



Kirk Fenton 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>



Kirk Fenton School SEN information report

November 2021



SENDCo- Mrs Emma Bembridge

SEND governor- Mrs Helen Darnton

Link to SEN Policy [STAR MAT SEND POLICY](#)

Governors should describe:

This is what we provide in our school

This is North Yorkshire LA's minimum expectations of good practice

Special Educational Needs and Disabilities within our school

At Kirk Fenton School, we are committed to providing every child with access to a high quality educational experience and the nurturing that they require in order to fulfill their potential. At Kirk Fenton Primary School we make our very best endeavours to meet the needs of all children including those with physical, learning, communication, emotional and social challenges. The school also meets the needs of pupils with an Education, Health and Care Plan (EHCP).

Our school is wheelchair friendly and has a well-equipped hygiene room.

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.

Policies, Procedures and the role of the SENDCo

Kirk Fenton School has a range of documentation available for parents including the SEND Policy (link above) which highlights how children's additional needs are identified and how the school will provide support when needed. Early identification of additional needs is a priority for us.

Class teachers monitor the progress of all children in their class. If the class teacher has concerns about a child's progress then these concerns will be discussed with parents. The class teacher will request support from the SENDCo. Strategies will be discussed and put in place to support this child. If after a term of working collaboratively, we feel that a child is not making expected progress, then a formal identification of SEND may be made and the child may be added to the school SEND register. We may seek the expertise of outside agencies at this point, such as speech and language therapists.

A Chronology Form will be started once concerns have been raised. This form will document concerns and then strategies tried. This forms a chronology of events relating to an individual child.

SEN Support plans

Detailed information regarding the additional provision being made for a child will be recorded in a document known as a 'SEN Support Plan'. This document will be created with the input of the child's class teacher, involved teaching assistants, our school's Special Educational Needs & Disabilities Co-ordinator (SENDCO) and crucially the parents or carers of the pupil and the pupil themselves.

SEN Support plans are reviewed and amended three times a year. Parent and pupil voice are always included in these plans.

Sometimes children may not make expected progress despite receiving additional support in school and from external agencies.. In collaboration with parents and other agencies, the school may decide to request additional support to help meet a child's additional needs. A request for an education,

The name and contact number of the SENCo should be readily available for parents. The school will have a clear policy about how they identify children as having SEND following the guidance in Chapter 6 of the SEN Code of Practice 2015. The school will have clear criteria and procedures about how to assess the needs of your child using the 4 areas of need as outlined in the SEN Code of practice.

health and care plan assessment (EHCAR) may be made if parents and professionals supporting a child feel that the young person's needs cannot be provided from within the resources normally available to mainstream schools. An EHCAR assessment will not always lead to an EHCP.

Communication with Parents

At Kirk Fenton School, we communicate regularly with parents through a variety of methods. For pupils with SEND, it is vital that parents and school work together closely to support the child in reaching their full potential.

Additional, on-going communication routes offered in regards to pupils with SEND may include:

- informal conversations before or after school.
- regular contact through a home-school book or by e-mail to communicate things that are going well or particular successes.
- termly meetings to review the support provided on the 'SEN Support plan'.
- clear information about the impact of any interventions undertaken.
- additional guidance for supporting children's learning at home.

All parents with a child with SEND will be offered a termly meeting to review the support provided on the 'SEN Support plan'.

All parents with a child with an EHCP will have an annual review meeting of the EHCP which will include parents, all professionals and the child if appropriate..

If parents have concerns, they are encouraged to speak to the class teacher first. The SENDCo may contact parents to discuss these concerns in more detail. Concerns are always recorded on the child's 'Chronology Form'.

Schools communicate regularly with parents, usually once a term, to 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. 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.

On-going communication with school may include:

- 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.
- a clear date to review the SEN support plans

Communication with Pupils

At Kirk Fenton School, we value the views and opinions of all stakeholders, including pupils. We have an active School council who meet on a regular basis and endeavour to bring the concerns and ideas of their peers to wider attention and work to enhance the experience of all pupils.

All 'SEN Support Plan' documents include the voice of the pupil in question. Their thoughts and perspectives are always reflected within these. These mechanisms allow for the opportunity to note the opinions of SEND pupils on a termly basis.

Views of pupils, including pupils with SEND, are discussed as part of discussions and questionnaires with Subject leaders at various points in the year.

