

Special Educational Needs and Disabilities Information Report

Kildwick C of E Primary School The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Further information: The Parent Partnership coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attend meetings with you. They may also be able to put you in touch with other organisations or parent support groups. A Parent Partnership Co-ordinator can be contacted through North Yorkshire on 0845 034 9469. Should you require any extra information then please do not hesitate to come and see us in school.

Point of contact The school Inclusion manager is Mr Tim Whitehead (who is the Head Teacher). The school SENCo (Special Educational Needs Co-ordinator) is Miss Donna Akrigg (who is starting the National Award for SEN in September)

Telephone: 01535 633682 Email: admin@kildwick.n-yorks.sch.uk
Email address: Kildwick C of E Primary School. Priest Bank Road,
Kildwick, North Yorkshire, BD20 9BH

How do we decide whether your child has Special Education Needs

There are a number of ways in which pupils might be identified as having barriers to learning, including:

- At 'Pupil Progress Meetings' - Teachers meet with Head Teacher termly to discuss children's progress. If a child is not making expected progress a discussion is held to identify next steps and any additional support that may be needed. This may include a discussion with the SENCo to determine if the child needs any adaptations to the curriculum.
- Monitoring - Senior leaders monitor all children's attainment and progress through termly assessments, data analysis, book scrutiny and lesson observations. As part of these monitoring activities, they identify pupils not making expected progress and discuss provision with the Class Teacher, SENCo, parents and your child (where appropriate).
- Parents' Evenings - Teachers meet parents/carers at twice yearly Parents' Evenings to share information about their child. This is an opportunity to discuss concerns about progress and attainment.
- Referrals - Teachers can refer children to the SENCo if they have concerns about a specific child or want support in putting provision/interventions in place for children who aren't making expected progress and/or attainment.
- Parents or children themselves may identify concerns. As a school we think that you know your child best and working collaboratively with you to help shape provision ensures the best possible outcome for your child.

Children can be identified as SEND for a number of reasons:

- Having difficulties in one or more of the four broad areas of need, despite intervention. The areas of need are: 1. Communication and interaction 2. Cognition and learning 3. Social, emotional and mental health 4. Sensory and/or physical
- Receiving ongoing support from external agencies, therapeutic services or advisory services. For example, a pupil may receive continuing support from professionals such as: Speech and Language Therapists Occupational Therapist Children and Adolescent Mental Health Service Paediatrician
- Has a diagnosis/diagnoses that could impact on a pupil's ability to access the curriculum These could include, but are not limited to, the following: Autistic Spectrum Disorder Attention Deficit Hyperactivity Disorder Dyslexia/Dyscalculia Developmental Co-ordination Disorder (Dyspraxia) Sensory Processing Disorder
- Has a disability A disability is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a child's ability to do normal daily activities. ☞ If a child is considered by school to have Special Educational Needs/Disabilities, then they will be placed on the school's SEND Register. Parents will be informed if children are added to or taken off the register.

How we keep parents/carers informed

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

How we involve children / the young person

- We endeavour to include and seek the views of the children in all aspects of their learning and decision making. This will be in an appropriate way for the age and specific needs of your child. Their voice will also be captured in their Support Plan and Individual Provision Map and will help to shape the provision they require.

How we support learning and well being

- 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.
- 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.

- We provide nurturing groups and pastoral support for children and where required refer to outside agencies for additional support.

How we assess pupil progress towards the outcomes we have targeted for children. How we review this progress so that children stay on track to make at least good progress.

- 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 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 Individual Provision Maps (IMP). 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 IPM reviews as well an Annual Review, which is reported to the Local Authority.

What equipment and resources we use to give extra support.

Our provision map outlines what we are able to offer as a school to children with Special Educational Needs.

- We use visual timetables and cues; various ICT Programs and practical learning resources alongside a range of other equipment on a day to day basis for children who need additional support. These are used within daily quality first teaching.

- We deliver speech & language programmes provided by the Speech and Language Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed over a given period of time.
- We use ICT equipment, Apps and programs to support specific needs as appropriate.
- Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Authority SEND services.

What extra support we bring in to help us meet SEN: Specialist services, external expertise and how we work together collaboratively

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Extra-curricular activities available for children with SEN

- We have a number of before and after school activities, which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements.
- We have regular educational visits as well as people coming into school to support different topic areas. We usually have one residential trip each year for Year 5 and Year 6 children. All children, as well as those with SEND are always included in these. We provide any support required for their full inclusion. We choose visits that are accessible to all.

How we support children in their transition into our school and when they leave us

- Reception children starting in Class One will have a nursery visit in the summer term prior to starting in the September. Information will be gathered regarding any SEND and any necessary support put in place on their entry into school.
- Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs to ensure the correct support is in place.
- Additional transition visits into school will be arranged for SEND children where required.
- When children leave Kildwick to go to secondary school, transition meetings are arranged between schools that include both staff and children. SENCo's from each school will

discuss those children with SEND and records are shared. Additional visits to secondary school are arranged for vulnerable children supported by Kildwick staff. Parents can be invited to be part of this process.

- Transition between year groups in school is supported with extra visits to the new class. For children with SEND, booklets are made with pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face. Staff meet to discuss individual needs and strategies for SEND children and records are shared including the Child's support plan or EHCP. Parents can be invited to be part of this process.

Where children and parents can get extra support from

- Parents views are important to us and we value your role in supporting your child. We recognise collaboration between home and school is the best way to help children progress.
- In the first instance parents should speak to the class teacher, who will then recommend a meeting with the Inclusion Manager and/ or SENCo.
- 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 <http://www.northyorks.gov.uk/article/23542/SEND---localoffer>
- 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 <http://www.northyorks.gov.uk/article/25378/Special-educational-needs---parentpartnership-service> and <http://www.nypact.co.uk/> for more information.

What to do if you are not satisfied with a decision or what is happening (for parents)

- Your first point of contact is always the class teacher and/ or the SENCo/ Inclusion Manager. If you are not satisfied that your concern has been addressed, speak to the Headteacher then ask for the school Governor representative.
- If you do not feel the issues have been resolved, we will arrange a meeting with the Chairman of Governor's who can be contacted via the school.
- Please see the school website for our complains procedure.