



SEND Information Report 2021 - Kildwick CE Primary School

Name of the Special Educational Needs/Disabilities Coordinator:

Miss Donna Akrigg

Contact details:

admin@kildwick.n-yorks.sch.uk

*Alternatively, an appointment to see Miss Akrigg can be made via the school office and via telephone
on 01535 633682*



1 - A great introduction to the SEND system, very relevant even though it is based on the provision of another local authority we all have to follow the SEN Code of Practice 2014 and the graduated response.

The kinds of SEND we provided for.

Kildwick C of E Primary School is a mainstream school with an inclusive ethos.

At Kildwick CE School we aim to create a secure, stimulating and happy learning environment where all pupils' needs are met and challenged regardless of gender, ethnicity, ability or background. We want all our pupils to achieve their best and have a successful transition onto the next phase of their learning and into adult life.

We want all children at Kildwick school to learn to love, live to love and love to learn.

In order to achieve the very best for our children with Special Educational Needs (SEN), we work hard to ensure that:

- we welcome and include all pupils into our community
- we have strong, supportive links with parents and carers
- we identify Special Educational Needs as early as possible
- we follow an effective *assess - plan - do - review* cycle to monitor and track continuous progress
- liaise closely with specialist SEN professionals who can support both staff and pupils

We can make provision for children with a range of needs, including cognition and learning, communication and interaction, and social, emotional and mental health difficulties. We take the advice of specialist teachers and other professionals to help us further support the children in our care. Any additional provision for pupils in our school is detailed on provision maps which are monitored by the SENCo on a regular basis.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. All classrooms have interactive whiteboards. The school has a range of ICT programmes suitable for pupils with SEN. Touch screen computers are available if necessary. The children are taught using multi-sensory techniques and additional resources are purchased as required.

School also works with other agencies e.g. Occupational Therapy and SALT to support those children who have specific physical needs and/or access requirements, creating individual access/care plans as part of the POP process.

As a result of building work 9 years ago, a disabled entrance was created at the back of school as well as a disabled toilet on the ground floor. A ramp and a handrail were installed outside the former KS2 entrance, now the main school office. The physical layout of the classrooms upstairs makes it currently unsuitable for a child in a wheelchair. Should a pupil be admitted into the school who uses a wheelchair, the LA would need to look at access. Emergency evacuation procedures (PEEPs) are in place to provide 1:1 supervision of disabled students.

HOW WE IDENTIFY SEN

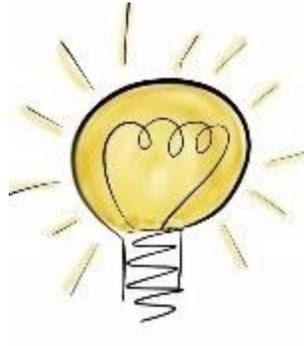
The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. All children are assessed regularly and progress is tracked and monitored. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored.

At Kildwick we have children with a range of SEN. We support these children in many different ways to ensure that they have access to a broad and balanced curriculum. They may have additional needs in one or more areas as set out in the SEN Code of Practice, 2015.



Communication and Interaction

We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 situation or small group settings. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used to support children's Speech and Language development and we work closely with Speech and Language Therapists.



Cognition and Learning

We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaption to the curriculum. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of interventions. The teachers plan a provision map for each of the children, called a POP, in their class that require additional support and this is monitored by the SENDCo.



Social, Emotion and Mental Health Difficulties

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies such as CAMHS (Child & Adolescent Mental Health Service) and the PRU (Pupil referral unit) if necessary.



Sensory or/and Physical Needs

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

At Kildwick, we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met.

Teachers provide adapted learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times. Kildwick provides a very nurturing environment for all children.

How we consult with parents of children with SEND and involve them in their child's education.

We are a child and family centred school, so you will be involved in all decision making about your child's support.

