

Special Educational Needs and Disability (SEND) Information Report

February 2025

Kirkstall St Stephen's C of E (VA) Primary School

This report is available on the SEND section of the school website: <https://www.kirkstall-st-stephens.leeds.sch.uk/>
Copies of policies mentioned in this report can be requested from the school office.

SENCo since September 2023: Angela May

SEND Governor: Linda Dray

Contact: angela.may@kirkstallss.net

Dedicated SEND time: 2.5 days per week

SEND Policy: available on the SEND section of the school website.

During some or all of their time at Kirkstall St Stephen's C of E Primary School (KSS) some children require extra support. A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special Educational Provision is provision that is *'additional to or different from that made generally for other children or young people of the same age by mainstream schools'*.

This report provides lots of information about Special Educational Needs and Disabilities at KSS, including the kind of support we offer and who can help in school. If we have missed something or you require additional information, please let us know and we will do our best to answer any questions you may have.

Key questions answered are:

1. What is the whole school approach to SEND?
2. What types of SEND are provided for at KSS?
3. How do we identify and assess pupils who may have SEND?
4. What should I do if I think my child may have SEND?
5. How will the school support my child's learning?
6. What approach do you have to teaching pupils with SEND?
7. What interventions and support is currently provided for children with SEND?
8. What changes to the learning environment and curriculum do you make for children with SEND?
9. How do you enable SEND children to take part in all activities?
10. How accessible is the school?
11. How do you support children with medical needs?
12. What services and expertise are available or accessible by the school?
13. What support will there be for my child's overall well-being and social, emotional and behavioural development?
14. How do we assess and review progress of children with SEND?
15. How do you involve parents and pupils with SEND in their education?
16. What training and development is completed by staff?

17. How are support staff deployed?
18. How do you evaluate the effectiveness of provision for SEND pupils?
19. How will KSS help children transfer from their previous setting and to their next setting?
20. How do KSS secure resources to support SEND children?
21. How do I make a complaint about SEND provision?
22. Where can the Local Authority's Local Offer be found and how have KSS contributed to it?
23. What support services are available for parents of pupils with SEND?

<p>1. What is the whole school approach to SEND?</p>	<p>At KSS we value each child as a unique individual. We strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion. We work in partnership with pupils, parents and other agencies to provide the best possible outcomes for all our children, including those with a range of additional and complex needs. The school's SEND (Special Educational Needs and Disabilities) policy and procedures ensure that high expectations, early intervention and appropriate support for all our children is in place to ensure every child at KSS reaches their full potential. We are constantly looking at ways to further improve the provision for our pupils. The voices of the pupils and their families are valued and honoured and there are opportunities for them to influence change.</p>
<p>2. What types of SEND are provided for at KSS?</p>	<p>At KSS we provide additional and/or different provision for children with a range of SEND. This can include but is not limited to:</p> <ul style="list-style-type: none"> • Communication and interaction, including Developmental Language Disorder (DLD), Specific Speech Disorder (SSD), speech sound difficulties, fluency disorders, language delay, difficulties with receptive and/or expressive language; selective mutism. Autistic children are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others; • Cognition and learning, including moderate learning difficulties (MLD) and specific learning difficulties (SpLD). SpLDs affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, developmental co-ordination disorder (DCD) and processing difficulties; • Social, emotional and mental health difficulties, including anxiety, attention deficit hyperactivity disorder (ADHD), bereavement and grief, trauma, and attachment issues; • Sensory and/or physical needs including visual and hearing impairments, and processing difficulties. <p>We acknowledge that some children have learning difficulties which may not have a 'label' or diagnosis but still require additional support in school. We aim to treat every child as an individual and respond to their needs accordingly.</p> <p>At the January 2025 census, KSS reported that 47 pupils were receiving some form of SEND Support. This accounts for 23% of the pupils in the school, which is significantly higher than both the national average and Leeds average.</p>
<p>3. How do we identify and assess pupils who may have SEND?</p>	<p>Concerns raised by parents, teachers, or the pupil's previous school or setting are shared with the SENCo. These may be concerns relating to a child's learning or about a child's social, emotional or mental wellbeing or any sudden change in a pupil's behaviour.</p> <p>Class teachers regularly assess the progress for all children and identify those whose progress:</p> <ul style="list-style-type: none"> • is significantly slower than that of their peers starting from the same baseline; • fails to match or better the child's previous rate of progress; • fails to close the attainment gap between the child and their peers; • widens the attainment gap. <p>However, slow progress and low attainment do not automatically mean a child has a SEND. Similarly, children who are new to English (NTE) or children for whom English is an Additional language (EAL) may be working at a lower level to their peers, for example, in reading and writing, but this does not necessarily mean they have a SEND.</p>

