



Kirk Smeaton Church of England (VC) School SEN information report

'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.

Our Mission statement

'At Kirk Smeaton Church of England School we believe in developing the whole child and consider **all** children to have talents. We believe all children have a right to expect a quality education regardless of gender, race, culture or disability and be given opportunities to achieve their full potential. We nurture our children as individuals; helping them every day to develop emotionally, physically and spiritually'

Kirk Smeaton Church of England Primary(VC) School SEN information report
Date; April 2017
Link to SEN Policy

Questions you may have as a parent or carer of a child with Special Educational Needs or Disabilities.

Answers

Who do I contact first if I have a child with special educational needs?

The SENCO (Special Educational Needs Coordinator) is Mrs Hannah Cuddy. She is the person parents should contact regarding their child's Special Educational Needs or Disabilities (SEND). She can be contacted via the school office; admin@kirksmeaton.n-yorks.sch.uk
Or by telephone; 01977 620497.
Our special educational needs policy can be found on the school web site; kirksmeaton@northyorks.sch.uk

How do you know if my child has Special Needs?

We define a child as having Special Educational Needs (SEN) if they have a learning difficulty which requires special educational support.

A learning difficulty means that the child either:

- a) Has significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

The teachers use observations to identify need. This is particularly true in Reception class and Year 1. We use the Early Years Foundation Stage outcomes in the same way that we use the National Curriculum outcomes to assess where your child is in their learning. If a child is found to be requiring 'special educational support' they will continue to be assessed using the Early Years outcomes up until the term after they turn five years old. After this children will be assessed using 'P' scales, which are small steps towards working on the National Curriculum outcomes. We also use diagnostic tests, so that we can assess your child's needs more accurately. We sometimes invite other external agencies in to help us with this process, for example, the Educational Psychologist or the School Nurse.

What do you do, at Kirk Smeaton CE Primary School to ensure children with SEN are listened to?

- All pupils are equally valued and the school has high aspirations for all.
- All pupils are entitled and indeed are included fully in a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning is adapted to suit the needs of learners and recognise different routes to achievement.
- Early and accurate identification is striven for.
- There will be a flexible approach to the provision for pupils with SEND.
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs. Parents and children with SEND will be involved in this process.
- Teachers are given appropriate training to allow them to meet a wide range of needs.
- Parents are fully involved as partners in their child's education and will be invited into school each term to review their child's home/school targets.
- The child's voice listened to in school; pupils are encouraged to give their views on what learning is like for them.
- Governors monitor and evaluate the effectiveness of the SEND policy.
- During their annual review children participate in the meeting.
- Children are included in setting their own self chosen targets.
- In September 2015 we introduced the use of one page profiles, which is as it suggests, a profile of a child that is on one page. This is created at the start of the academic year and is reviewed every term by parents, children and teachers working together.

How do you include parents and children in delivering 'special educational support'?

Target meetings are set up each term for those children who need it. At these meetings children's progress is discussed and reviewed by the SENCO or Head Teacher, parents, class teacher and the child concerned. Children's one page profiles will be used at this meeting to support the target setting process.

We value the support parents give children very highly and have found that the one page profiles are really useful because they include parent's 'top tips', what people admire about the child and what is important to the child at that time. They are shared with the class and any teachers that come into the classroom to teach the children. It gives an instant snapshot of the children and their learning needs.

What can I expect in terms of progress for my child?

In 2014/15 we have introduced 'Milestone Files' for our pupils. Each child will have their own individual file which will summarise and track their progress throughout their time at Primary School.

As in previous years, we will continue to have our 'Assessment Weeks' where every child is assessed to check that they are progressing well in each of the subjects. This also gives us the opportunity to identify any of our pupils who may need extra help in any areas.

Your child will have a 'Milestone File' the same as the other children; however it will contain 'P' scales or early learning outcomes in addition to the national curriculum outcomes. A target sheet will be sent to parents to inform them of their child's next steps and how to support them at home.

What if my child has more complex needs?

The new code of practice (2014) requires children to have an **Education and Health Care Plan**, which will specify how services will be delivered as part of a whole package and explain how together the services will deliver improved outcomes across education, health and social care for your child. The new code of practice for SEN 2014 states;
'The local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC a plan review is given in Chapter 9 of the code (2014), Education, Health and Care needs assessments and plans.'

How will I be involved in my child's education?

