**Kirklington Primary School**

**SEND Information Report 2024-2025**

Introduction

The Children and Families Act 2014 requires Local Authorities (LA) and schools to publish information about the kind of provision they make for pupils with special educational needs (SEN) in the form of a Local Offer. A pupil has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

At Kirklington, a pupil is considered to have a learning difficulty or disability if he or she:

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

• has a disability that 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.

At Kirklington Primary School, we believe every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning. Every child is unique in terms of characteristics, interests, abilities, motivation and learning needs. Those with exceptional learning needs and/or disabilities should have access to high quality and appropriate education which we strive to provide in partnership with all pupils and their parents. We aim to make provision so that "our amazing children will achieve amazing things".

In response to the frequently asked questions, Kirklington Primary School can provide the following information.

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| 1<br>What kinds of special educational needs does Kirklington Primary School make provision for? | At Kirklington Primary School, we are able to support pupils with SEND relating mainly to cognition and learning, although some pupils experience communication and interaction difficulties. We are also able to support children with social, emotional and mental health issues and physical needs. |
| 2<br>How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs? | Teachers are responsible and accountable for the progress and development of pupils in their class. At intervals throughout the term, a teacher will make a judgment about whether pupils have reached desired outcomes including expected progress and attainment. In cases where pupils are not making the kind of progress expected, teachers may suggest they need extra help and in consultation with the SENCO and parent, aim to identify the particular learning difficulty. This may involve using a range of assessment materials. If parents are concerned about their child or know that their child has any additional needs, including |

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| | special educational needs, they should speak to the class teacher in the first instance. |
| 3.<br>a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs? | The progress of all pupils is routinely monitored in lessons and more formally on a termly basis, against desired outcomes. For pupils with SEND, more specific learning and developmental outcomes are agreed with them and their parents and recorded in a support plan. The school will evaluate the effectiveness of SEND provision by measuring the progress the pupil has made in relation to the support plan. In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Teachers and other members of staff review their practice in their scheduled meetings with the head teacher. Parents and pupils are welcome to share their views at any time either informally through their discussions with teachers or more formally during termly parents' meetings. In addition, the head teacher invites all parents and pupils to take part in an annual questionnaire to measure the level of satisfaction with the quality of educational provision. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice using a process of ***assess, plan, do, review.***<br>Teachers consider how well their pupils are achieving their academic and personal goals on a regular basis. Their assessments are used to measure the effectiveness of the interventions in place and to inform future provision planning. There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO, head teacher and SEND governor and information is gathered from different sources such as pupil progress data, child and parent questionnaire, teacher and staff surveys, parents' evenings and consultation meetings. This is collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected helps to inform school development and improvement planning. |
| 3.<br>b) How will both the school and I know how my child is doing and how will the school help me to support their learning? | The school records pupil progress against specific milestone criteria linked to objectives in all lessons. The class teacher monitors the progress of individual pupils to know how well they are doing.<br>Lessons have clear learning objectives and teachers provide some indication of how well pupils have achieved them in their marking of completed pieces of work and through observations in class. In addition, class teachers routinely submit formal assessment data for reading and maths to the headteacher who, after analysis, identifies any areas of concern. All parents are provided with guidance on how they can support their child's learning through informal conversations with class teachers, newsletters and updates, attendance at curriculum evenings and parents' evenings and termly support plan meetings for those pupils with SEND. |
| 3<br>c) What is the school's approach | At Kirklington, every teacher is responsible and accountable for the progress and development of all pupils in their class wherever or with |

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| to teaching pupils with special educational needs? | whoever the pupils are working with. Teachers set high expectations for every pupil and aim to teach them the full curriculum whatever their prior attainment. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Wherever possible and appropriate' pupils with SEND will be educated alongside their peers in a classroom setting. Teaching assistant support is generally classroom based although there will be times when pupils are withdrawn for specialist intervention. Intervention programmes are available to support pupils who are falling behind in reading, writing and maths. |
| 3<br>d) How will the curriculum and learning be matched to my child needs? | Pupils with SEND will be given access to the curriculum through the specialist SEND support provided by the school as is necessary and as far as possible, in line with the wishes of their parents and the needs of the individual. The school has adopted a creative curriculum approach which aims to engage all learners and is subject to an annual review.<br><br>The learning needs of SEND pupils are met by implementing the following strategies and reviewing their effectiveness on a termly basis;<br><br>a) Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback<br><br>b) Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff strive to be up to date with teaching methods which will aid the progress of all pupils including those with SEND.<br><br>c) Making use of all class facilities and space<br><br>d) Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.<br><br>e) Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.<br><br>f) Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.<br><br>g) Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels. |
| 3 e) How are decisions made about the type and amount of support my child will receive? | Pupils with SEND will be given access to the curriculum through the specialist SEND support provided by the school as is necessary and as far as possible, in line with the wishes of their parents and the needs of the individual. The school has adopted a creative curriculum approach which aims to engage all learners and is subject to an annual review. |