	<p>The progress of every child in school is closely monitored and tracking systems are in place to support with this. Termly Pupil Focus Meetings between the Senior Leadership Team and class teachers identify children who may not be making expected progress despite quality first teaching and additional intervention or who may be presenting with barriers to learning that could be related to SEND. At this point, the SENCo may co-ordinate additional assessments and speak to parents for further information. If the child continues to present with barriers to learning related to SEND, then they will be placed on the SEND register in consultation with parents.</p> <p>Although termly Pupil Focus Meetings are a key opportunity for identifying children for whom there are concerns, staff can liaise with the SENCo at any time about children they may consider to possibly have SEND.</p> <p>Where parents approach school with concerns that their child may have SEND, a meeting will be arranged with the SENCo and if appropriate, the child will be added to the school's SEND register.</p> <p>Once a child has been identified as having SEND and has been added to the school's SEND register, an Individual Education Plan (IEP) or 'Learning Plan' is written by the class teacher in liaison with SENCo, the child (where appropriate) and parents. The Learning Plan sets out the provision put in place for the child and planned outcomes. Learning Plans are electronic - parents and their children can access them any time and are encouraged to comment on their Learning Plans, particularly about targets that involve actions being taken at home, such as practising speech sounds or additional reading practice.</p> <p>Class teachers are then responsible for delivering appropriate provision and liaising with parents about the support their child is receiving. Parents have the opportunity to meet with teachers and the SENCO at least termly at Parent Consultation Evenings. These meetings are to review the Learning Plans, assess progress towards agreed outcomes, and discuss whether the provision in place is working or needs to change. Where the level of need is higher, additional meetings may be necessary.</p> <p><i>Early Years SENIT Developmental Journal</i> then <i>B-Squared's Connecting Steps</i> and/or <i>SENIT's Stages Not Ages</i> materials are used to assess the progress of children who are working significantly below age related expectations. This is on an ongoing basis and this data is shared with parents at review meetings.</p> <p>The SEND register is reviewed and updated at least half-termly, with children added or removed from them whenever necessary.</p>
<p>4. What should I do if I think my child may have SEND?</p>	<p>Please talk to your child's class teacher in the first instance about any concerns you have about your child's progress or wellbeing at school. It may also be appropriate to speak to our SENCo, Angela May, who can be contacted via the school office. The teacher and SENCo can work with you to decide whether any school based support is required. They can also either signpost you to, or support you with a referral to a specialist services such as School Nursing, the Educational Psychology Team, Leeds Mind, Scope, or Family Support.</p>
<p>5. How will the school support my child's learning?</p>	<p>All children with identified SEND have a Learning Plan that details the child's strengths and needs, the support in place to meet their needs and the expected outcomes. See Section 3 above for further information about how Learning Plans are written, put in place and reviewed. Support is then carefully planned and provided in the most appropriate way, usually in one of the following ways:</p> <ul style="list-style-type: none"> • Targeted classroom teaching - Our teachers and support staff have the highest possible expectations for all children in their class and teaching is based on children's different starting points. Teaching is carefully planned to ensure it meets the children's different needs and learning styles and is taught in a way that every child is fully involved in learning. Reasonable adjustments might also include specialist

