

## Kirkby Malzeard Primary School SEND information report

**2017-18**

[Link to SEND Policy](#)

<b>This is what we provide in our school</b>	<b>This is North Yorkshire LA's minimum expectations of good practice</b>
<b>1 What kinds of SEND are provided for in your school?</b>	
Our school is a fully inclusive school, which therefore means we welcome all children and families. We are proud to meet the needs of children with a wide range of SEND needs within school. If your child should join us with needs outside our range of experience, we would ensure that training and advice was provided to ensure high-quality provision.	Children and young people (CYP) with a wide range of SEND 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.
<b>2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?</b>	
Our SENCo (Special Needs Co-ordinator) is Miss Elizabeth Oates. You can contact her on 01765 658329 or alternatively, Mrs Andrea Peacock (Headteacher) if Miss Oates is unavailable. Special Educational Needs (SEND) is a term that describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age. Through careful early observations, detailed assessment and an analysis of progress, staff will identify when a child requires a more personalised approach where additional or different provision may be made. For children who require additional or different support an Individual Provision Map (IPM) may be written to outline the provision being put in place and the outcome hoped for as a result. For some pupils, the school may consult with specialist support from our Enhanced Mainstream School, Educational Psychologist or the medical services for a more specialist assessment of a pupil's educational need. Any child who requires high levels of support, in consultation with parents, referrals will be made for statutory assessment in the form of an EHCAR – Education, Health and Care Assessment Referral.	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 education plan. This should include:- <ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class;</li> <li>• details of any extra support or interventions for your child</li> <li>• your child's learning targets and their long term desired outcomes</li> <li>• the next date when your child's progress will be reviewed.</li> </ul> <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>
<b>3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</b>	
At Kirkby Malzeard Primary School we have an open door policy and parents are always welcome to speak to members of staff about their	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

<p>children. We meet with parents of children with SEND regularly (at least termly) at a time convenient to them to discuss their child's progress towards their targets and what aspirations their child has for the future. We will offer support and guidance to all parents about how best to support their child in 1:1 meetings and also at our parent information evenings. Involvement of parents/carers and children is always sought. A record of meetings are made on a child's individual provision map or school recording system, and shared with parents and children. Parents are informed of the service provided by SENDIASS and NYPACT Please see the SENDIASS &amp; NYPACT contact information .</p>	<p>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. 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"> <li>• regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes</li> <li>• more regular meetings to update you on your child's progress and whether the support is working</li> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>
<p><b>4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?</b></p>	
<p>The views of our pupils are very important to us. Pupils are involved in helping to set their targets. Our classrooms are established with the needs of all children in mind, ensuring that any child with SEND can access the curriculum in the most appropriate way. We have a very active schools council, who take into account children with SEND, including physical/medical needs. Ensuring that all children can take part in all activities. When planning new initiatives, such as an upcoming timber trail, children have been actively involved in the decision making to ensure the most appropriate equipment can be installed.</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><b>5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review</b></p>	
<p>Your child's progress is continually monitored by the class teacher in a variety of ways: Progress is reviewed formally every term through teacher assessment. The headteacher and class teachers use an internal tracking system to monitor progress. This information is used to ensure that teaching is personalised. If your child is in Reception their progress will be monitored against the end of year Early Learning Goals. Children in Year 1-6 are tracked against the National Curriculum expectations for their year group. The Headteacher, Assistant Head, SENCo and curriculum leaders regularly monitor the provision and progress of all children including those with SEND. All children with SEN are monitored closely to ensure progress is</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.</p> <p>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</p>

made. Some children will have an Individual Provision Map. In order to gain a full picture of the child we encourage parents to share achievements outside of school. Reviews with parents and children are added to our IPMs to track progress, achievements and shared views, In accordance with statutory requirements, the progress of children with a statement of SEND/ Education, Health and Care Plan is formally reviewed at an annual review meeting where all of the professionals involved in your child's education are invited to attend.

explain their interests and things that help them learn and to enjoy school.

**6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society**

We are aware that change of any kind can be unsettling for children and therefore take the transition process very seriously at Kirkby Malzeard Primary School. When children move between classes and key stages in school we hold liaison meetings between staff members to discuss the children and their needs. Children have 'taster days' in the summer term to familiarise them in readiness for September. As we are a small school we know our children and families extremely well, and support them in any transition.

We liaise very closely with the various secondary schools to which our children move at the end of Year 6. This may include extra visits to the school and meetings arranged and with the staff from the new school. We ensure records are transferred in a timely manner. Children with SEND transferring to our school have meetings in preparation for them starting at our school to gather information on how best to support them in school. This includes meeting with pre-school settings prior to starting school in Reception.

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 transition work as they feel necessary.

