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Head Teacher: Mrs K Williams



Kirk Fenton C of E Primary School SEND Information Report

Our SEND information report outlines details for parents/ carers of children who have Special Educational Needs or a Disability (SEND). The following information outlines the support and provision you can expect if your child attends Kirk Fenton Primary School.

What kinds of SEND do we provide for in our school?

We welcome all children into our school, including those with a wide range of SEND. At Kirk Fenton Primary School we make our very best endeavours to meet the needs of all children including those with physical, learning, communication, emotional and social difficulties. The school also currently meets the needs of pupils with an Education, Health and Care Plan (EHCP).

Our school is wheelchair friendly with ramps and a well-equipped hygiene room.



Hello, I am Miss Kate Hutchinson
and I am the SENCO at Kirk Fenton Primary School.
You are welcome to contact me on 01937 557228 or via email at
k.hutchinson@kf.starmat.uk.
Please do get in touch if you would like
to discuss your child's needs.

Our school governor for SEND is Mr Joseph Miller.

What policies do we have for identifying children and young people with SEND? How do we assess their needs?

The class teachers monitor the progress of all of the children in their class and this is discussed twice a year with parents at our parents evenings and at regular pupil progress meetings with the senior leadership team. In addition, the class teachers supported by the SENCO and the leadership team carefully monitor all children's wider development and social needs. Where the school feels that a child has a gap in their understanding and additional support is required to support them in making the best possible progress, this will be discussed with parents. Through the support of the SENCO and senior leadership team, adaptations and interventions will be put in place. If after a term of working collaboratively, we feel that a child is not making expected progress, then a formal identification of SEND may be made. We may seek the expertise of outside agencies at this point, such as speech and language therapists.

What happens next?

If it is agreed that additional support is required to help a child to progress, then with parent input a My Support Plan will be created. This is a document that details your child's strengths, barriers to learning and long term desired outcomes.

An Individual Provision Map will also be created termly by the class teacher, child, parents/carers and SENCO if required. This is in addition to the two school parents evenings. The document sets short term measurable targets and details the additional and/or different provision that the class teacher will use to support a child. This may also include the expertise of an outside agency.

There may be times where despite the additional support from school and outside agencies, that a child does not make expected progress. In consultation with parents/carers and other agencies, we may decide to submit an EHCAR (Education Health Care Assessment Request) in order to provide the long term support a child may need.

Parents can also make a request for an EHCAR to the local education authority.

If the EHCAR is successful, then the child and parents will have the support of an EHCP (Education, Health and Care Plan), which is reviewed annually with parents, the child, the class teacher, SENCO and any outside agencies that are involved.

What are our arrangements for consulting with parents of children with SEND and involving them in their child's education?

At Kirk Fenton Primary School we operate an open door policy where we welcome parents to come and discuss any concerns that they may have with us. We want to work with you as part of a team in order to gain a better understanding of the child and how we can work together to support them in reaching their full potential. If you have any concerns then please speak to the class teacher and they will be able to discuss the support that your child is receiving. We value these conversations and will record them as this enables us to provide early support for your child.

On-going support within school may include contact before and after school, through email and through telephone calls.

We also offer two parents evenings a year, and in addition to this we will arrange for termly review meetings, where we will evaluate the impact of the targets set within the Individual Provision Map. For children with an EHCP, one of these meetings will be an annual review where the EHCP will be updated.

What are the arrangements in place for assessing and reviewing the children's progress towards their outcomes and how do we involve the children with this?

At Kirk Fenton Primary School we involve the children with every part of their journey with us, listening carefully to their views and aspirations and working with them to achieve these as far as possible.

Children are invited to attend termly review meetings and take an active role in setting outcomes that they feel are achievable. Their views are also recorded as part of the EHCAR and then the Annual Review process if an EHCP is granted.

We also provide regular verbal discussions between the class teacher and child, as well as questionnaires that cover a broad range of topics.

What are the arrangements for assessing and reviewing children's progress towards outcomes? What opportunities are available to work with parents and young people as part of this assessment and review?

We expect every child with SEND to make expected progress, in line with their peers. This includes monitoring personal targets as well as overall progress on the National Curriculum. The children's progress is monitored continuously by the class teacher and their progress is reviewed formally every term in reading, writing and mathematics.

The SENCO will check that every child is making good progress within individual work and in any small group work that they may be apart of.

Every child with SEND has a My Support Plan which summarises the support that has been given to a child over a period of time and the impact that this support has made. At the end of each Key Stage (at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something that the Government requires all schools to do and are the results that are published nationally. The SENCO and Head Teacher will ensure that reasonable adjustments are made to enable children to access these tests.

