

Kellington 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>

Kellington Primary School SEN information report

Date: September 2017

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
1 What kinds of SEN are provided for in your school?	
At Kellington Primary School, we welcome all children regardless of their Special Education Need. We ensure that we use our best endeavours to meet the individual needs of all pupils with Special Educational Needs.	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.
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?	
<p>The school SENCo and Inclusion Manager is Mrs Gemma Tomlinson – contact 01977 661127, admin@kellington.n-yorks.sch.uk FAO Gemma Tomlinson, or ask for an appointment in school.</p> <p>Teachers regularly monitor all children through assessment, testing and pupil progress meetings. Where a child is making a slower rate of progress, is failing to close the attainment gap or is displaying a high need for support in class, a meeting will be held between the SENCo and the class teacher to discuss next steps and best provision for the child.</p> <p>Once a child's need has been assessed, it will be decided whether targeted intervention or external agency advice is required to support the child to further their learning, make progress and close the attainment gap.</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 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>
3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?	
School communicates regularly with parents, once a term, to discuss how	Schools communicate regularly with parents, usually once a term, to

<p>well their child is doing. For pupils with SEND it is 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 us in making the best provision for them. This should also take account of you and your child's hopes, personal goals and interests. This meeting will take place between parents, the child and the class teacher and the SENCo may also be involved.</p> <p>This will allow us 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. You should be informed about the stage at which your child is working. If you are not sure what these mean, don't be afraid to ask.</p> <p>On-going communication with school may include: regular contact through a home-school communication book or by email 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>	<p>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>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?</p>	
<p>Children with SEN will be involved in the creation of their 'My Support Plan' document, alongside their parents and class teacher. It is vital that their voice is heard in the discussions around their provision and targets.</p> <p>All children, including those with SEN are included in discussions regarding school life and decision making, through the School Council, Eco Council and consultation groups.</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>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</p>	
<p>All children are regularly monitored through teacher assessments, testing and pupil progress meetings. Where a child is receiving an intervention, pre and post assessments are carried out in order to measure progress and impact.</p> <p>For those children with SEN, termly review meetings are held with parents. In these meetings, progress and targets will be reviewed and plans put in place for further intervention if required. New targets will be set alongside the child and their parents.</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</p>

	<p>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>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</p>	
<p>All children who enter our Nursery are offered a home visit and pre-school sessions for half a term prior to them starting in school. Wherever possible, school also carry out a visit to the child's previous educational setting and enquire about the child's development and stage of learning.</p> <p>Our school has a combined Nursery and Reception Unit and so transition to main school is smooth and seamless. Reception pupils have their lunch in the hall with the rest of school and also spend their lunch playtime outside with the rest of school, so that they become used to working within main school. They also attend assemblies, which increase throughout the year in preparation for transition to Y1. Reception and KS1 children also spend sessions together each week for music, communication and listening activities. This supports children in their transition.</p> <p>When moving between year groups, teachers discuss all children with the new class teacher, including their strengths, learning stage and any areas of difficulty. At the end of July, children have the opportunity to work with their new class in 'Move up Morning.'</p> <p>Children who move into the school from other schools or areas, will be invited to visit our school to look round. It may be possible for children to spend a transitional day in their new class before moving into the school. All children spend at least 1 day at their proposed high school before transitioning from Y6 to Y7. For those children with SEN, we work closely with the high schools and offer children several visits to their new school in order to support transition.</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 transition work as they feel necessary.</p>
<p>7. What is your School's approach to teaching children and young people with SEN?</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. At Kellington Primary School, high quality teaching supports all children in classes. All children have access to learning walls and displays, teaching assistant and peer support where appropriate and use of standard classroom equipment. Teachers use different approaches to help address children with SEND within lessons. These may include providing children with specialist equipment, further access to teacher or</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</p>

<p>teaching assistant support or classroom adaptations.</p> <p>We also use your child's 'My Learning Plan' in the classroom to support your child's learning and progress. The teacher and all teaching assistants who work within the classroom will be aware of the targets and strategies being used with your child.</p> <p>The school has a named governor who holds the school to account for making good provision for pupils with SEND.</p> <p>There may be occasions when we feel 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, we 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, we always aim to make your child more independent in lessons.</p> <p>At Kellington Primary School we use a range of interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Our interventions currently include maths support, reading and writing skills, nurture support and speech and language therapy. We will be able to explain to you: what interventions your child is receiving and what the intended learning outcomes are; when during the week any interventions will be delivered and for how many weeks; who will be delivering the interventions 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>	<p>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"> • 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>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</p>	
<p>Where we feel that something additional or different is needed to support your child because they have SEND we will discuss this carefully with you. This information will be recorded in your child's 'My Support Plan'. Their provision and any interventions they are receiving will be also be recorded in their support plan along with your child's targets, strengths and aspirations and these will be shared with you and your child. This document will 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; the next date when your child's progress will be reviewed.</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>For very few children more support will be needed than is normally available through school's own resources. If this is the case, we will liaise carefully with parents and other agencies and may decide that it is necessary to request an Education and Health Care Plan through the local authority. School, or a Parent Partnership Co-ordinator can talk to you about this in more detail.</p>	
<p>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?</p>	
<p>The SENCo holds the National Award for Special Educational Needs Coordination and a Post Graduate Certificate in Vulnerable Learners and Inclusion. The SENCo also attends regular network meetings and alliance meetings for training and SEN national and local updates. Staff are regularly updated and trained by the SENCo in SEN practice. Teaching assistants receive regular training and updates with regard to interventions and specific needs: autism, speech, language and communication training. Specialist support is sought where necessary by the SENCo and this is through discussions with the class teacher, parents and the specialists themselves. If training is required to support a child with specific needs, then this will be sought and teaching assistants and teachers will receive the appropriate guidance.</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>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	
<p>The SENCO, together with the Head teacher, have termly meetings to assess and review the impact of the provision and interventions made available to children with SEN. The SENCO regularly attends network meetings so as to keep up to date the local and National picture of attainment and progress. New interventions and types of provision are always being sought and evaluated and where applicable, tried and tested within school. The Head teacher holds an MA in Early Mathematical Intervention.</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'.</p>

	<p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>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.</p>
<p>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?</p>	
<p>No child is discriminated against at our school and all children are included in school life. All children are welcome to access a wide range of after school clubs and attend trips and residential visits.</p> <p>Pupils with SEN are represented in our School Council, Eco Council and consultation groups.</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>
<p>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.</p>	
<p>All our teachers and teaching assistants make themselves available within school to provide support to those children who require advice, or someone to listen to them.</p> <p>We have staff available to deliver Social and Emotional interventions within school to support vulnerable children with self esteem and confidence difficulties.</p> <p>Children are able to give their views through questionnaires and regular circle times and the school ensures they take part in national events: Anti bullying week.</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
<p>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?</p>	
<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>	<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>
<p>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	
<p>Should you have any queries regarding your child's provision within school the class teacher or the SENCo is the first person to speak to. Following this, an appointment can be made to speak to the Head teacher.</p> <p>Should you have a complaint that cannot be dealt with by the Head teacher,</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</p>

then our complaints procedure should be followed. This can be found on our website.

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.