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| 3 f) How will my child be included in activities outside the classroom, including school trips? | The school will take into consideration the needs of all children when planning extra-curricular activities and school trips so that no child is excluded from taking part. Risk assessments are carried out for all school visits and the necessary steps are taken to ensure full participation and equality of opportunity. Reasonable adjustments will be made if necessary to accommodate children with physical needs. |
| 3 g) What support will there be for my child's overall well-being? | We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. Our Personal, Social and Health Education (PSHE) programme, Emotional Literacy Support (ELSA) and Forest School schemes aim to support the overall well- being of all children. For those children who need additional support, we offer the opportunity to engage in an activity with a teaching assistant for an identified period of time to develop a relationship and to build self-esteem.<br><br>If emotional wellbeing needs are identified for a child that would benefit from specialist support, we may choose to use a facilitator to provide a block of support sessions. |

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| | If concerns about a child's well-being remain, with their parents' permission, the SENCO will access further support through the Local Authority's Early Help Unit. This is achieved through the completion of an EHAF (Early Help Application Form). |
| 4.<br>Who is the school special educational needs co-ordinator (SENCO) and what are their contact details? | Mrs Williams is the school's SENCO and she can be contacted either by phone on 01636 812360 or e-mail via the school office at office@kirklington.notts.sch.uk |
| 5.<br>a) What training have staff supporting special educational needs had and what is planned? | We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. At Kirklington, we recognise the need to train all our staff on SEND issues and provision is made to support their professional development. The SLT and SENCO ensure that training opportunities are matched to school development priorities. Teachers and teaching assistants have access to the Local Authority's training program and Kirklington Primary staff have a good record of attendance at training events. As part of their CPD, staff have developed strategies to manage challenging behaviour,<br>and promote self-esteem; they have gained knowledge and understanding of autism in order to develop appropriate support techniques and they can respond to certain medical needs. |
| b) What specialist services and expertise are available or accessed by the school? | In school provision consists of the following; Good quality teaching provided by a team of teachers including additional specialist subject provision (e.g music and PE). Teaching Assistants working with either individual children or small groups. ICT support in the form of phonics and maths schemes. Teaching Assistants offering 1:1 provision for children with medical needs and to those whose barriers to learning include emotional and social difficulties and anxiety. The school also accesses Local Authority Provision including; Educational Psychology Service Personal, Social and Emotional Development (PSED) team Physical Disability Specialist Service and Complex Case Review (CCR) Team. |
| 6. How will equipment and facilities to support pupils with special educational needs be secured? How | The school will do its best to secure equipment and provide facilities to support pupils with SEND. For example, in February 2016, a new log cabin was erected to create additional classroom space and hygiene room. Access to this room is good. Currently home to Attenborough, a mixed year 5/6 class, it is well equipped with digital resources. The main school is small, space is limited and the layout makes it difficult to move freely (the school governors have an accessibility plan which can be found elsewhere on the school's website). Originally built in 1913, the school |

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| accessible is the school | hall is multi-functional and is used for dining, assemblies, music and PE. There are two further classrooms and a conservatory which is home to Foundation stage 1 & 2 children. Years 1 and 2 occupy Goodall Class and year 3 and 4 have Anning classroom. There is a small entrance space used by teaching assistants for intervention work and two cloakrooms. The staff toilet has disabled access and there is a shower room. The school is situated on a narrow lane with restricted access; careful parking is only permitted on defined areas of the main street although special access arrangements can be made by request. |
| 7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child? | Where it is determined that a pupil does have SEND, parents will be invited to consider how they would like their child's needs to be met. Details will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning.<br><br>The support provided consists of a four – part process:<br><br>• Assess<br>• Plan<br>• Do<br>• Review<br><br>This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.<br><br>***Assess*** **-** This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be taken into account and compared with the school's information and assessment data on how the pupil is progressing.<br><br>This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.<br><br>***Plan*** **-** Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the |

