

Kirkby Fleetham CE Primary School SEN Information Report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

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



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Date November 2016 (Code of Practice 6.79)

Governors should describe:

<p>School Offer</p>	<p>This is North Yorkshire LA's minimum expectations of good practice</p>
<p>The kinds of SEN that are provided for:</p>	
<p>All staff at Kirkby Fleetham CE school are committed to providing quality first teaching for all children.</p>	<p>Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p>
<p>Policies for identifying children and young people with SEN and assessing their needs, including the SENCo's name and how to contact details.</p>	
<p>SENCo – Mrs Helen Dudman 01609 748431 Children who have been identified as needing some additional support will have their targets recorded on an individual provision map which describes the child's individual strengths and needs and the type of support they will need to help them make progress. Some children may also have an inclusion passport which documents how</p>	<p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual</p>

<p>their needs have been met over time.</p> <p>Children who need high levels of support will be referred for an education, health and care plan.(ECHAR)</p>	<p>education plan. This should include:-</p> <ul style="list-style-type: none"> • details of any strategies being used to support your child in class; • details of any extra support or interventions for your child • your child’s learning targets and their long term desired outcomes • the next date when your child’s progress will be reviewed. <p>Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.</p>
<p>Arrangements for consulting with parents of children with SEN and involving them in their child’s education.</p>	
<p>As a small school with an open door policy, staff talk to parents informally on a daily basis. For children with SEND we believe that this regular communication with parents is vitally important and individual provision maps are shared with parents. Staff and parents are also able to communicate daily through the use of a home/school link book.</p> <p>All parents have the opportunity to discuss their child’s progress and targets at Parent/Teacher Consultation evenings and at review meetings.</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child’s needs is essential to support the school in making the best provision for them. This should also take account of your and your child’s hopes, personal goals and interests.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • more regular meetings to update you on your child’s progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child’s learning at home.

<p>Arrangements to consult with young people with SEN and involve them in their education.</p>	
<p>Children with SEN are involved with developing their individual provision map. They discuss their strengths and weaknesses and discuss their targets. A date is set for the staff, pupil and parents to review the targets and progress.</p>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This includes opportunities available to work with parents and young people as part of this assessment and review</p>	
<p>All children are monitored carefully to ensure they are progressing. Children who have been identified as needing some additional support will have their targets recorded on an individual provision map; this is done in discussion with the child and parents. It describes the child's individual strengths and needs and the type of support they will need to help them make progress. These are then reviewed at an agreed date. Some children may also have an inclusion passport which documents how their needs have been met over time.</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>
<p>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.</p>	
<p>When a child is preparing to move to another school we liaise closely with staff and SENCo at that school. Meetings are held with staff from both schools to ensure the transition provides the best support for the child. Visits to the school are made so the child can become familiar with</p>	<p>Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much</p>

<p>the school and staff. When children are joining the school, staff visit them in their setting to get to know the needs of the child to support them in our school.</p>	<p>transition work as they feel necessary.</p>
<p>School's approach to teaching children and young people with SEN.</p>	
<p>High quality teaching in class is important for children to make good progress. Lessons are carefully differentiated to meet the needs of all children whatever their learning style. Staff use a variety of teaching styles and resources in lessons to support children's learning. The school places great importance on the fact that children learn in different ways. The school are working with EMS towards achieving the Dyslexia Quality Mark. At Kirkby Fleetham CE school we are able to offer a wide variety of interventions to support the needs of all children. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. Staff receive regular training and support provided by a number of different agencies. The impact of interventions are reviewed each half term. Teaching Assistants work in the class to support the children to become independent learners.</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
<p>Adaptations which are made to the curriculum and the learning environment of children and young people with SEN?</p>	
<p>Staff use a variety of teaching styles and resources in lessons to support children's learning. The school places great importance on the fact that children learn in different ways.</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may</p>

<p>The school are working with EMS towards achieving the Dyslexia Quality Mark. All staff are involved with creating Whole School Provision Maps which shows the support and strategies used throughout the school.</p>	<p>also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
<p>The expertise and training of staff to support children and young people with SEN including accessing specialist expertise.</p>	
<p>The SENCo attends regular network meetings to be able to keep up to date with new legislation and initiatives. Staff supporting children receive training specific to the child's needs. Staff work closely with Enhanced Mainstream Schools to receive additional support and training.</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>
<p>Evaluating the effectiveness of the provision made for children and young people with SEN.</p>	
<p>Attainment of all children is reviewed regularly to make sure that they are making at least expected progress. You will have the opportunity to discuss your child's progress at the parent/teacher consultation evenings and at review meetings. Children are assessed before and after an intervention to monitor the impact and to measure if it has accelerated progress.</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by</p>

	the Senior Leadership Team. Your school will be able to describe how this is undertaken.
11. Provision made for children and young people with SEN to engage in activities available with children and young people in the school who do not have SEN.	
<p>All children are included in all activities with other children in school and in the cluster.</p> <p>We judge ourselves to be working within Level 2 of the IQM and actively working towards achieving Level 3 by the end of the next academic year.</p>	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
Support children and young people with SEN to improve their emotional and social development. These include listening to the views of children and young people with SEN and measures to prevent bullying.	
<p>Behaviour and Anti-bullying policies are in place.</p> <p>SEAL and circle time ensure that children have a voice and are listened to.</p> <p>Children can write down their concerns and place them in a worry box to communicate them to staff.</p> <p>Christian Values underpins our support for the children in school.</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
How the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?	
<p>Sometimes it will be helpful for school to request some additional support from an outside agency.</p> <p>Kirkby Fleetham CE school has established excellent working relationships with professionals from the following agencies:</p> <ul style="list-style-type: none"> • The Educational Psychologist • School Nurse and Health Visitor • EMS schools for Speech, Language and Communication and specific learning difficulties. • ASCOSS – Autistic Spectrum Condition Outreach Service • Parent Support Service <p>We also have access to expertise from the following agencies</p> <ul style="list-style-type: none"> • Severe Learning Difficulties Team 	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p>

<ul style="list-style-type: none"> • Sensory, Physical and Medical Teaching Team • Speech and Language Therapist • Physiotherapist • Occupational Therapists • Paediatrician • Educational Social Worker • EMS for Behaviour, Emotional and Social difficulties. <p>Professionals from all the above agencies support staff and children in school. School would only contact an outside agency after consultation with parents.</p>	
<p>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	
<p>The designated SEND Governor is Mrs. Rachel Savage, contactable through school. There is a complaints policy on the school website We encourage parents/carers to speak to the class teacher before speaking to the SENCo so that problems can be resolved quickly.</p>	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>

Useful Contacts:

SENDIASS

(Formerly known as Parent Partnership)

SENDIASS provides confidential and impartial information, advice and support to parents and carers of children who have special educational needs, learning difficulties or disabilities. They can be contacted on 0845 0349469

NYPACT

(The parent carer forum for North Yorkshire)

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