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- *When we assess SEND we discuss it with you to determine whether your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress.*
 - *Parents are invited to a meeting held every 6 weeks with class teachers. In the meeting parents/child's views will be used to support the class teacher in writing and reviewing targets for your child. Class teachers will then write them onto Individual Provision Maps (IPMs).*
 - *Your child will also have a Support Plan which will be updated annually by the SENCo, class teacher, parents and the child. This is used by school and professionals to share information about your child's specific needs.*
 - *We also use homework to repeat and practice activities that are new and present an achievable challenge for the individual pupil.*
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Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents and also with the SENCo. The targets of children who have Pupil Overview of Provisions (POPs) are reviewed termly and teachers are formally asked at these key points of the year to reflect upon the progress of children on the SEN Register and to identify any other children of concern.

If you continue to be concerned that your child is not making progress you may wish to speak to the special educational needs/disabilities co-ordinator (SENDCo).

The school's SEN Governor can also be contacted for support through the school office.

Contact	Date	Evidence
Which professionals are involved with your child	1/1/1	You can help school by making sure they have all the names of the professionals involved in the care of your child and any reports or letters not listed
	1/1/1	Report with recommendations

Aliris Specialist Ltd

2 - This is how we record information about your child in school regarding their SEN needs and support in place.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities and involving them in their education?

At Kildwick we believe that children should play a major part in the target setting process and are involved in planning and evaluating their POPs (Pupil Overview of Provision). Furthermore;

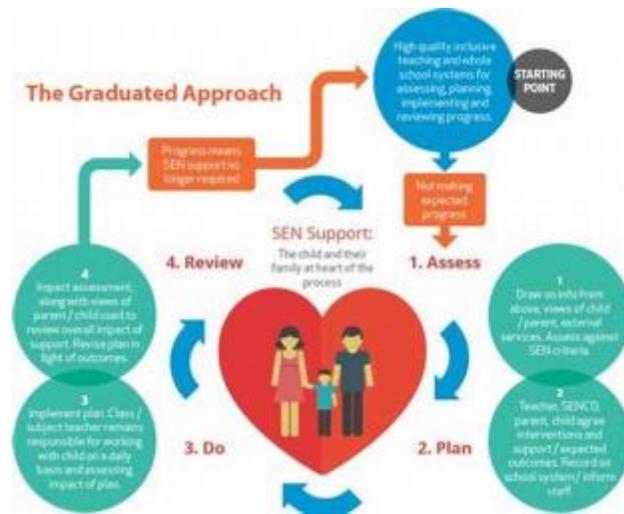
- Teachers will share targets with the children and they will be involved in setting and agreeing their POP targets
- Learning objectives will be discussed daily with the children during work linked to their targets
- Children will be invited to annual reviews
- Children complete questionnaires about their thoughts surrounding the provision in place for them and how they are included in school life. This information is then used to inform future practice within the school, classroom and with the individual child
- Children are also encouraged to write a review of their targets termly as part of the monitoring process of the graduated response. These are recorded on the POP.
- Pupil Interviews are conducted throughout the year by all members of the SLT as well as Subject leaders, with children receiving SEN support and support from an EHCP included in this process.

How does school assess and review children's progress towards outcomes?

- All children are assessed using the EYFS and National Curriculum statements depending on their age. We use Target Tracker software to track attainment and progress.
- We check how well a child understands and makes progress in each lesson through on formative and summative assessments and evaluations. Staff work closely with colleagues and other schools to moderate their judgements. What extra support we bring in to help us meet SEN: Specialist services, external expertise and how we work together collaboratively
- We can access support from specialist teachers to enable children to access the curriculum and meet specific needs (speech, language and communication, hearing impairment, visual impairment, behaviour related needs and severe learning difficulties, autism)
- We get support from other Local Authority services, SEN Specialists, Educational Psychologists, Speech Therapy, School Nurse team, Craven Prevention Team and CAMHS as needed.