School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. They should be able to explain how the voice of pupils with SEN are represented on this 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.

Assessing and Reviewing Progress

Kirk Fenton has rigorous procedures for the assessment of pupil's achievements and analysis of the data that this provides. It is our aspiration that all children with SEND will make at least expected progress in line with their peers and our provision is structured in the most effective way to facilitate this.

We employ a number of strategies to communicate children's progress throughout the year. These include Pupil Progress meetings, SEN Support plan review meetings and Annual Reports to Parents. This information will usually include progress made against the child's personal targets, as well as overall progress in relation to age related expectations. SEN support documents and the regular review meeting, provide opportunities for parents and pupils to also reflect upon progress made in relation to 'non-academic'

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.

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 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. 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

outcomes. These will often relate to personal and social progress that is perhaps not reflected in the standard description of a pupil's progress.

child, known as an individual provision map, an individual education plan or an SEN support plan. This should include:-

- details of any strategies being used to support your child in class
- the adjustments or approaches being made to teaching 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.

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 assessment (EHCAR).

Planning for Transition

Transition at all stages is very well planned for all children. Kirk Fenton School has excellent links with local nurseries and Secondary schools. We recognise that these times can often be particularly difficult for pupils with additional needs.

In the Summer term before children enter our EYFS, future pupils from all feeder settings are invited to attend a series of transition sessions. During these sessions, they will have the opportunity to meet the staff in their new class. If required, additional transition days can be included in an individual plan to support the transition process for vulnerable pupils. In addition, staff from our EYFS class may visit pre-school settings to see highlighted pupils within their usual context in order to assess and plan for any additional needs they may have once with us. Close dialogue between parents, pre-school settings and our staff is encouraged and supported well in advance of a pupil's transfer to our setting.

During the final weeks of the summer term all parents will be invited to a SEN Support Plan meeting at which both the current and future class teacher of their child will be present to discuss ongoing needs and targets. This ensures as smooth a transfer as possible between year groups and helps build an immediate relationship between parents / carers and future teachers. When it is

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 in order to make a successful transition.

recognised that a pupil may find the transition particularly difficult provision can be put in place to support his, such as classroom visits, photo guides to future staff and classroom layouts, 'social stories' relating to specific anxieties etc.

Transition discussions between our school and future Year 7 destination schools can begin as soon as Year 6 staff and parents agree that it is appropriate. Dialogue between Year 6 staff and the appropriate staff from future settings will occur and opportunities for parents to be included within this will be made if required. Pupils with SEND will be given the opportunity to visit their future school and often with greater frequency than their peers.

All points of transition are thoroughly planned for in regards to all of our SEND pupils and the views of both parents and pupils alike are taken into account at all stages of the process.

Teaching Approaches

Kirk Fenton School delivers high quality first teaching to all children. This teaching builds upon a highly effective curriculum which meets the needs of all of our pupils. The Senior Leadership Team are involved in an ongoing process of reviewing teaching and learning throughout the school, to ensure consistency is upheld in all lessons and across all classes.

Some children may need additional resources or adaptations to be made in class. These will be discussed with parents and pupils and detailed upon appropriate documentation. We use a range of 'interventions' to support all pupils and in particular for those with SEND. These interventions are usually structured learning programmes, with a clearly defined objective and a set time frame of implementation. This work is often carried out away from the classroom, delivered by a suitably experienced and / or qualified member of staff with the aim of supporting pupils to make more rapid progress than they would within general classroom teaching provisions. It allows learning to be more precisely targeted at individual needs, and enhances learning done in the classroom, rather than replacing it. Interventions across school are monitored

High quality teaching and 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 reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.

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:

- 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;

<p>carefully by the SENDCo to ensure that they have a positive impact upon children's learning.</p> <p>Staff receive regular training and support provided by the SENDCo and outside agencies in order to ensure that they are providing the best possible approaches to address individual needs.</p>	<ul style="list-style-type: none"> • 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.
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Making Reasonable Adjustments

<p>At Kirk Fenton School, all 'reasonable adjustments' will be made to ensure that all children have equal access to the curriculum, wider opportunities and physical surroundings of the setting. We believe that all teachers are teachers of SEND. We make effective changes to the curriculum and learning environment to ensure that all children are able to achieve their full potential. All staff have high expectations of all children and will put relevant adaptations in place to ensure they achieve this. Where physical adaptations to the building or resources must be made, we will endeavour to achieve this in a timely and effective manner. All reasonable adjustments will be made to ensure SEND pupils can access both day trips and residential visits with risk assessments in place. These will be discussed with parents.</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>
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Staff Expertise

