



The Federation of Beckwithshaw, Kettlesing Felliscliffe and Ripley Endowed CE Primary Schools

“At the federation of Beckwithshaw, Kettlesing Felliscliffe and Ripley Endowed CE Primary Schools we aim to provide a community of compassion. A place where all children are courageous and who grow together, guided by love.”

“God is Love. Everyone who lives in love, lives in God, and God lives in them.”

John 4:16

SEND Information Report

Our SEND information report outlines the provision which we offer at our schools and aims to answer any potential questions which you might have. This information report should be read in conjunction with the Local Authority's Local Offer, available on the North Yorkshire County Council website: [North Yorkshire Local Offer](#)

What is the SEND Report?

Since 2014, schools are required to publish information about services they provide for children with disabilities and Special Educational Needs. This is called the 'SEND Information Report'.

The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally.

Across the federation we strive to support all children to enable them to achieve at school.

In order to do this, many steps are taken to support them through their learning journey.

Quality Teaching is vital: however, for some children there are occasions when further support may be needed to help them achieve their targets. The decision to provide additional support is made by the school, in close partnership with parents. It is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. We are able to provide specific support for pupils with; Communication and Interaction difficulties, Cognition and Learning needs, Social, Emotional and Mental Health needs and Sensory and/or Physical difficulties.

The Special Needs Team across our federation are:

Miss Victoria Kirkman - Executive Head Teacher

Mrs Elouise Foster - SENDCo and Deputy Headteacher

Dr Michael Harrison - Governor for SEND

If you have any concerns regarding SEND matters, please do not hesitate to contact us.

How do we know if one of our pupils need extra help?

We know when pupils need extra help if:

- concerns are raised by parents, teachers or the child.
- limited progress is being made
- children are performing below 'age related expectations'
- communication with previous setting
- there is a change in the pupil's behaviour or progress
- we have received information from other agencies (who may already be working with the child before they join us.)

What should I do if I think my child might have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns. We will listen to your concerns and draw on your own experience and observations that you will have as parent of how your child is outside of school.
- If you have any further concerns, or would like to know about specific provision, then contact Mrs Foster, who is our federation SENDCo. We will then look at completing an Early Identification Document to outline provision in place for your child which is the first step to potentially being included on our SEND register.
- We can arrange for your child to be assessed either by ourselves, external partners who work with the school or by referral to external agencies who can provide a specialist assessment.
- We will be with you every step of the way to work with you and support you through this process and review provision to find out what works best for all our children.

School policies that are linked to the identification and assessment of SEND:

- SEND policy
- Accessibility Plan
- Child Protection Policy and procedures
- Supporting Pupils with Medical Conditions
- Behaviour Policy
- Equality Statement and Objective Statement

The above policies are all available to view on our website at:

<https://rbk.n-yorks.sch.uk/information/school-policies/>

Special Educational Needs Policy Implementation

This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the SENDCo –Mrs Elouise Foster

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It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEND Code of Practice 2014. With the SENDCo, it is the role of the executive headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how best to support children with SEND. The executive headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the executive headteacher in carrying out this policy. The school governor for SEND is: Mr Michael Harrison.

The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs.

The executive headteacher, Miss Victoria Kirkman, will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.

How will I know how school supports my child?

- Each pupil's education programme is planned by the class teacher. When a pupil has been identified with special needs, their work will be differentiated or adapted by the class teacher to enable them to access the curriculum more easily
- The child will be given small and measurable targets which will be discussed with the child and parents, and monitored regularly by the class teacher and SENDCo. Targets may be discussed at parents evening alongside your child termly; half termly through progress meetings, or through specific review meetings. Parents are welcome to review progress more regularly through consultation with your child's class teacher.
- We may provide additional support in class from the teacher or teaching assistant. Teaching Assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- If a pupil requires greater support in a particular area, for example, phonics, numeracy or literacy skills, then they will be placed in a small intervention group led by either the teacher or teaching assistant. All interventions are regularly reviewed by those delivering them, and by the SENDCo, to ascertain how effectively they are working and to inform future planning.
- Regular Pupil Progress meetings are held between class teachers and members of the Leadership Team to discuss the progress of individual children. This shared discussion may highlight any ongoing concerns and help to plan further support if required.
- Some pupils who require additional support are referred to external agencies and specialists such as Speech and Language Support or the Educational Psychology service.

- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pencil grips or easy to use scissors.
- Where necessary, classroom environments will be adjusted to meet the needs of individual children with regard to access, quiet areas, visual prompts etc.
- We regularly review our provision and as training courses become available we evaluate their likely impact and how relevant they are for our children, and send staff as appropriate.
- We'd like to also listen to your views about what you think will aid your child's progress and explore the type of provision that you think will work for your child and their individual needs.
- Provision is reviewed on an individual basis taking account of your child's specific needs.

How will my school support my child in their emotional and social development?