- We get support from occupational therapists and physiotherapists for children with specific physical needs.
- We review all provision with the child, parent and any other services involved. We will agree the role and responsibility of everyone involved to support the development of the child, setting targets that will make a difference which will be reviewed half termly with parents. This information is recorded to ensure accountability.
- Our Senior Leadership Team monitor the progress of all children every term at pupil progress meetings and reviews. We discuss what we are doing to make sure they make good progress including those with SEND. Alongside, these meetings senior Leaders report back to Governors on the attainment and progress of all children in school.
- For children with SEND teachers discuss progress with parents every 6 weeks when updating your child's Pupil Overview of Provision (POP). As well as an annual meeting to update your child's Support Plan. Children with an Education, Health and Care Plan (EHCP) will have on going POP reviews as well an Annual Review, which is reported to the Local Authority.

As part of the Code of Practice 2015, we will engage in the four stage graduated approach process: **Assess, Plan, Do and Review.**



Assess - take information from parents or carers, class teachers and their assessments and the child where appropriate.

Plan – identify barriers to learning, intended outcomes and details of support. This information will be recorded on a POP which will be reviewed at least termly.

Do – provide the additional support. The class teacher is responsible for working with the child on a day to day basis which includes overseeing interventions undertaken outside of the classroom. Teachers work closely with the teaching assistant delivering the intervention to discuss progress and to ensure links are made with classroom teaching.

Review - measure the impact of the support provided and consider any changes which may need to be made. All of those involved with the child will contribute to this review which will happen at least termly.

This additional support will be tailored to meet the child's needs and will target the area of difficulty.

These interventions may be within class, with a small group of children with similar needs or on a one to-one basis. The support provided, and its impact, will be monitored closely and shared regularly with child and with their parents or carers.

For a small number of learners, their needs may require access to technology e.g. modified ICT equipment, recording devices or larger print etc.

While the majority of children will have their needs met in this way, some may require an EHC (Education, health & care) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Resources and extra support will be assessed and provided for if required, for individuals based on their needs.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Change can be challenging for all children, particularly children with SEN. Therefore, at Kildwick we have lots of procedures to support the transition of children with SEN as they join our school, move to new classes within the school or transfer to new schools.

Joining our school:

We work closely with preschool settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our Reception teacher visits the children in their preschool setting or at home and the children come into school for an induction period. In order to support children and families of children with SEN, we also offer meetings in the term before the children start school with the SENCo, teacher, parents, and representatives from the preschool setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school.

At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits.

If a child with SEN is part-way through their school career, we will arrange for parents to meet with the SENCo and Headteacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

Moving classes:

We have a structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEN. All children are given the opportunity to spend a morning with their new class teacher. Where necessary, children with SEN make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

Transferring to a new school:

Moving on to secondary school can be an exciting but daunting time for all children so at Kildwick we ensure that the children are well prepared for the transition. We have good links with the local Secondary Schools including special schools within the area.

Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENCo will arrange an extra visit to the secondary school. If a child with SEN is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school.



3 - A great video about how to support your child with their transition to secondary school.

What is the schools approach to teaching and learning for children with SEND?

First and foremost, we believe that the biggest impact on teaching and learning of all pupils is quality teaching in the classroom (Quality First Teaching). Therefore, all teachers are expected to plan appropriately differentiated lessons so that all children can access the curriculum. Examples of differentiation methods include: a differentiated learning objective; use of different resources; planned adult support; extra time to complete a task. Some children may need specific resources to support their learning. These can include a laptop to type rather than hand-writing pieces of work. Please see our whole school provision map.

Those children working well-below the year group expectations will often need a separate programme of study, particularly for English and Maths. Teachers are expected to provide planning for the teaching assistants in delivering such a programme, and to be part of the delivery and assessment on a regular basis.

We are also able to offer children additional interventions in school that focus on the specific needs of your child. Children are identified for interventions through discussions between the SENCo and class teachers alongside school tracking systems. These interventions will complement quality first teaching.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisational aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, sloped desks.

We are building up a bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods)

A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child.

We have a range of ICT programmes for pupils with SEN. There are interactive whiteboards in all classrooms and a set of iPads in Key Stage 2. There are some PCs in every classroom.

