

SEND Information Report

April 2018

SENCO: Lauren Fairbrother

SEND Governor: Tracy Catherall

Contact: l.fairbrother@kirkstallvalley.org.uk

Dedicated SEND time: 1/2 a day per week plus 5 hours of SEND Admin Support time per week

Local Offer Contribution: <http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>

Whole School Approach:

Our job is to help your child achieve their very best at school. There may be times where you feel that a little extra support is needed through some or all of their time at our school. This information is to inform you of the support that Kirkstall Valley offer, who can help in school and how to access this support.

All our classes are taught by passionate, enthusiastic teachers who are supported by teaching assistants and where appropriate special needs assistants. 'Quality first teaching' and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: All children will be identified and assessed as part of our on-going assessment. The SENCO maintains a tracking system, particularly focused on any child that is not meeting age-related expectations. We will also assess the individual's development compared to their peers, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We will always record any concerns put forward by parents and compare these to our own assessments.

Plan: The teacher, SENCO, parent and child produce a personalised plan called a 'Pupil Passport' which outlines the support that will be put in place in order to meet outcomes. All teachers and support staff who work with the pupil are aware of their needs and keep a copy of the passport in classrooms which is filled in with the child under these headings:

- What you need to know about me
- What you can do to help me
- What I can do to help myself
- What I like/ am good at
- What I find difficult
- My outcomes

Training is available to teachers and support staff to provide them with sufficient skills and knowledge to deliver interventions.

Do: We recognise that there are times when working with targeted support or in group interventions/ catch up sessions outside the classroom are necessary and increase progress for pupils. However, at Kirkstall Valley we endeavour to keep as much learning as possible within the classroom environment. Class teachers work closely with teaching assistants to plan and assess the impact of the provision and look into how it can be linked to classroom teaching. The role of the SENCO in this case is to support the class teacher in the further assessment of the child's particular strengths and needs and advise on the specific support needed. At Kirkstall Valley Primary School we actively encourage parents to contribute to working towards their child's outcomes and are involved in contributing to the evaluation process.

Review: Half-termly meetings are organised involving SENDCO, class teacher and support staff. Termly meetings are also held with all staff to discuss current strategies with specific children to allow a deeper understanding and enable a whole school approach. Termly meetings are also held with the SENDCO and 1:1 support staff to allow opportunities to share good practice, evaluate progress and plan next steps. The intentions of these meetings are to review the effectiveness of the strategies and support in place and the impact on children's progress. We believe that consistency is key for all children but particularly for children with SEND needs. During the reviewing process the views of pupils and parents are included which then revises the support in place.

SEND Needs:

Children's SEND needs are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

All learners have access to 'quality first teaching'. This means that they access lessons that are engaging with high levels of pupil participation and interaction. Questioning is effective and outcomes clearly identified. Opportunities for reflection are built in and pupils evaluate their own progress and next steps. Tasks are differentiated appropriately and the level of challenge is ambitious but achievable. A culture of independence is fostered and pupils are encouraged to take the lead in their own learning. A range of teaching strategies are used, including visual and kinaesthetic as much as possible. The classroom environment is stimulating and accessible for all.

The school has a wealth of additional provision available that aligns with the 4 broad areas of need to ensure the needs of SEND children are met and progress is made. The school's provision map (Appendix 1) provides an overview of this provision.

As of April 2018, we have 28 children receiving some form of SEND Support.

We have internal processes for monitoring the quality of provision and assessment of need. Through tracking of data, discussions with class teachers and parent/pupil consultations, we continually evaluate the effectiveness of provision that is in place. All children that are working below age-related expectations are tracked and monitored by the SENDCO. For some of our pupils with additional needs, we use B-Squared (Small Steps and P Steps) to help structure their programmes and to measure progress.

The SEND register is reviewed half-termly in consultation with staff; children identified as needing additional support related to an SEND need are entered onto the register and an appropriate package of intervention and support is identified and personalised to meet individual need. This is done in conjunction with parents.

It is at this point also that children who are already identified on the SEND register have their 'Pupil Passports' updated and the effectiveness of the current intervention programme is evaluated and any amendments are made. The school's provision map is reviewed on a termly basis. Amendments are made in response to any changing or newly identified need of pupils. Additionally, specific interventions are monitored for impact, with children's attainment measured at the beginning and end of each intervention delivered.

Well-being and social, emotional, mental health and behavioural development

We are an inclusive school, a MindMate Friendly Approved school and have Healthy Schools Status; we welcome and celebrate diversity. All staff believe that children feeling safe and having high self-esteem is crucial to a child's well-being. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Therefore, this would be the parents' first point of contact. We seek to support all children's social, emotional, mental health and behavioural development through a range of whole-school approaches including: regular PSHE lessons which explore a range of issues including relationships, differences and keeping safe; half-termly MindMate days which include a focus on self-esteem, well-being and managing feelings; class-based 'worry eaters' where children can share problems with adults; and access to our Learning Mentor. Assemblies cover a full range of topics linked to social, moral, spiritual and cultural aspects of the curriculum. SMSC is also one of the three underpinning threads in the school curriculum which teachers include in every subject.

Throughout the school year, Kirkstall Valley Primary School runs a variety of themed weeks to support SEMH and SMSC. These are as follows: Black History Month, Harvest Festival, Health Week, Anti-Bullying Week, Safety Week, Shine Week, Work and Finance Day, Mental Health Awareness Day, and International Week.