<p>At Kirk Fenton School, we firmly believe that the wellbeing and academic progress of all pupils is primarily the responsibility of the relevant class teacher, with a broader overview being maintained by both the SENDCo and Senior Leadership Team. With this in mind we maintain a highly skilled and experienced body of staff with a good understanding of the additional needs within their own classroom and a good understanding of how best to meet these. All staff, both teaching and support, are offered and complete a variety of ongoing staff development opportunities. Individual staff training needs are</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>
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<p>identified during the Performance Management process and the school has excellent links with a wide range of professionals who provide on-going training for staff in school.</p>	<p>The SENCo will have the National Award for Special Educational Needs (NASENCo) or be working towards achieving this within 3 years of their appointment as SENCo.</p>
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Evaluating Provision

<p>Kirk Fenton School has rigorous procedures for the assessment of pupil's achievements and analysis of the data this provides. Progress of children with SEND is monitored through pupil progress meetings, analysis of the data, teacher reports on progress of SEND pupils and intervention records. All interventions provided for pupils in addition to the standard classroom opportunities are focussed upon a specific intended outcome or aspirational target for achievement. The impact of all such work is closely monitored by all staff involved and overseen by the SENDCo. The intended outcomes of all individualised support and interventions are shared with parents in SEN Support plan meetings and updates of progress is given to parents . The effectiveness of teaching for all children is monitored closely and often. Provision for SEND is also monitored for effectiveness. When the impact of work targeted at our SEND pupils is not immediately quantifiable in the way that perhaps strictly 'academic' work is every effort will be made to assess the impact of such 'pastoral' support through the use of discussion with pupils and parents, health and wellbeing surveys etc. The impact of Thrive is assessed through individual assessments of the children following the programme. Provision is regularly evaluated by the Senior Leadership Team.</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) or My Support plan to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class (known as High Quality Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
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Wider Opportunities

<p>All children, including children with SEND are encouraged to attend a wide range of extra curriculum and extra curricular activities. Where reasonable adjustments are to be made during the school day, external providers are aware of these adjustments that need to be made. Pupils with SEND are represented in positions of responsibility.</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>
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Personal and Emotional Development

As a Church of England school, our commitment to nurturing the 'whole child' is integral to all that we do. We are committed to providing high quality opportunities for RSHE. Regular RSHE lessons contribute to children making good progress in this area of learning and great value is placed upon recognising the rights and responsibilities of pupils both as individuals and part of broader communities. The similarities and differences between all pupils, groups and communities is celebrated and the values of tolerance and respect interwoven into the daily life of school.

Extra provision is also put in place to support the emotional and social development of pupils with specific needs, including SEND.

We have a dedicated Learning Mentor who is a specially trained THRIVE practitioner. THRIVE is a therapeutic approach to help support children with their emotional and social development. It offers practical strategies and techniques and is built around identifying a child's emotional development and providing actions in order to support their needs. Children are identified by the class teacher and SENDco. The majority of staff in school have received training from the learning mentor and an external Thrive practitioner. Staff use the consistent THRIVE language in classrooms.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

The school's anti bully policy should be available for you to read and they will be able to describe how they listen to and support pupils with social and emotional needs

External Agencies

We work in close partnership with a range of specialist support and outside services to ensure an effective level of support and care for all pupils can be met. These additional services include the Educational Psychologist and specialised colleagues from Selby Hub.. Other professionals such as speech and language therapists are also available to support schools in making the best possible provision for SEND pupils. Should we feel that the involvement of another agency will help us to meet a child's needs we will request parental

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.

consent before seeking the support of such services. With appropriate consent we will then engage with these services as seen appropriate and communicate any support measures they have advised us upon.

Complaints Procedure

At Kirk Fenton School, parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss additional support children are receiving. If parents wish to discuss their child's needs further, they can contact the Headteacher or SENDCo. In the event that you would like to speak to our SEND Governor, Mrs Darnton, administration staff will help parents to make contact. Finally, if parents feel that the issues have not been resolved then they will need to follow the formal complaints procedure as outlined in the Complaints Procedure policy.

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 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.