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| | support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.<br><br>***Do -*** The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.<br><br>***Review -*** Reviews will be undertaken at the end of each term. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps. |
| 8.<br>What are the arrangements for consulting young people with SEN and involving them in their education? | SEND pupils are given a strong voice and able to say what kind of support they feel they would like. They are helped to do this by completing a form with the SENCO entitled "About Me" which is part of the information gathering exercise. SEND pupils are invited to attend their support plan review meetings and their agreement is sought in identifying targets for progress and development. They are also invited to attend the opening part of a multi-agency meeting and are made to feel welcome if they feel able to do so. |
| 9.<br>What do I do if I have a concern or complaint about the SEND provision made by the school? | The school has a policy for dealing with complaints, a copy of which is available on request from the Business Manager. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaints. |
| 10.<br>How does the governing body involve other organisations and services (e.g. health, social care, local authority support | Governors are responsible for Policy making including SEND and Finance. The day to day running of the school is the responsibility of the headteacher but governors need to feel satisfied that their policies are reflected in the way matters are conducted in school. The school has an SEND Governor. Their prime concern is to ensure that children and families are being supported by the right services from in and outside of school. They receive regular briefings from the headteacher and SENCO and may also visit the school, observe what happens in classrooms and meet with class teachers, support staff and children. The headteacher |

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| services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils? | reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. |
| 11. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people? | There are a variety of different organisations that can help support parents, carers and young people and families are notified if and when necessary. The SENCO will advertise particular events in the school porch, however, the following link to Nottinghamshire County Council provides a wealth of information. http://nottinghamshire.sendlocaloffer.org.uk/kb5/nottinghamshire/fsd/local_offer.page This link to Nottinghamshire Parent Partnership Service shows how families of SEND children can be further supported. http://www.ppsnotts.org.uk/ |
| 12. How will the school prepare my child to:<br>i) Join the school<br><br>ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?<br><br>iii) Prepare for adulthood and independent living | Once a place has been offered to a child, arrangements are put in place to ensure the child is able to settle well. Transition days are organised and the child is invited to spend increasing amounts of time in school during the summer term preceding September admission. Transfers into school at any other time are carefully managed in consultation with the parents so that the child is effectively supported during these early days.<br><br>Once a place has been offered to a child, arrangements are put in place to ensure the child is able to settle well. Transition days are organised and the child is invited to spend increasing amounts of time in school during the summer term preceding September admission. Transfers into school at any other time are carefully managed in consultation with the parents so that the child is effectively supported during these early days. Children are generally admitted at the beginning of a new term.<br><br>We follow the Quigley Essentials Curriculum which provides for a quality personal, social and emotional education. Our young pupils are supported in their growth and development through programmes such as D.A.R.E and School Enterprise. Residential visits from year 2 onward provide opportunities for personal growth and development.<br><br>We aim to promote British values through our citizenship program which aims to prepare children for life in a democratic society. |

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| 13.<br>Where can I access further information? | First point of contact is usually the class teacher although appointments can be made to meet with the headteacher or SENCO. The school website and brochure provide a wealth of information about the school and includes links to the school's SEND policy. Please go to www.kirklingtonprimary.net or visit the school. Please contact the Business Manager to make an appointment on 01636 812360. Parents are also advised to contact Parent Partnership at; http://www.ppsnotts.org.uk/ or IPSEA (Independent Parental Special Education Advice) at www.ipsea.org.uk |

The government has embarked on a program of reform to the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation was enacted in 2014 which was accompanied by a new Code of Practice.

More details about the Code of Practice can be found on the Department for Education's website.

Children with the most complex needs are supported with an Education, Health and Care Plan. Further information about this pathway is available on Nottinghamshire County Council's website:

www.nottinghamshire.gov.uk/learning/schools/special-educational-needs

Information can also be obtained from the Parent Partnership Service on: 0115 948 2888 or by speaking to an Education, Health and Care Plan Coordinator on: 0115 9774012 or 0115 9773323