



SEND Information Report & School Offer 2019-20

SENDCO: Miss Lauren Stephenson

SEND Governor: Mr Mark Ambrose

School offer:

At Kippax Ash Tree, we have an inclusive ethos with high expectations of **all**. We work closely with our children, their families and a wide range of professionals to ensure the best possible educational outcomes. Early identification of children with SEND enables early intervention to be implemented and additional support to be put in place.

The Special Educational Needs Co-ordinator (SENCO) is Miss Lauren Stephenson. All SEND provision in school is closely monitored, reviewed and evaluated by the Senior Leadership Team who report to the school governing body on how individual needs are being met.

School has an identified budget for SEND. Decisions about the notional SEN budget are made in consultation with the governing body and reflect a priority of need. For children identified with a high level of need, further applications for Top Up funding (FFI) are completed by the SENCO.

Leeds Local Offer: <https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/leeds-local-offer/special-educational-needs-disability>

Whole School Approach

At Kippax Ash Tree, we are very proud of our inclusive ethos and strive to ensure that **all** children succeed in their learning, gain independence skills and become resilient learners gaining the necessary social skills and life skills to support them in their future. We work closely with parents, pupils and other professionals to ensure that this can happen.

Our provision focuses on the graduated approach cycle of:

Assess: In identifying a child as needing SEN support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services..

Plan: Following assessment a clear plan will be put in place which details outcomes for pupils as well as interventions and support to be accessed. All outcomes will reflect the high expectations for all

pupils. This will be established with all relevant professionals, including parents. At this point pupils will be placed on the SEND register in school.

Do: The class teacher will remain responsible for working with the pupil on a daily basis. Quality first teaching and clear differentiation within the classroom is essential. Where specific interventions involve group or one-to-one teaching away from the main class the class teacher will still retain responsibility for the pupil.

All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** SEN Code of Practice 2014).

Review: The impact and quality of the support and interventions will be evaluated regularly throughout the year at parent meetings. Outcomes and support will be revised in light of the pupil's progress and development.

Areas of SEND:

Children and young people's SEND are categorised into 4 broad areas of need:

1. Communication and interaction

We continually work closely with Speech and Language Therapists in order to meet the needs of pupils with communication difficulties and we have also worked with The STARS team to develop communications skills of our pupils who have ASC. A range of interventions and strategies are used to support our pupils and have been developed and implemented following their advice. For example, Lego Therapy is used to support our pupils with social communication difficulties. In the Early Years, we have developed a nurture group to support listening and attention skills.

2. Cognition and Learning

We believe quality first teaching within the classroom and clear and personalised differentiation is key to supporting children with their learning needs. However we do recognise the need for wave 2 and 3 forms of intervention to support pupils with cognition and learning difficulties.

We have various intervention programmes which are used in school. The SEN Inclusion Team (Leeds) have supported us in setting up such interventions as the Active Literacy Kit, Key Word Reader, Numicon.

3. Social, Emotional and Mental Health

As a school we work hard to provide a caring and supportive ethos. All staff have a responsibility for the wellbeing of pupils, and the learning mentor offers further support with this, leading nurturing interventions on a 1:1 basis and in small groups. We work closely with a wide range of professionals and services. This includes access to support from the Brigshaw Trust Guidance and Support team including family support workers, councillors who specialise in working with children and Children's Social Work Services.

4. Sensory and/or physical needs

Our school is fully accessible to all pupils, with all entrances having level access. We have two care suites in the building, both fitted with hoists and a bed. Outdoors, we have wheel chair accessible

routes around the school and we have a lift inside too. For more details about our accessibility see our accessibility plan.

We support all our children to enable them to access all aspects of school life. We work closely with outside agencies and professionals, such as physiotherapists and occupational therapists to ensure our children access the correct support. The Deaf and Hearing impairment team (DAHIT) are also currently working with us too.

Overview of Pupils

As of September 2019 we have 58 pupils on our SEND register. 8 of these pupils have an Education Health Care Plan (EHCP) and 13 pupils are in receipt of FFI funding. The largest area of need is cognition and learning.

Monitoring and Evaluation

The quality and impact of provision is monitored and reviewed internally on a regular basis. Parents and class teachers meet each term to discuss and review individual outcomes for pupils.

Statutory Reviews of EHC Plans happen annually and meetings with other professionals and teams such as the complex needs team, SALT, STARS, Educational Psychology happen in response to a pupils needs, for example when a referral has been made.

Consulting with young people and parents/carers

It is essential that young people are placed at the centre of their learning and development. At Kippax Ash Tree, we are currently developing ways for pupils with SEN to begin to have more ownership of the targets they work on.

Pupil voice is a vital part of gaining young people's views and this is gathered using visual resources to support the pupil's communication skills.

We are committed to working with parents and carers to identify and monitor children's needs and ensure the correct provision is in place to support their development.

Some of the ways we do this are:

- Review of SEN Support Plan
- Annual Review of EHC Plan
- Early Help meetings
- Pre and post transition meetings
- Parents/ carers evenings
- Ongoing discussions with a class teacher and/or SENDCO
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have

Staff Deployment

At the start of each academic year a considerable amount of planning, preparation and thought is required to ensure that all support staff are utilised effectively in order to meet the needs of all our pupils and achieve the best outcomes, as well as promoting independence, social and emotional skills.

Staff development and Expertise

As a school we continually strive to develop the expertise of our staff. We currently have staff who are trained in supporting children with:

- Autism (STARS level 1, 2 & 3),
- Dyslexic difficulties (Active Literacy Kit)
- Speech, Language and Communication difficulties (Derbyshire Language Scheme)
- Challenging behaviours (Team Teach)
- We also have a wide range of staff across school who are trained first aiders.

FFI and Inclusion Funding

Our top up funding as of April 2019 was £64,800

Funding is allocated to ensure that each individual pupil receives the provision they need to ensure an effective education.

Transitions

At the end of each academic year, all pupils spend the final two weeks with their new class teacher. This allows them to gradually become familiar with their new environment and the adults they will be working with. For some of our pupils with complex needs, meetings are arranged between the parents, SENCO, current and new class teachers to share information needed.

We work closely with our high schools and transition meetings can begin as early as year 5 for some of our pupils with complex SEND. We invite high schools to attend the annual review meetings, which allows detailed planning to occur in relation to staffing, resources and provision. This ensures that pupils have a smooth transition to their high school and receive the best care and support.

Pupil with SEND are also invited to attend additional transition visits as well as the whole school year 7 transition day and virtual middle school week. For pupils with complex SEND, key staff will visit primary schools and work with pupils in a setting familiar to them.

Further Development

B squared is currently used as an assessment tool to measure small steps of progress for some children. In September, staff began to use the updated version of the software, which no longer uses P-levels, but steps. The SENCO will continue to monitor the progress the children are making each term.

At Kippax Ash Tree, we are focussed on developing pupil voice and are currently developing strategies to support our SEN pupils to take more ownership of the targets and outcomes they work on.

Complaints

Parents who have complaints about SEND provision are encouraged, in the first instance, to speak to the SENDCO (Miss Lauren Stephenson). If a satisfactory outcome is not achieved parents should then contact the Head teacher- Mrs Amanda Campbell. Advice and support is also available from SENDIASS.

Relevant school publications underpinning this SEN Information Report include:

The SEND Policy

Kippax Ash Tree Local Offer 2018-19

Legislative Acts taken into account when compiling this report include:

Children & Families Act 2014

Equality Act 2010

The school's admission policy and accessibility plan can be found on the website.