**7. What is your School's approach to teaching children and young people with SEN?**

We believe that high quality teaching in class is the most effective way of supporting children in their learning. (Quality First Teaching QFT) Staff use a variety of teaching styles and resources in lessons to support children's learning. Teachers are aware of vulnerable children and monitor them closely allowing for additional needs to be quickly identified and addressed. Teaching Assistants are used regularly to support individuals and small groups providing a variety of interventions where needed. All children are encouraged to develop their social and emotional development through planned lessons based around the Social & Emotional Aspects of Learning (SEAL)

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

<p>Where a child is not working at age related expectations, the class teacher may put in place additional support, such as a 'catch up' program to help narrow the gap, such as additional guided reading or phonics input. This is usually done within the classroom, with the teacher or teaching assistant. More targeted interventions will be recorded on an Individual Provision Map. Most interventions run for approximately 6-8 weeks. A record is made at the beginning of the intervention (entry data) and at the end (exit data) to monitor the impact of the intervention.</p> <p>For children who require specialist support, outside agencies may be involved to recommend specialist provision. These services include: Local Authority central services such as the Enhanced Main Stream Provision (schools who specialise in SEND) Outside agencies such as the Speech and Language Therapy (SALT) Service. Parents/carers would be consulted at each point, and permission sought in order for a request for support to be submitted. The class teacher would make changes to the way your child is supported in class e.g. individual 'toolkit' of resources, coloured overlays, seating position, enlarged print, access to computers and laptops to record work.</p> <p>Please refer to our SEND policy for further information.  <a href="#">LINK SEND policy</a></p>	<p>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"> <li>• what interventions your child is receiving and what are the intended learning outcomes;</li> <li>• when during the week any interventions will be delivered and for how many weeks;</li> <li>• who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>
<p><b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b></p>	
<p>All staff are involved drawing up our 'Whole School Provision' which details agreed good practice. All work is differentiated to meet the needs and capabilities of all learners. Most classrooms and areas of school are accessible for most children. Adaptations can be made when and where appropriate.</p> <p>The classrooms are bright and stimulating, dyslexia friendly, with displays of work ensuring a range of skills are celebrated. Children are encouraged to be independent learners accessing support materials freely such as learning walls, word banks, 'toolkits' maths equipment etc. Work in the classroom and on the interactive whiteboards follows the dyslexia friendly guidance.</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 also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.</p> <p>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><b>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</b></p>	
<p>The SENCo attends regular network meetings to keep abreast of current legislation and the latest ideas and initiatives. Staff supporting children with very specific needs have access to extra training where possible. Staff work</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.</p>

closely with Enhanced Mainstream Schools, accessing support when needed. School would only contact an outside agency after consultation with parents.

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.

**10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?**

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching and learning, behaviour, leadership and management. However, to ensure good outcomes for our vulnerable groups, additional, focused monitoring takes place. This includes:

- Analysis of data examining the progress of different vulnerable groups, including the impact of any interventions put in place.
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for support or education health care plans, termly meetings, PEP meetings and reviews for LAC and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny of pupils with SEND
- Focused monitoring and development of SEN provision by the SENCo, Headteacher and Assistant Headteacher.
- Detailed discussions with families and pupils
- Attendance and exclusions analysis
- Local authority analysis of information and data about the school

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 the Senior Leadership Team. Your school will be able to describe how this is undertaken.

**11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?**

All children with SEND are enabled to access our curriculum and extra-curricular through careful forward planning. Our school runs clubs that are accessible to all. Children who are looked after (LAC) are encouraged to participate in these groups through the use of Pupil Premium funding. Reasonable adjustments will be made to ensure inclusion, such as school visits, after school sports clubs, and enrichment activities. Our school council actively seek the ideas and opinions of all children including those with SEND. Where possible our school grounds are accessible to most children, including ramps for wheelchairs and disabled toilet facilities.

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.

**12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.**

We have a clear behaviour policy and anti-bullying policy in our school. Our active school council seek opinions from all children and their views are taken into account when planning events. School can implement a variety of social interventions/nurture groups, when needed such as 'Time to Talk' and nurture sessions. Our PSHCE curriculum ensures a wide coverage of topics including the use of circle time using SEAL- Social and Emotional Aspects of Learning. Our school's Christian ethos underpins all that we do in school. We regularly focus on how 'unique' we are as individuals and celebrate differences in a positive whole school approach.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

**13. How does 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?**

Our school has established excellent working relationships with professionals. These include the North Yorkshire Enhanced Mainstream Schools, Educational Psychologists, Sensory, Physical and Medical Team, Physiotherapist, Occupational Therapists, Speech and Language Therapists  
Parental permission is always sought before any external agency is involved.

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.

**14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.**

Our designated SEND Governor is Mrs Karen Pickles (contactable through school). We encourage parents/carers to speak to the class teacher before speaking to the SENCo to enable us to resolve any problems quickly and to the satisfaction of all parties. Failing that, we have a clear complaints policy which can be found on the school website.

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.

## 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 SEND 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 SEND.

The North Yorkshire local offer can be found at:

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