What are our arrangements for supporting children in moving between phases of education and in preparation for adulthood?

The SENCO will arrange for a child to have as much transition to their next school as they feel necessary. We will work closely with parents, as well as the child, the class teacher, a representative from the next school and any outside agency support to ensure a smooth transition. This will be done through holding a transition meeting and as many visits as we feel is necessary.

What is our schools approach to teaching children with SEND?

At Kirk Fenton Primary School we provide high quality support to enable children with SEND to be a part of mainstream lessons alongside their peers. There may be occasions where we feel that some additional support within lessons may help a child to make better progress. If some additional small group work or one to one support within lessons is planned, the class teacher alongside the SENCO will explain to the parents how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. This will be recorded with the child's Individual Provision Map. Most importantly, this support is aimed at making your child as independent in lessons as possible.

We use a range of evidence based interventions to support children with SEND to make better progress. These interventions are structured learning programmes that will have specific learning outcomes. We explain to parents who will be carrying out the intervention, for how many weeks it will take place and how it will be monitored closely to ensure that it helps the child to make accelerated progress.

What sort of adaptations are made to the curriculum and the learning environment?

At Kirk Fenton Primary School we can offer a wide variety of personalised support for children with cognition and learning needs, physical needs, communication and interaction needs and social, mental and emotional needs. All interventions are recorded and shared with parents. The interventions are delivered by highly skilled teaching assistants or teachers and are carefully monitored in order to ensure that they help the child to make accelerated progress.

What sort of expertise for supporting children with SEND do we currently have in school?

All of our SEND provision is co-ordinated by the SENCO. In order to provide the best learning experience we can for children with SEND, school staff attend generic and individualised training in order to improve their knowledge and teaching. The SENCO also works closely with other SENCOs within the Academy in order to share expertise.

How do we evaluate the effectiveness of the provision made for children with SEND?

- We monitor and evaluate the effectiveness of the progress of children during interventions and feed this back to parents. This is recorded in Individual Provision Maps and the My Support Plan.
- The SENCO and Head Teacher carry out learning walks, book scrutiny's and have discussions with the children in order to evaluate the effectiveness of our provision.
- The governing body also evaluate the work of the school through undertaking learning walks with a focus on SEND, challenging the leadership through informed questions and monitoring data with respect to vulnerable groups.

How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?

At Kirk Fenton Primary School we actively include children with SEND in a wide range of curriculum and extra-curricular activities, such as school trips, residential's and sports day.

Educational visits are accessible and encouraged to all children, with extra risk assessments, planning and arrangements in place to ensure that the needs of every child are met.

We run many clubs and activities to which children are encouraged to participate in and we work very hard to make reasonable adjustments to ensure that this happens.

How do we support children with SEND to improve their emotional and social development?

At Kirk Fenton Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day.

Our staff give time to listening carefully to children in order to explore the reasons and triggers for any social and emotional difficulties. Our aim is to help children to be as independent in lessons as possible, however we understand that children sometimes need a higher level of individual support.

We have a member of staff who is currently taking part in THRIVE training. THRIVE is a therapeutic approach to help support children with their emotional and social development. It offers practical strategies and techniques and is built around identifying a child's emotional development and providing actions in order to support their needs. Children who have been identified by the class teacher, parents and SENCO, as needing more specialised support will access the THRIVE approach.

How does our school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children with SEND and supporting their families?

There may be times when the school requires the expertise of more specialist support. Within North Yorkshire there are a range of services available, such as educational psychologists and local enhanced mainstream schools, who help the school to deliver appropriate support and interventions.

At Kirk Fenton Primary School, we have established excellent working relationships with professionals from a variety of agencies, including:

- Speech and Language Therapists
- Healthy Child Team
- An Educational Psychologist
- Enhanced mainstream school for communication and interaction
- Enhanced mainstream school for cognition and learning
- Enhanced mainstream school for children with social, emotional and mental health difficulties
- Physiotherapist
- Occupational Therapist
- Early Help

If we believe that additional support is needed, we will discuss this with the parents first.

To find out more about the North Yorkshire SEND Local Offer, please visit- <https://www.northyorks.gov.uk/send-local-offer>

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If you have reason to complain about part of your child's education or the action of another adult, then please follow the procedures outlined in our complaints policy.

For our full complaints policy, please visit- <http://kirkfenton.n-yorks.sch.uk/about-us/complaints/>

Written by SENCO: June 2019

Approved by Head Teacher and Governors: July 2019

To be reviewed: July 2020