You will be involved in planning and reviewing progress, so we will invite you to a meeting after each assessment weeks to review your child's targets and set new ones. Your child's class teacher will actively seek your views and include them in any changes or new information regarding your child's needs. There will be formal meetings three times a year and in the interim period you can access a range of communication methods; email Ms. Wolff (SENCO), parent's evening, open door policy; write us a note in your child's home school diary. At Kirk Smeaton C of E we feel that it is vital that parents/carers and school work closely together.
At Kirk Smeaton CE Primary School, we make every effort to keep parents informed about change in provision and this information is documented in your child's target plan.

How do you support emotional and social development?

At Kirk Smeaton Cof E Primary we will take account of a child's hopes and ambitions and where possible include them in all meetings and discussions that involve them. Their own interest, hopes and ambitions will be included in their one page profiles. Your child's views will be valued and heard on a daily basis in a variety of forums. We will also provide extra pastoral support as an additional forum to hear children's voices; we offer Socially Speaking Groups (Ginger's Group) Reception/Y1 class and the SEAL programme throughout school, 'Circle of Friends', Playground Buddy schemes. These groups are be led by outstanding practitioners who are highly motivated and trained. This high quality support from support staff helped toward our rating as being outstanding for safety & behaviour in our 2012 OFSTED inspection and outstanding in all areas for our 2103 SIAMs inspection.

At Kirk Smeaton CE Primary School we have a strong behaviour policy linked firmly to the 5 outcomes of the 'every child matters' agenda. This has led to the development of 'golden rules' which are in place across the school All children regardless of gender, race, culture or disability are expected to follow the rules. Our weekly celebration assembly positively reinforces the rules which are rooted in respect for each other, good manners and recognizing each other as individuals.

We have pastoral support worker in school, she works one afternoon a week. Her role is to support children who need additional social or emotional support. Many of our members of staff have experience in pastoral programs and will often support children's needs within classes.

<p>What will happen when my child leaves Kirk Smeaton?</p>	<p>Transition arrangements will be personalised to support you and your child. This will include transitional visits to the new setting accompanied by an adult from school that is well known to the child and of course you. Transitional review meeting with a member of staff from the new setting will take place alongside you and your child. As much support as is necessary will be given.</p>
<p>How are children with SEN enabled to engage in activities with other children in the school who do not have SEN?</p>	<p>Evaluating the effectiveness of the provision made for children and young people with SEN involves governors;</p> <ul style="list-style-type: none"> *Our SEN governor-Carol Cessford *Curriculum Committee-the head teacher reports progress of pupils with SEN anonymously *H&S Committee-This committee monitors access for all pupils to the curriculum on offer at Kirk Smeaton CE Primary School such as residential visits to Robinwood / all educational visits, participating in school plays, school council, sports days, PE lessons. *Finance Committee-ensures that budgeting for SEN, funding additional resources (such as ICT) is sustainable, efficient, effective economical. *Personnel Committee. –ensures that staff training is kept up to date & relevant.

What if I or my child is unhappy with the provision offered in school?

Here at Kirk Smeaton CE Primary School we always endeavor to have good lines of communication between ourselves and both pupils and parents/carers. However, complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the head teacher first, to see if your concerns can be immediately addressed. If you still feel that 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 to Mrs. Rebecca Rawson. Our complaints policy is on our school website. Follow the link below.
kirksmeaton@northyorks.sch.uk

What additional help can I expect my child to receive in school?

It is also important that if your child has complex needs and has an Educational Health Care Plan that you look at what the Local Authority can offer in terms of support. This is called the local offer and there is a link to it on the front cover of this document.

Because we want your child to achieve their very best we sometimes find it helpful to request some additional support from an outside agency.

Kirk Smeaton CE Primary School has established excellent working relationships with professionals from the following agencies:

- The Educational Psychologist
- School Nurse and Health Visitor
- Educational Social Worker
- Sensory, Physical and Medical Teaching Team
- Speech and Language Therapist
- EMS schools for Speech, Language and Communication and specific learning difficulties.
- Severe Learning Difficulties Team
- Social mental and emotional Outreach Team (CAMHS)
- Occupational Therapists
- Physiotherapists
- ASCOSS

What can I expect if my child is disabled?

Kirk Smeaton CE Primary School has a duty under the Equality Act 2010 towards individual disabled children and young people. The school **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Kirk Smeaton CE Primary School has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations. All meetings at Kirk Smeaton CE Primary School have 'Equal Opportunities' as a standing item on all agendas.