	<p>equipment, such as coloured overlays, pencil grips, fidget toys, wobble cushions or writing slopes.</p> <ul style="list-style-type: none"> • Small group work/intervention groups - Children may work in a small group with other children who are working on similar targets, or are good role models. • Family support – At times, members of a child’s family may attend sessions for things such as playing games and a child learning to cooperate and turn take with siblings. • Family support – Cygnet training. This programme, which is held at Kirksall Valley Primary School and usually runs termly, is designed for parents and carers of autistic children. However, it is also offered to families who require support with any neurodevelopmental concerns, even if there is no diagnosis. It is offered to all schools in our Headingley and Kirkstall Cluster, including KSS. • Individual 1:1 support - Some children have needs that require some 1:1 support. This could be to support their learning needs, their sensory needs, their social and emotional development, or their physical needs. It could also be time with other members of staff, such as our SEMH Lead, Mrs Winestein, or our Family Support Worker, Jane Doyle. <p>The support outlined above could be with a teacher, a member of support staff, an SEN Support with particular expertise, or a professional from an outside agency.</p> <p>Specialist support - Occasionally a child may need more expert support from an outside agency such as Speech and Language Therapy, an Educational Psychologist, Physiotherapist, Occupational Therapist, Visual Impairment Team, Deaf and Hearing Impaired Team, etc. Referral forms for these services are completed in conjunction with parents and, following any assessments or work, reports are shared with parents and next steps discussed.</p> <p>See section 7 below for a list of interventions we currently provide for children with SEND.</p>
<p>6. What approach do you have to teaching pupils with SEND?</p> <p>7. What interventions and support is currently provided for children with SEND?</p>	<p>Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. Teaching is differentiated for individual pupils. We also provide support through carefully planned interventions which include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Speech and Language support from NHS therapists then subsequent support from school staff based on the therapists’ recommendations; • Sensory activities; • Intensive Interaction; • PECS – Picture Exchange Communication System; • Social Stories; • Specific Learning Difficulties (SpLD) interventions, including activities to improve phonological awareness, working memory and speed of processing; • <i>Nessy Reading and Spelling</i> - The incremental structure of this online program systemically develops phonemic awareness, phonics, blending and segmentation, sight words, reading fluency, spelling, vocabulary and comprehension; • Pre-teaching and post-teaching vocabulary; • 1:1 and small group reading, writing, phonics and Maths activities; <p>The following is a list of specific support for pupils with Social, Emotional and Mental Health needs (SEMH). See Section 13 below for further details on how we support children’s overall well-being and social, emotional and behavioural development.</p> <ul style="list-style-type: none"> • Personalised curriculum and individualised timetables;

	<ul style="list-style-type: none"> • Talk Time with SEMH Lead, Mrs Winestein; • Wellbeing sessions, including <i>Mindful Mondays</i> / regular check-ins with trusted adults; • Nurture groups, including anger exploration nurture groups; • Additional SEMH sessions with the Learning Mentor, as required; • <i>Drawing and Talking</i> therapy with the Learning Mentor; • Family support; • High quality PSHE teaching; • Safe spaces where pupils can go to self-regulate or co-regulate with an adult; • Children who find breacktimes and lunchtimes a struggle are able to do alternative activities, including Chill Out Club at lunchtime, and supporting younger children, for example, in the Reception playground; • Social skills group; • Friendship groups; • Individual and family sessions with Outreach Support Workers from Area Inclusion Partnership (AIP); • Therapeutic sessions from BARCA - an Emotional Well-being Service that provides early intervention and prevention support for young people aged 8-17 years.
<p>8. What changes to the learning environment and curriculum do you make for children with SEND?</p>	<p>Teachers carefully consider what to teach, how to teach it, how to manage support from other members of staff and what resources are needed to ensure all children, including those with SEND, are able to access a broad and balanced curriculum that meets each child's needs. This is done in the following ways:</p> <ul style="list-style-type: none"> • Differentiating our curriculum to ensure all pupils are able to access it, for example, by considering the prior knowledge and experience of the children, deliberately incorporating things into lessons that children have shown interest in, etc.; • Differentiating our teaching, for example, using different teaching styles, giving longer processing time, pre-teaching and post-teaching of key vocabulary and key concepts, reading instructions aloud, using visuals, etc.; • Differentiating the work, closely matching it to each child's ability and learning needs; • Careful deployment of support staff both in class and when running interventions; • Providing appropriate resources, including working walls, knowledge organisers, wordbanks, visual timetables, individual timetables, etc.; • Providing appropriate equipment, including specialist chairs, coloured visual overlays, individual timetables, objects of reference, 'Now and Next' boards, sensory equipment, noise-reducing headphones, writing slopes, pencil grips, laptops, talking postcards, etc.; • Using appropriate spaces, for example low arousal spaces, calm room, library; • 'Safe spaces'; • <i>The Early Years SENIT Developmental Journal</i> and <i>B-Squared Progression Framework</i> are used for some children to assess the small steps of progress they are making, and to plan their next steps. • Individual workstations within classrooms are provided whenever necessary.