Access arrangements for National Curriculum tests are in line with DfES guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

Our inclusive approach to provision means that the majority of pupils have their needs met by adapting planning that is used across the school. To ensure personalised learning takes place, lessons are structured to provide a varying range of activities. (Quality First Teaching).

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- have high expectations of all pupils plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching) adapt the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on POPs through discussions with pupils and with parents.
- Teachers are familiar with the relevant equal opportunities legislation from the Equality Act 2010 covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Support in the classroom
- Focused withdrawal support from the classroom 1:1 tuition
- Attendance at Nurture Group

This support may be provided by Teaching Assistants, Teachers, SENCO or external agencies.

The role of staff supporting children is:

- through 'quality first' teaching - support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence and resilience in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty promote the inclusion of all children in all aspects of life at school.

The school Governors also have a role in ensuring your child is supported where necessary. The Head teacher, Inclusion Manager and SENCo report back to the Governing body regularly in addition to the SENCo meeting with the SEN Governor.

What adaptations are made to the curriculum and the learning environment of children with SEND?

Please see our provision map below for each area of need.

Cognition and Learning		
Universal Offer	Targeted Support	Specialist Provision
<ul style="list-style-type: none"> • QFT • High expectations for all of our pupils • Clear steps within lesson to scaffold and support • Carefully designed teaching sequences to support mastery • Use of a range of resources to support (concrete objects, images, sequencing) • Key word/ phoneme charts in classroom. • A consistent approach to handwriting school handwriting scheme. • Minimal copying from the board • Little Wandle phonics programme is used. • High quality modelling and use of good examples to aid memory and support expectations • English is planned around the use of high, quality texts to develop a real love of reading. • High quality 'on the spot feedback' and corrective teaching to ensure that all children make progress. • On-going teacher assessment for, and of, learning. • Differentiated curriculum planning, activities, delivery and outcome • At least 75% TA in class support • Make learning multisensory, (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc. • Allow plenty of time for recall. Pupils given time or support, before responses are required. Allow time to talk through ideas/concepts and discussion. 	<ul style="list-style-type: none"> • Intervention Team • Lego Therapy • Fresh Start (Phonics KS2) • Additional daily phonic lessons for bottom 20% • Daily reading for bottom 20% • NELI (Nuffield Early Language Intervention) • In class support given by class TA e.g. additional reading/ writing support etc • Tailored interventions given by GTS/ATAs e.g Writing/ reading/ Maths practise • Kanga Maths Intervention 1x weekly • IDL home/school intervention. • Additional comprehension support KS2 • Maths Key Skills / Reasoning/Problem Solving • Dyslexia screening and support 	<ul style="list-style-type: none"> • Opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary (support from TA) • Memory strategies explicitly taught and personalised to the learning task and students learning style. • Agree a discreet signal with a student to indicate when they need help in class e.g. by turning over a coloured card. • Use of writing frames to help organise writing. • Referrals to SEND Hub and /or Inclusion Locality Panels. • Personal Evacuation Plans when needed • Dyslexia friendly classroom inc cream paper use where required.

Communication and Interaction

Universal Offer	Targeted Support	Specialist Provision
<ul style="list-style-type: none"> • QFT • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language. Time to process • Increased visual aids / modelling etc • Structured school and class routines and Communicate periods of change well in advance • Use of visual strategies to aid teaching and learning e.g. visual timetables • PSHE lessons and Collective Worship. • Year 6/EYFS Buddy System • A rich language culture and climate across school • Lessons built around talk and oral rehearsal 	<ul style="list-style-type: none"> • Invention Team • Lego Therapy • Peer support activities e.g. working with peer group to understand their own understanding in order to reduce bullying etc. • Mrs Wilkinson – Pastoral and Welfare role • Speech and Language Intervention for EYFS/Year One • Small group work sessions to develop interaction skills • Transition support 	<ul style="list-style-type: none"> • Speech and Language support (when needed) • Referrals and support from SEND Hub. • Visual organiser • Home school diaries to communicate with parent and carers. • Time out strategies / Calm down space • Opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary • Personal Evacuation Plans when needed

