



# Killinghall CE Primary School SEN information report



Date: October 2020

Link to SEN Policy (<http://www.killinghall.n-yorks.sch.uk/policies/>)



## Killinghall CE Primary School offer

## North Yorkshire LA expectation of good practice

### The kinds of SEN that are provided for:

- ✓ All children are welcomed into our school regardless of need.

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.

### Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools):

- ✓ **SENCO – Mrs Elouise Foster – contact at school - (01423506307)**
- ✓ For children who require additional support an Inclusion Passport will be written to outline the interventions being put in place and the outcome hoped for as a result.
- ✓ If a child needs further specific support an Individual Education Plan may be provided in order to outline provision and indicate time scales for achievement of targets.
- ✓ Any child who requires high levels of support referrals will be made for statutory assessment in the form of an EHCAR – Education, Health and Care Assessment Referral. If successful this will provide the school with increased funding for the child.

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:-

- 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.

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.

### Arrangements for consulting parents of children with SEN and involving them in their child's education:

- ✓ At Killinghall CE Primary School we have an open door policy and parents are always welcome to speak to members of staff about

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. For pupils with SEND it is often desirable that there is more

<p>their child/ren.</p> <ul style="list-style-type: none"> <li>✓ 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 we and their child has for the future.</li> <li>✓ 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.</li> <li>✓ <b>During the current climate this may not be able to be face to face but staff/SENCo will always endeavour to respond to emails promptly during the school week. If necessary a video/telephone call can be made to discuss concerns further.</b></li> </ul>	<p>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"> <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>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review:</p>	
<ul style="list-style-type: none"> <li>✓ All children with SEND are monitored closely to ensure progress is happening.</li> <li>✓ Some children have an inclusion passport, where appropriate, to demonstrate the support they have been given and the impact it has had on their learning.</li> <li>✓ In order to gain a full picture of the child we encourage parents to share achievements outside of school.</li> <li>✓ Involvement of parents/carers and children is always sought so that school can have a full picture of the impact of the support both academically and socially.</li> </ul>	<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 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>	
<ul style="list-style-type: none"> <li>✓ When children with SEND move to another school staff involved with the child liaise closely with members of staff at the new school.</li> <li>✓ We ensure the child and parents have a smooth transition by setting up meetings with staff from new schools and arranging pre visits for the child so that they can be best prepared for their move.</li> </ul>	<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 transition work as they feel necessary.</p>

<ul style="list-style-type: none"> <li>✓ Relevant paperwork will be shared ahead of move to ensure that there is time for clarifications to be sought prior to the child's move.</li> <li>✓ For SEND children moving into our school meetings will take place prior to move so that staff involved can have a clear picture on how best to support the child in their new setting.</li> <li>✓ Sometimes additional transition days/meetings may take place to enable the child to feel completely comfortable in their surroundings.</li> </ul>	
<b>The approach to teaching children and young people with SEN:</b>	
<ul style="list-style-type: none"> <li>✓ At Killinghall CE we believe that the most effective way to support children is to provide high quality teaching.</li> <li>✓ We identify additional needs quickly and make adjustments where necessary to ensure that support is in place to enable progress.</li> <li>✓ Each class has a Teaching Assistant in the morning and Reception have full time Teaching Assistant support.</li> <li>✓ We use a wide variety of interventions to support children: RWI phonics, Wolf Hill Reading, Toe by Toe, Units of Sound, Third Space Learning</li> <li>✓ We also provide small group and 1:1 support as a means of intervention.</li> <li>✓ Your child's IEP or Inclusion Passport will identify the interventions they are a part of and the expected outcome.</li> <li>✓ We regularly monitor progress of children with SEND and discuss this with parents and carers in regular meetings.</li> </ul>	<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</p> <p>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"> <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>
<b>How adaptations are made to the curriculum and the learning environment of children and young people with SEN:</b>	
<ul style="list-style-type: none"> <li>✓ All staff in school have been involved in producing our whole school provision map.</li> <li>✓ Independent work is differentiated to ensure all children at Killinghall CE can be successful at their own ability and pace.</li> <li>✓ Classrooms at our school are vibrant environments ensuring children can access a wide variety of support from concrete</li> </ul>	<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>resources to information provided on learning walls.</p> <ul style="list-style-type: none"> <li>✓ We provide work in different formats where necessary – coloured paper, large font etc.</li> </ul>	
<p>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured:</p>	
<ul style="list-style-type: none"> <li>✓ Staff attend relevant training to ensure they can provide children with SEND a broad learning experience.</li> <li>✓ SENCO attends regular networks and liaises with other SENCOs in area regularly.</li> <li>✓ For staff members working with children with specific needs additional training will be sought to ensure they can provide the most appropriate support.</li> </ul>	<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 - how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN:</p>	
<ul style="list-style-type: none"> <li>✓ All children with SEND are able to access our curriculum and extra-curricular activities through differentiated activities where necessary.</li> <li>✓ All children in school are treated equally.</li> </ul>	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
<p>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying:</p>	
<ul style="list-style-type: none"> <li>✓ We have a clear anti-bullying policy in our school.</li> <li>✓ 1:1 nurture groups and pastoral support are provided for children requiring additional emotional support. This takes place with our Nurture TA</li> <li>✓ At Killinghall we have a range of committees in which the children take the lead.</li> <li>✓ Our school council are extremely active and ensure that children's views are taken forward.</li> <li>✓ We regularly seek the children's opinions and views questionnaires and pupil voice meetings.</li> <li>✓ Our Christian ethos is evident in all that we do at Killinghall CE.</li> </ul>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
<p>How the school involves 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>	
<ul style="list-style-type: none"> <li>✓ We work with a range of outside agencies when supporting children with specific difficulties (speech and language, educational psychologists etc).</li> </ul>	<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</p>

<ul style="list-style-type: none"> <li>✓ Parental permission is always sought before involving anyone from outside of school.</li> </ul>	<p>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>
<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school:</p>	
<ul style="list-style-type: none"> <li>✓ Designated SEND governor – (contact through school)</li> <li>✓ Disputes and complaints are endeavoured to be dealt with quickly so that both parties are satisfied with the outcome.</li> <li>✓ We have a clear complaints policy.</li> </ul>	<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>

## 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>

