



The Federation of Kirkroyds Infant and Wooldale Junior Schools

Our Special Educational Needs and Disabilities (SEND) Offer

Every pupil is important to us and are recognised as an individual with his or her own particular needs. The school welcomes all children and prides itself on developing their abilities and in preparing them for life within school and beyond.

We believe that all children at Kirkroyds and Wooldale should enjoy learning. Confident children with good self-esteem and aspirations for the future will be well placed to take advantage of opportunities to become creative and effective learners, well-prepared for the world of work. To achieve this children need broad, balanced learning opportunities and experiences of the highest quality, supported by staff, who are sensitive to and responsive to their needs. The learning environment must be secure and safe, and appropriately resourced. The responsibility to provide these opportunities and experiences, context and resources lies with the whole school community.

Frequently asked questions by parents and carers

Question	Our response
How does the school know if a child needs extra help and what should I do if I think my child may have special educational needs?	<ul style="list-style-type: none">• We receive information from pupils' previous schools/PVI settings or medical reports.• The progress of all pupils is monitored regularly by class teachers, our Special Needs Coordinator (SENCO) and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning, the school can quickly identify the need for additional support. This will then be discussed with parents/carers.• If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the

	<p>class teacher to discuss their concerns, who will then liaise with our SENCO as appropriate. Alternatively, parents can arrange an appointment via the school office to speak to the SENCO or Head Teacher.</p>
<p>How will Kirkroyds and Wooldale support my child?</p>	<ul style="list-style-type: none"> • Our school provision map shows the range of interventions in place in our school, which may be used when we identify a need for additional support. Parents will receive a letter explaining the nature and length of the intervention if their child has been selected. They will be given opportunity to discuss this with the SENCO. • Interventions may be delivered by our teachers, Senco Assistants, Teaching Assistants (TAs). Progress is monitored throughout. • When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND); an Individual Education Plan (IEP) or an Individual Behaviour Plan (IBP) or a My Support Plan will be created, detailing the exact support the pupil will receive. A copy of this will be provided to parents/carers who will be given the opportunity to contribute their views. • We monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. The SENCO monitors IEPs, IBPs and My

	<p>Support Plan termly to ensure targets are appropriate and realistic. Evidence of work towards these targets may be recorded in an IEP portfolio.</p> <ul style="list-style-type: none"> • Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they receive a report from the SENCO on the progress of pupils with SEND every term. There is a named governor for SEND: Dr Leigh Fleming
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • All teachers and class ETAs are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. • Differentiation is planned for groups and individuals according to need: for example, for a child who has Communication and Interaction needs (speech, language and communication), teachers will use simplified language and/or visuals to support them to understand new vocabulary.
<p>How will I know how my child is doing and how will school help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Annual reports and twice yearly Parents' Evenings give all parents and carers regular feedback on their child's progress and individual reading, writing and maths targets and any behavioural, emotional or social difficulties. • When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.

	<ul style="list-style-type: none"> • If a pupil has an IEP or IBP or My Support Plan parents will either be invited into a meeting to review progress against these targets and to set new ones or they will be given a copy and opportunity to share their views. • If a pupil has an Education, Health and Care Plan (EHCP); parents and all professionals involved will be invited to an Annual Review Meeting to discuss the pupil's progress and to contribute towards setting future targets. Reviews may be held more than annually should it be felt necessary.
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • The well-being of all of our pupils is our primary concern at Kirkroyds. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and the social and emotional aspects of learning are integral to our curriculum and are also taught explicitly on a weekly basis. • Additional support from specialist staff either in school or contacting outside agencies is arranged as needed for individual pupils, both in and out of the classroom. • Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and followed by all staff. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. The LA attendance officer Terry Roberts may be involved should it be felt that school attendance is a cause for concern.

