

Kirkbride Primary School
SEN Information Report March 2021

Please note that we have not included any pupil or parent's views or specific examples in this report. This is due to our small size and to maintain confidentiality.

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others the same age, or

b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

If you have any concerns about your child speak to your child's teacher or the Head Teacher / SENCo (Mrs D.A. Maxwell)

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issue

2. How will school staff support my child?

If a child is identified as having SEN, we will provide support that is 'additional to' or 'different from the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching' intended to overcome the barrier to their learning.

When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do and Review.

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers.
Do – providing the support – extra assistance for learning or learning aids – as set out in the plan.
Review – measuring the impact of support provided, and considering whether changes to that support need to be made.

In school we have staff trained to deliver a range of interventions including Maths recovery, reading intervention and structured reading and spelling.

3. How will I know how my child is doing?

All parents are offered termly parents meetings and yearly written reports. Any parents can request a meeting with a member of staff. Parents of children who have been identified as having additional needs will often be invited to attend termly or half termly Team Around the Family meetings. The frequency and attendees at these meetings depend on the needs of the child and family. Additional progress meetings are arranged around individual needs. We are happy to speak to parents and families as often as is needed to offer support and discuss children's progress.

4. How will the learning and development provision be matched to my child's needs?

School use a range of assessment techniques to determine the needs of children. School staff meet regularly to evaluate pupil's individual progress. The impact of interventions is assessed and then decisions are made, with input from parents about the next steps. Where need advice from outside agencies is sought to assist in devising the most effective provision.

5. What support will there be for my child's overall wellbeing?

Our whole school ethos supports developing each child as an individual. We encourage children to develop learning skills for life. All children are provided with a range of opportunities outside of the classroom e.g. residential trips and visits, clubs, sporting events and school council activities. Staff are trained to offer support and advice. Mrs D.A Maxwell is available each day as our pastoral support lead.

6. What specialist services and expertise are available at or accessed by the school?

The services accessed depend on the needs of individual children. In the past year we have accessed support from the School Nurse, Educational Psychology, Specialist SEND Support Teachers, Occupational Health, Family Action and West Cumbria Carers.

7. What training have the staff, supporting children and young people with SEND, had or are having?

School regularly audit staff needs and provide training in relevant areas. All staff are experienced and specific training is accessed to match individual children's needs. Staff have attended Autism level1 and 2 training. Teaching and support staff have a range of expertise including maths recovery, reading intervention, structured reading and intervention, Talk for Writing, spelling programmes etc.

8. How will you help me to support my child's learning?

We are a family centred school. We will offer as much help and advice as we are able.

9. How will I be involved in discussions about and planning for my child's education?

If your child has an individual education plan you be involved in setting and reviewing the targets. If your child has a registered Early Help you will be invited to meet and discuss progress against the action plan. If your child has an Education Health Care Plan (EHCP) you will be invited to attend regular Team Around The family meetings and an Annual Review. We will actively seek and encourage your involvement and value your contribution.

10. How will my child be included in activities outside the classroom including school trips?

If the trip or visit has been risk assessed and we can ensure it is safe for your child then they will be involved. For more information about this please contact us and ask.

11. How accessible is the school environment?

Our school building is all on one level. We have a ramp at the rear of the building and a disabled toilet. Currently our EYFS classroom has a high step to enter the conservatory this is being addressed by the School Governors. We have withdrawal spaces and areas we could developed in a medical room if this was required.

12. Who can I contact for further information?

SENCO and Head:

Mrs Dawn Maxwell (dawn.maxwell@kirkbride.cumbria.sch.uk)

SEN Governor:

Mrs Ann Little (ann.little@kirkbride.cumbria.sch.uk)

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We work closely with our local secondary school and have complied enhanced transition plans, where needed. We have sent school staff to support children on transition visits and varied the number to meet the needs of individuals.

We work closely with our cluster primaries and offer opportunities for children to meet children from other schools in similar year groups to widen the range of friends they have for transition.

14. How are the school's resources allocated and matched to children's special educational needs?

The school devises a yearly provision map and allocates resources according to need. School will look at children and resources creatively to ensure each child gets the best care we can possible provide.