Management Procedure include a strategy for assisting disabled visitors/pupils to evacuate? Refer to quick guide for personal evacuation forms (PEEPS).	<i>Within all school buildings</i>	Yes	Low
G5. Does the school have any visual alarm beacons to alert people with a hearing impairment to the fire alarm? This is especially important in areas where they could be alone and not see that an evacuation is taking place. (e.g. toilet areas)	<i>Within all school buildings</i>	Yes, flashing beacons are installed within all toilet areas and some corridors in the main primary school buildings and also within the pre school.	Low

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