	<ul style="list-style-type: none"> • The views and opinions of pupils with an EHCP are consulted prior to their annual review and wherever possible are invited to share their views and opinions during the review process and meeting. • Relevant staff are trained to support medical needs and in some cases all staff receive training. • Pupils' views are sought through school council and classroom discussions.
<p>What training have the staff, supporting children with SEND, had or are having?</p>	<ul style="list-style-type: none"> • We regularly invest time and money in training our staff to improve high quality first teaching for all pupils; to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions). • Our SENCO regularly attends LA network meetings and termly ANP meetings with the Educational Psychologist and other pyramid SENCOs where anonymised cases are brought to the panel, as well as receiving on-going SEND training in specific areas. • All our teachers hold qualified teacher status and all staff members, receive regular training to best support our pupils with SEND, for example in Dyslexia, Autism, speech and language needs.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • All Staff at Kirkroyds and Wooldale have experience of working with children with a range of additional needs. Some staff have particular expertise working with children with communication & interaction difficulties; children with complex sensory and or physical needs; children with social, emotional and mental health difficulties, including ADHD; children with Dyslexia; children with Down Syndrome; children with ASC;

	<p>children with cognition and learning difficulties.</p> <ul style="list-style-type: none"> • Educational outside agencies include: Educational Psychology Service (EPS) and specialist provision to support pupils with autism, communication and interaction and Children's Emotional & Well Being Service (ChEWS). If pupils are not making satisfactory progress, despite receiving additional support, we will seek advice from other agencies and make any necessary referrals with the consent of parents / carers. • Specialist health services such as School Nursing Service; Speech and Language Therapy (SALT); Sensory Support Service, which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS) are also available to us. • We work with Family Support Workers, stronger families workers and Social Services.
<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Our Equality and Diversity Policy and Accessibility Plan promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. • Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs and if appropriate parents/carers are consulted and involved in planning.

<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting, as well as the needs of individual learners. • We seek to ensure 'value for money' service, therefore all interventions are costed and evaluated. • We follow advice from outside agencies working with our pupils with regard to specialist equipment and resources, which are required to meet their needs including ICT equipment, specialist seating and interventions.
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • We expect all staff to deliver Quality First Inclusive Teaching (Wave 1) and this is clearly defined in our provision map. • If additional (Wave 2 or 3) support is required, there is consultation with the relevant staff, the learner (when appropriate) and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCO oversees all additional support and reports to the Governors in a termly SEND report.
<p>How will the school prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?</p>	<ul style="list-style-type: none"> • We encourage all new pupils to visit the school prior to starting, to meet their class teacher and be shown around school. For children with SEND, we sometimes invite them to come for additional visits with a member of staff from their current setting; or if appropriate we would send staff to visit the pupil. • Transition from one class to another or across key stages is carefully planned. Pupils with high level SEND are provided with photographs of staff and locations within school to prepare them for their new class and changes. They are also

	<p>given opportunities to have additional visits to their new class.</p> <ul style="list-style-type: none"> • Teaching staff attend transition/review meetings whereby they pass on information to the new teachers about a pupil's specific needs. The SENCO also meets with class teachers to pass on relevant information. • During Annual Review Meetings, transition is carefully planned for SEND pupils. This can be transition to another setting or transition to a new class / key stage. • We have very good relationships with our local PVI settings and information is shared to support pupils' learning and well-being at transition. • We work closely with Holmfirth High School and their SEND department and information is shared to support pupil's learning and well-being transition. • Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.
<p>How are parents involved in the school?</p> <p>How can I be involved?</p>	<ul style="list-style-type: none"> • We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations. • Parents evenings are held twice a year, as well as holding an evidence of learning afternoon in the summer term. Parents are also invited to SATs information evening, and information afternoons and evenings to find out about a variety of curriculum areas including reading and maths. • We operate an open-door policy to allow parents to contact their child's class teacher with ease. In some instances home/school communication books are established.

	<ul style="list-style-type: none"> • Parents are invited to become involved in school life through a number of means e.g. the Kirkroyds' Friends Association and Friends of Wooldale Association, open mornings, voluntary support in classes and on-going invitations to school events throughout the year. • Our Governing Body includes Parent Governors.
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to talk to their child's class teacher. • For pupils with SEND, further information and support can be obtained from the SENCo or Head Teacher. • If you are worried about your child at home or at school and it is impacting upon family life, you can contact our Head Teacher, Mrs Wood. • Mrs Wood, the Head Teacher 01484 222482 or 01484 686252 • via email: office@kirkroyds.co.uk. <p>Deputy Head: Mrs Louise Armitage - Kirkroyds Infant School Mrs Ann Barnes - Wooldale Junior School SENCO Assistants Mrs Clare Mills - Kirkroyds Infant School Mrs Janer Barber - Wooldale Junior School</p>