

## Kirkby and Great Broughton CE VA Primary School SEN information report November 2017



Link to SEN Policy <http://www.kirkbyandgreatbroughtonschool.uk.org/documents/20334110715.ikml>

### Universal Provision

At Kirkby and Great Broughton School children with SEND (Special Educational Needs and Disabilities) receive high quality support for learning within mainstream lessons to enable them to make good progress alongside their peers. Children's individual needs are met through differentiating the curriculum appropriately. Tasks and activities are adapted and tailored to children's differing abilities and needs. The school has devised a provision map which sets out the overall plan of support and outlines many of these strategies. This can be shared with parents. The school also provides additional and specialist resources when necessary to support children with SEND. Teachers and teaching assistants also provide support for the emotional and social development of children through the PSHE (Personal, Social, Health and Emotional) curriculum. The SEAL (Social and Emotional Aspects of Learning) scheme of work is used throughout the school to deliver the PSHE curriculum. The resources and activities within the SEAL scheme are adapted to meet the needs of our children with SEND.

### Recording Provision

If 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 a document for you and your child, known as an Individual Education Plan. (IEP) This describes the child's areas of strength as well as their needs and includes:-

- details of any strategies being used to support your child in class;

	<ul style="list-style-type: none"> <li>• details of any extra support or interventions for your child</li> <li>• your child's learning targets;</li> <li>• the next date when your child's progress will be reviewed.</li> </ul>
<b>Interventions</b>	<p>At Kirkby and Great Broughton School staff use a range of evidence based interventions to support children with SEND to make better progress. Interventions are structured learning programmes. If your child is to receive support via such a programme we will 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 the programme will be delivered and for how many weeks;</li> <li>• who will be delivering the programme and where it will take place (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>We have a team of skilled, trained teaching assistants who are qualified to deliver a range of intervention programmes including reading intervention, early literacy support, phonics programmes and many more.</p>
<b>Extra Adult Support</b>	<p>There may be occasions when staff 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, this support is provided to make your child more independent in lessons.</p>
<b>Expected progress</b>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Children's progress will be monitoring through ongoing assessments within class to ensure that it is at least in line with expectations. Assessment of children with SEND will be tailored to their individual needs and may be task, observation or test based. The school will record the progress children have made with their personal targets, and overall progress with National Curriculum levels. If a child is working below National Curriculum levels school use PIVATS, a specific assessment toolkit for children with SEND, to assess and record their progress in all areas of the curriculum.</p>

	Assessment will also include self assessment by children and will involve parents through discussion and dialogue. This will ensure that any assessments made are a true reflection of the progress made.
<b>Inclusion Quality Mark</b>	Kirkby and Great Broughton School has been awarded the North Yorkshire Inclusion Quality Mark (IQM) at level 2. This recognises how successfully we include all learners, including those with SEND. The IQM shows how we are benefiting different groups of learners, and how their outcomes are improving as a result of our work. We are now working hard to achieve the highest level, Level 3.

<b>Support from other agencies</b>	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 we feel 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.
<b>On-going communication with parents</b>	<p>At Kirkby and Great Broughton School we communicate regularly with parents to discuss how well your child is doing. We have a parent teacher consultation meeting once per term. For pupils with SEND there is more frequent communication, when needed, as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support our school in making the best provision for them. This will take account of your and your child's hopes, personal goals and interests. 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 National Curriculum levels at which your child is working. If you are not sure what these mean, don't be afraid to ask. On-going communication with school include:</p> <ul style="list-style-type: none"> <li>• regular face to face, telephone or e-mail contact 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>

<b>Inclusion Passport</b>	<p>At Kirkby and Great Broughton School we use inclusion passports when your child receives specialist support from professionals outside of the school setting. We find it useful and appropriate for us to record all of the interventions, actions, successes, progress as well as the strategies that didn't help or that had a negative effect. We do this by producing an Inclusion Passport that is passed onto the next teacher to give them the full summary of your child's needs as well as their current targets on their IEP. It is sometimes helpful for a child to 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>
<b>Parent Partnership</b>	<p>A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p>
<b>Statutory Assessment</b>	<p>For a very few children more help will be needed than is normally available through the school's own resources. School, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. School staff or a Parent Partnership Co-ordinator can talk to you about this in more detail.</p>
<b>Key contacts</b>	<p>All mainstream schools have a SENCo (Special Educational Needs Co-ordinator). They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress. The SENCo at Kirkby and Great Broughton School is Angela Walley.</p>