- We believe that every child will develop and thrive in an environment which not only provides a safe and supportive place in which to grow, but also enables all our children to become confident, settled and happy individuals. Therefore, we work very hard to ensure that we listen to each child and are aware of each individual's needs.
- If necessary, we put additional pastoral arrangements in place where we listen to the views of pupils and organise support, either in school, or from outside agencies where appropriate.
- We put measures in place to protect our children against bullying. We include anti-bullying and e-safety as part of our PSHE curriculum and ensure that all pupils are aware of what it means so we can quickly act against it if any issues were to occur.
- Interventions which encourage social communication and feelings are also provided if there is a requirement.

How will my child be included in activities outside the classroom including school educational visits?

- Activities and visits are made as inclusive as possible and available to all children.
- Where necessary, individual risk assessments are carried out and procedures put in place to enable all children to participate.
- If it is felt that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.
- Our schools have a variety of extra-curricular clubs. Details of participating pupils are cross referenced with those with SEND to ensure all pupil groups have access to the clubs.

How does my school support children with medical needs?

- If a child has a medical need, then a detailed care plan is compiled by the SENDCo with support from the child's doctor and in consultation with parents. This is then shared with all staff who are involved with the pupil.
- Staff receive training as necessary from health care professionals.
- Where necessary, and in agreement with parents, medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

- Staff receive basic first aid training, with some members of staff trained in paediatric first aid.

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

In consultation with parents, it may at times be necessary to consult with outside agencies to receive their more specialised expertise. Individual children may be referred through school, or through their G.P. or local Children's Centre.

The agencies currently used by the school and our families include:

- Educational Psychologist
- Speech and Language Support
- Behaviour Support
- Harrogate, Ripon and Knaresborough SEND HUB
- CAMHS (Child and Adolescent Mental Health Service)
- Children's Advice, Assessment and Early Intervention Service
- Child in Need (CIN) practitioners and the Prevent Service
- Social services
- School Nurse
- Visual Impairment service
- Hearing Impairment service
- Links with the NSPCC

How accessible is the school environment?

At our schools we are happy to discuss individual access requirements and adapt our areas as required so that it meets the needs of all of our children.

At present in our schools, we have:

- Most of our classes are at ground level. We have the capacity to move classes so that the year group is always accessible for the child.
- A disabled toilet
- Single level outdoor areas
- Doors are wheelchair accessible and accommodation can be tailored where feasible to meet specific needs
- We can access specialist equipment if required

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

All parents are encouraged to contribute to their child's education. On a day-to-day level we give the children verbal and written feedback, which we encourage our children to respond to. We also provide our children with next steps so they know how their learning can move forward. (If you would like to see the work your child is doing in class, please speak to the class teacher to arrange.)

Between formal parents' meetings, please contact the school if you feel it would be beneficial to have a more informal meeting to discuss your child's progress.

For more regular support we are able to set up a home-school communication book. This helps you to keep in touch with your child's class teacher regularly so we know how they are doing at home and we can tell you what they are doing at school. We hope that this will ensure that we are working together to support your child both at home and school. We can suggest activities and games that you can do with your child to support their learning.

On a more formal review level, parents will be invited to discussions and review meetings with the SENDCo and other professionals. Children's views are sought in the review process to ensure that staff and parents are able to see the progress they feel they have made.

How will I know how well my child is doing?

Your child's progress is continually monitored against national standards by his/her class teacher, on a daily basis, through their class work. A variety of assessment tools are used to keep track of their progress. We regularly review the provision and if this needs to be adjusted, we look at how this can be implemented. We share their attainment and progress with parents at termly parent evenings and specific SEND provision is monitored by the SENDCo. Children will be given specific targets to support their learning and help them to understand their next steps.

At the end Year 1, Year 4 and Year 6 all children are formally assessed using National Phonics Screening, Multiplication Tables Check and Standard Assessment Tests (SATs). This is something that the government requires all schools to do, and the results are published nationally.

The progress of children with a support plan is recorded and reviewed at termly meetings involving parents, teachers and other professionals.

In July each year your child will be provided with a written report which details their attainment in line with National expectations.

How will the school prepare and support my child when joining your school, or transferring to a new setting or secondary school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Transference of records and other communication between schools prior to the pupils leaving or joining.
- Pupil visits arranged as required. Some children need more transition visits than others.
- The SENDCo is more than happy to meet with parents before a child starts school.
- We liaise with other agencies where there is a wider involvement in the family.
- When a pupil who may have more specialised needs is preparing for transition to secondary school, a separate meeting is usually arranged with the SENDCo, the secondary school SENDCo, parents and, where appropriate, the child. In partnership with the secondary school, we provide additional transition events which are tailored to the needs of the individual.

What do I do if I have a complaint about my child's education at school?

If any parent is unhappy with the education their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher as soon as possible. Where an issue cannot be resolved informally, parents should refer to the school's Complaints Policy, available on the website or from the school office.