<p>9. How do you enable SEND children to take part in all activities?</p>	<p>At KSS we ensure that all children are included in all curriculum activities; there are no barriers to children with SEND enjoying the same activities as others and no child is ever excluded from taking part in activities because of their SEN or disability. Reasonable adjustments are made, whenever necessary, to ensure all children have the opportunities and support to participate in PE, Sports Day, performances such as the Christmas productions, special workshops, etc. We encourage children with SEND to access extra-curricular activities, particularly activities we know will be of real benefit to them, such as sports activities, choir and cooking club, amongst others. Participation in these often helps to improve the child's well-being, self-esteem and confidence.</p> <p>School trips are available to all children, including our Y6 residential trip. Risk assessments are carried out and procedures put in place to enable all children to participate. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent may accompany their child.</p>
<p>10. How accessible is the school?</p>	<p>At KSS there are many facilities that help pupils with disabilities to access our school.</p> <p>We seek to ensure that equipment is provided, as necessary, and we are always happy to discuss individual access requirements. Further details can be found in the KSS' Accessibility Plan on the school website.</p>
<p>11. How do you support children with medical needs?</p>	<p>KSS is an inclusive school that welcomes and supports children with a range of medical conditions. Some children require an Individual Healthcare Plan (IHP), written in consultation with parents, the SENCo and medical professionals. A child's IHP details their medical needs, daily healthcare requirements, what constitutes a medical emergency for that child and what to do in such an event. IHPs are shared with all relevant staff. Further details can be found in the KSS Medical Policy on the school website.</p> <p>Children with disabilities or medical conditions, including asthma, diabetes, epilepsy, severe allergies, incontinence and eczema, do not necessarily have a special educational need (SEND). It may not be necessary for the child with any particular diagnosis or medical condition to have any additional form of educational provision. However, some children have medical conditions that, if not properly managed, could hinder their access to education.</p> <p>If a child is unable to attend school regularly due to long term medical and mental health needs, suitable education is arranged for them. (See KSS' supporting Children and Young Persons with Medical Conditions Policy for further information).</p>
<p>12. What services and expertise are available or accessible by the school?</p>	<p>We always seek to respond quickly to emerging needs and we access a wide range of services and agencies to receive specialised support and expertise. Often assessments are carried out, training is provided and specialists work directly with a pupil, their parents, and school staff, enabling us to then provide even better support for our SEND children. We have accessed support and work closely with:</p> <ul style="list-style-type: none"> • Local NHS services including Children's Speech and Language Therapy (CSLT) Service; School Nursing; Children's Occupational Therapy; Community Physiotherapist; Children's Continuing Care; Continence Nurse; Paediatricians; Epi-pen and asthma specialists, Audiology; <i>Epilepsy in Action</i>; Health Visitors • Family Outreach workers • CAMHS (Children and Adolescent Mental Health Service) & MindMate SPA (Single Point of Access) • SENSAP (Special Educational Needs Statutory. Assessment and Provision team) • Educational Psychology Service • SENIT (Special Educational Needs and Inclusion Team) and Early Years SENIT

- STARS (Specialist Training in Autism and Raising Standards)
- Leeds SEND Information, Advice and Support Service (SENDIASS)
- Sensory Impairment team which includes the Visual Impairment Team (VIT) and the Deaf and Hearing Impairment Team (DAHIT)
- *Deaf Friends* – who organise activities and events such as pantomimes, sports events and games for children who are hearing impaired
- *Music and the Deaf* – providing music lessons for a hearing impaired child
- Health, Safety and Wellbeing Advisor
- Multi-agency Safeguarding Hub
- Restorative Early Support Team
- Inclusion Support (including the Area Inclusion Partner, or AIP)
- Targeted Services Lead
- Leeds Child Protection Team
- Education Safeguarding Team (part of Children’s Services)
- Social Services
- RES Team
- Engage Leeds
- Willows Young Carers
- OWLS Bereavement and Just ‘B’
- Family Support
- Forward Leeds Family Plus Worker
- Family Behaviour Workers
- Therapeutic support from BARCA

We are also part of the Headingley and Kirkstall Schools Partnership which shares expertise and support amongst the schools within the partnership.