Emotional, Behavioural and Social

Universal Offer	Targeted Support	Specialist Provision
<ul style="list-style-type: none"> • QFT • A culture and climate based on positivity, <u>love</u> and nurture • Praise is specific and named • A staff team who <u>see</u> each child as unique and find their hidden talents • Secure, trusting relationships between all adults and children • RSE policy and programme to support key skills for being ready and fit for their future • Strong PSHE curriculum • Whole school behaviour policy • Whole school / class rules • School Values and Ethos • Class reward systems • Teachers draw on a variety of teaching styles and approaches (open and closed tasks, visual, <u>auditory</u> or kinaesthetic learning) matched to the needs of individuals. • Teachers use a range of access strategies that will help children overcome barriers to learning • Tasks are clearly explained or modelled – success criteria are clear as are outcomes. • Organisation of the classroom environment is conducive for learning • Bronze award healthy schools award. • Peggy Wilson community garden - regular access for all children. 	<ul style="list-style-type: none"> • Intervention Team • SENCo – 1:1 <u>sessions</u> on decision making and emotional management – more effective communication. • Socially speaking • Mrs Wilkinson – Pastoral and Welfare role. • Anxiety gremlins KS1&2 • Talk about it - Developing Self Awareness and Self Esteem. 	<ul style="list-style-type: none"> • Individual reward system • Home – school record (daily) • Peer supporters, Buddies • Time out strategies / Calm down space • Referrals and support from SEND Hub / Inclusion Locality Panels. • Referrals to the Early Help team. • Personal Evacuation Plans when needed • Educational Psychologist input and recommendations

Sensory and Physical		
Universal Offer	Targeted Support	Specialist Provision
<ul style="list-style-type: none"> • The use of visual, auditory and kinaesthetic methods • A structured environment that encourages independence in learning • Ensure you have the pupil's attention before speaking • The use of additional time to allow for processing of information, formulating responses and completing tasks • Ensure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment. 	<ul style="list-style-type: none"> • Lego therapy. • 1:1 support in PE. 	<ul style="list-style-type: none"> • Touch typing skills • Encourage pupils to use aids, e.g. hearing aids, glasses • Appropriate seating and <u>work station</u> • Personal Evacuation Plans when needed • DAHIT and VI team <p><u>Provide additional equipment such as:</u></p> <p>Easy grip scissors, tools, pen, pencils; Sloping writing wedge; Present work in a different format; Clear, non 'busy' worksheets; Questions numbered to help with sequencing of task; Reading/marker 'window'; Covering over part of a worksheet that is not being worked on to reduce distraction; Do not ask visually impaired children to share books or worksheets; Photocopies need to be of high quality, good contrast, clear and not reduced in size</p> <p><u>Make additional arrangements e.g.</u> Additional time to complete tasks; Opportunities to develop independence and decision making; Advance planning and special arrangements in order to be included in off-site visits; Special arrangements to be made for testing / examinations; Training for staff who may be involved in moving and handling for pupils</p>

What training have the staff supporting children/young people with SEND had or may they have?

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

All of our teaching assistants have had training for the interventions that they deliver and work closely with the class teacher and SENCo to monitor impact.

All staff are given regular SEND updates and support from the SENCo alongside the specialist teacher within cognition and learning.

The SENCo attends regular cluster meetings and also relevant training events which is then cascaded down to other staff.

Designated staff have undertaken relevant First Aid Training, including Emergency Aid, First Aid at Work and Paediatric First Aid. A number of relevant staff have had Epipen training through the School Nurse or other NHS professionals. Staff are trained on any medical care that is needed in order to treat a child in school.

If children fail to make progress, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with the parents' consent. This may include: services from our own specialist teacher, the Local Authority, Speech & Language Therapy Services, Occupational Therapy, Physiotherapy, an Educational Psychologist or health services such as a paediatrician.