School may also access support and advice from outside agencies to work with our children who have social, emotional, mental health and behavioural needs.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/ Event	Who's involved	Frequency
Parents' Evening	Child, parent, teacher	2 x per annum
Pupil Passport Reviews	Child, teacher, SENCO, parent	Termly
Annual Reviews	SENCO/External Professionals as required	Once per annum
SEND Reviews	SENCO/External Professionals as required	3x per annum
Child's Report	Teacher, Headteacher	Once per annum
Meetings/ phone calls	Child, parent, teacher, SENCO	As and when required based on need

Moving on

Kirkstall Valley recognises that transition can be difficult so work very closely with parents, school leaders and the SENCO to ensure that all the relevant information is passed on and a transition plan is made to minimise the disruption. For children with SEND needs, transition plans are set up with the next teacher to ensure that the child feels happy and safe. These plans are completed on an individual basis and usually start within the first summer term to provide a smooth transition. For children with SEND who are moving school, including moving to secondary school, the SENCO and teacher will communicate with the relevant schools and staff to pass on any information, arrange visits and create a transition plan.

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

	Training/ Areas of Expertise
Special Educational Needs Co-ordinator	SENDCo Training, SENDCo Early Years Training, SEN Conferences (inc. Attachment Training), Restorative Practice, Team Teach, Team Teach small holds, B-Squared, Moving and Handling, Hoist Training, Autism Level 1 (School Age/ Early Areas), Oracy, Visual Communication, Intensive Interaction, Spread the Happiness, First Aid, Grief and Bereavement Training, Designated Child Protection Officer, Child Protection Basic Awareness (1/2 day), Safer Working Practice, FGM Training, PREVENT Training, Phonics Phases 1-5, MindMate.
Autism Lead Practitioner & SEND Admin and Support Assistant	STARS Autism Levels 1, 2 & 3, Restorative Practice, Team Teach, B-Squared, Moving and Handling, Visual Communication, Intensive Interaction, First Aid, Grief and Bereavement Training, SIMS SEND (upcoming), Autism Progression Framework (upcoming), Designated Child Protection Officer, Child Protection Basic Awareness (1/2 day), Safer Working Practice, FGM Training, PREVENT Training.

Teaching Staff	Restorative Practice, Team Teach, B-Squared, Autism Level 1 (School Age/ Early Years), Oracy, Visual Communication, First Aid, Grief and Bereavement Training, Designated Child Protection Officer (HW, ST), Nursing Team (JD, HW) E-Safety (CF), Child Protection Basic Awareness (1/2 day), Safer Working Practice, FGM Training, PREVENT Training, MindMate, SRE (HW, ST), Epilepsy Training (upcoming).
Learning Mentor	Restorative Practice, Team Teach, Autism Level 1 (School Age/ Early Areas), Oracy, Visual Communication, First Aid, Grief and Bereavement Training, Designated Child Protection Officer, Safer Working Practice, FGM Training, PREVENT Training, Talk & Draw, Working Together Level 2, Epilepsy Training (upcoming).
Teaching Assistants and Higher-Level Teaching Assistants	Restorative Practice, Team Teach, Autism Level 1 (School Age/ Early Areas), Oracy, Visual Communication, First Aid, Bereavement Training, Autism Level 2 (CJ), Nursing Team (LW, AD), Child Protection Basic Awareness (1/2 day), Safer Working Practice, FGM Training, PREVENT Training, Epilepsy Training (upcoming).
Early Years Staff (additional training to that listed above)	Team Teach small holds, Moving and Handling, Hoist Training, Intensive Interaction, Spread the Happiness, Epilepsy Training.

School is able to access a wide range of service to support our SEND children and in the last year we have worked with the following agencies: STARS (Autism support service), Speech and Language Therapy, Educational Psychology, CAMHS, Occupational Therapy, SENIT, Inclusion Support (including the Area Inclusion Partner), Health and Safety, School Nursing, SAD Events Team (bereavement), Pupil Development Centre, Leeds Child Protection Team, Governor Support Service. We are also part of the Headingley and Kirkstall Schools Partnership which shares expertise and support amongst the nine schools within the partnership.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Teaching assistants are deployed to each classroom as part of our 'quality first teaching'. In addition, and in line with a pupil's EHCP, should there be a need for additional support over and above that which is deployed to a class, staff are allocated to support as directed by the allocation of resources described in the EHCP. Additionally, TAs deliver interventions for Speech and Language on a 1:1 basis and to small groups. TAs also deliver interventions to targeted children. Currently TAs are deployed as such:

Nursery	2 TAs
Reception	1 TA + 2 x 1:1 SEND Support
Year 1	1 TA + 3 x 1:1 SEND Support
Year 2	2 TAs + 1 x 1:1 SEND Support
Year 3	1 TA
Year 4	1 TA
Year 5	2 TAs
Year 6	1 TA

Finance

Support is allocated according to identified needs through the use of available funding (Notional SEND budget and High Needs Top-Up Funding). Where a child is in receipt of additional funding, the outcomes and provision in place for this child will be closely monitored during an Annual Review meeting.

Accessibility

Our school is on one floor and has accessible toilets and other facilities. We seek to ensure that equipment used is accessible to all children regardless of their needs. The playgrounds are accessible via ramps.

Complaints

At Kirkstall Valley Primary School we pride ourselves on having strong, effective relationships with parents and being able to work together with parents to resolve any worries and concerns quickly and to parents satisfaction should they ever arise.

Our complaints policy is based on the standard Leeds Local Authority Complaints procedure, a copy of which can be found on our website.