13. What support will there be for my child’s overall well-being and social, emotional and behavioural development?

We believe that children feeling safe and having high self-esteem is crucial to a child’s well-being. We seek to support all children’s social, emotional and behavioural development through a range of whole school approaches including: PSHCE lessons which explore a range of issues including friendships and relationships; assemblies, class based worry boxes where children can share problems with adults, and access to our Pastoral leader.

As a school, we pride ourselves on providing ‘in the moment’ support to children, whenever and however they may need it. This may be conducted by a range of staff – class teachers or teaching assistants, the SEMH Lead, senior leaders, SEND Support Staff or anyone with whom the child (or group of children) has a connection. Staff are up to date with and have a secure knowledge of their safeguarding duties, and as a result, our wellbeing and safeguarding support is strong and effective.

The school offers a wide variety of support for pupils who are experiencing emotional, social and behavioural difficulties and need extra support with their wellbeing. Examples of these are listed in Section 7 above. In addition to these, we regularly access professional support and advice from outside agencies for some children who have SEMH needs, some of which are listed in Section 12 above. We also regularly access support from the cluster. This is a team that consists of Children’s Support Workers, Family Support Workers, an Inclusion Support

	<p>Worker and Play Therapist. They can offer support to children and families where there are issues which are presenting barriers to learning.</p> <p>Throughout the school year, KSS run a number of themed days and weeks to support SEMH and SMSC, including: <i>Health Week; Anti-Bullying Week; Cultural Week and Art Week.</i></p> <p>We also have an annual Autism Awareness assemblies and celebrate Deaf Awareness Week. We also host events such as <i>Deaf Friends</i> and SEND coffee mornings in our school hall.</p> <p>We have a zero tolerance approach to bullying at KSS. We strive to establish a culture of respect and safety, with clear boundaries, good pastoral care and early intervention to address problems. See KSS' Anti-Bullying Policy for further information.</p>
<p>14. How do we assess and review progress of children with SEND?</p>	<p>In line with the SEN Code of Practice (2014), we follow an Assess, Plan, Do, Review structure to identifying, managing and supporting children with SEND.</p> <div data-bbox="411 685 769 1032" data-label="Diagram"> </div> <p>Assess: Progress of all children is carefully monitored and analysed for termly Pupil Focus Meetings. Where there are concerns around progress, intervention or monitoring strategies are put into place and subsequent progress carefully monitored.</p> <p>Plan: Where SEND Support is required, the teacher and SENCo speak to the child, if appropriate, and their parents before putting together a 'Learning Plan' outlining the adjustments, interventions and support which will be put in place for the child, as well as the expected impact on progress and outcomes and a date when this will be reviewed. All staff who work with the pupil are made aware of the plan and what their role is in supporting with this. The 'Learning Plan' is available electronically to parents and children on <i>Provision Map</i> and we encourage parents to use this 2-way communication platform.</p> <p>Do: The SEN support plan, or 'Learning Plan' is used as a working document and the provision outlined delivered. If the provision needs changing, the plan will be amended and parents notified.</p> <p>Review: The impact of the support and interventions is reviewed at least termly by the teacher, SENCO, parent and the pupil, when appropriate. This informs the planning of next steps for a further period or, where successful, the removal of the child from SEN Support.</p> <p>Where children do not make expected progress, despite all school-based interventions, the SENCo will consider referral to external agencies. For more complex and higher levels of need the SENCo will work with parents and other agencies to begin collating evidence to support an Education, Health and Care Needs Assessment.</p>
<p>15. How do you involve parents and pupils with SEND in their education?</p>	<p>KSS is a friendly, welcoming place for all children, parents and carers and the support and co-operation of parents is highly valued. We believe parents and teachers are partners in the education of children, and open and positive relationships between home and school are encouraged. We endeavour to work closely with all parents and value regular, informal contact between class teacher and parents to make sure we communicate well to support your child's needs.</p> <p>In terms of SEND, we have an early discussion with parents when identifying whether their child needs special educational provision. We then formally notify parents if it is decided that a pupil will receive SEND support. These conversations will make sure that:</p>

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- we take into account any parents' concerns;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are.