These outside agencies will be contacted by the SENCo, GP or the Parents and will work with the child in and out of school on individual programmes. These professionals will also be invited into annual reviews to meet with the parents or carers. Some children will require specialist, termly visits from outside agencies and these will be arranged within school time.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the CAF process which would involve parents, pupils and all agencies involved in the pupil's care.

<https://www.safeguardingchildren.co.uk/professionals/early-help/>



How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

All SEND children have either: an Education, Health and Care Plan (EHCP) and/or a Pupil Overview of Provision (POP). All of these are reviewed regularly, as laid out above.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice 2015;

The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENCo meets with the SEND Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENCo produces an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. The cost of all such provision is calculated, based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is

carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENCo to ensure that the effectiveness and efficiency of provision is maximised.

How will my child/young person be included in activities outside the classroom, including school trips?

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (eg through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Head Teacher) and/or the North Yorkshire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and North Yorkshire County Council.

What support will there be for my child/young person's overall well-being?

Kildwick CE Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. All Teaching Staff record concerns about children in various files kept on the CPOMS system (behaviour/CP/racist/bullying/homophobic)

The school use CPOMS- (software for safeguarding and recording for staff). In addition, to supporting pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, Craven Prevention Team, CAMHS, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these are based in school, some do come into school to carry out assessments and therapy, with parental permission.

In some cases, school or one of the other agencies may complete a CAF (Common Assessment Framework) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is

needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the CAF process is available here: <https://www.safeguardingchildren.co.uk/professionals/early-help/>

Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

The school has a variety of policies which cover health and wellbeing issues eg Medicines in School Policy, Accident / Incident Report Procedures Policy etc. The school's Single Equality Policy is available for free on the website and via the school office on request.

Some medication, such as asthma inhalers are kept in the appropriate classroom. All other medication is kept in a locked cupboard in the office, or in the fridge in the school office. All medicine is recorded in a medicine book along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

A review of medical for individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. Kildwick school is an inclusive school; all staff should know which children have Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. Care Plans are also kept in the locked medicine cupboard.

Some staff within school have had Paediatric First Aid training which is updated on a 3 yearly cycle. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

What measures are in place to prevent bullying?



How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.

The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required.

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

Please speak to the class teacher in the first instance

General information relating to SEND can be found on the school website, included within the SEND policy. This can be found on the policy page of the school website.

Further information is available from the SENCo/Head teacher, or, in exceptional circumstances, the SEND Governor.

The school has a complaints policy, which is available on the policy page of the school website.

Where can I find the contact details of support services for the parents of children/young people with SEND?

The information in this report feeds into North Yorkshire County Council's Local Offer which details support, opportunities and services available to children and young people their area that have SEN.

The North Yorkshire local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives parents more choice and therefore more control over what support is right for their child. Find out more at

<https://www.northyorks.gov.uk/send-local-offer>

There are a number of parent support groups and networks related to specific SEND needs, please come into school to find out more or visit the contact page in the Inclusion tab of the school website.

The North Yorkshire Parent Partnership Service and North Yorkshire PACT parent group provide independent, individual information and advice for parents of children with special educational needs. Visit <https://www.northyorks.gov.uk/sendiass-north-yorkshire>

<http://www.nypact.co.uk/>

for more information.

Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/





4 - Even though this is not the service offered by North Yorkshire it gives a good understanding of the support on offer to you through the SENDIASS service.

Where can I find information on where the local authority's local offer is published?

The North Yorkshire local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives parents more choice and therefore more control over what support is right for their child. Find out more at

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How will school support my child during remote learning?

If a child has an identified SEND, the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- suggesting different ways in which children can present their work
- giving more detailed instruction
- providing parents with suggestions to make tasks more practical in nature

- providing targeted adapted work which is targeted at their level of need

The SENCo may contact the family by telephone and or email regularly to check in and offer support as necessary. In some instances this may mean offering a door-step visit, sending information through the post or in the case where families are struggling, an offer of a school place for the child.

Details of these communications and actions will be recorded.

Further information regarding remote learning support can be found on the school's website.