Notes of these discussions are added to the pupil's records (on CPOMS or in a child's SEN file) and copies can be provided for parents, if requested.

The school then continues to work closely with parents in the support of children with Special Educational Needs and Disability. We encourage parents to make an active contribution to their child's education and support them with strategies of how they can help their child to meet targets set. Meetings are held regularly for the class teacher and/or SENCo and parents are involved at all stages in the process of Assess, Plan, Do and Review. (See table below of meetings and who is involved). We seek to involve pupils in writing their Learning Plan and ensure that the pupil voice is gained.

Parents are informed of the outcomes and recommendations of any involvement their child has had with external agencies, such as *Speech and Language*, *SENIT* and *STARS*. When appropriate, we invite parents to meet with the professional working with their child.

Action/ Event	Who's involved	Frequency
Parents' Evening	Parent/carer, teacher, pupil, if appropriate	2 x per annum (October and February)
SEND Parents' meetings , which often include a review of the pupil's <i>Learning Plan</i> and discussions about the next LP.	SENCo; teacher; parent/carer; (pupil, if appropriate); Learning Mentor. External Professionals, if appropriate.	Usually termly
Annual reviews , including EHC Reviews	SENCo, parent/carer, teacher, (pupil, if appropriate), SEND support staff and/or Lead Autism Practitioner, if appropriate. External professionals, if appropriate. For example, STARS, SENIT, EY SENIT, DAHIT, VIT.	Once per annum – the time is dependent on when a review is due
ISAR Reviews – for pupils in Early Years who are in receipt of <i>Early Years Funding for Inclusion</i> (EY FFI)	As above	Termly
Meetings with professionals , eg Consultations with Educational Psychologists, Speech and Language therapists, medical professionals	SENCo, parent/carer, teacher (pupil, if appropriate), SEND support staff, if appropriate, external professionals,	As required
Meetings/phone calls as and when required, based on need	SENCo, parent/carer, teacher (pupil, if appropriate), SEND support staff, if appropriate.	As required, at the request of school or parents
Transition meetings. (Transition to the next year group; transition to KSS from another setting/home and transition from KSS to another setting, eg High School)	SENCos and key staff from KSS and the previous/new school or setting Parent/carer, (pupil, if appropriate)	As required, but as soon as possible once it is known that a child will be joining or leaving KSS

16. What training and development is completed by staff?

All members of staff are supported to develop and enhance their skills to meet the needs of the pupils they are working with. We are committed to developing the ongoing expertise of our staff and those wishing to gain specialist skills and knowledge in a particular area are supported to do so. There is a rapid response to the need to access new training to meet a

child's needs, ie when a child is new to a setting, or if a child develops a new need that requires specialist support.

A number of members of teaching staff and support staff have received the following training:

- ADHD training;
- Specific Learning Difficulties (SpLD) including dyslexia;
- Restorative Practice;
- Emotion Coaching (training from the Educational Psychology Team);
- Teamteach;
- AET – Making sense of autism - tier 1 (School Age/Early Areas);
- AET – good autism practice (Tier 2);
- Makaton;
- Deaf Awareness;
- First Aid;
- Safer Working Practice;
- *Prevent*;
- Child Protection;
- PECS (Picture Exchange Communication System).

The SENCO has also accessed:

- *Makaton* Level 1;
- SENCo Early Years Training;
- SEND Annual Conferences (including Attachment Training);
- STARs Autism Lead Practitioner training;
- Speech Sounds;
- Visual Communication;
- Intensive Interaction;

The SENCO attends regular SENCO Network meetings, FFI Briefings and Educational Psychologist Cluster planning meetings.

- Making Meaning of SEMH – 2 x 2-hour training delivered by an Educational Psychologist;
- Lego-based therapy;
- Bereavement Training.

The SEMH Lead is currently qualified as a Mental Health Champion and is trained in the *Drawing and Talking* intervention.

The SEND Governor has also received appropriate SEND training.

Medical training

	<p>Many members of staff are trained in Basic First Aid; some are trained in Paediatric First Aid. Also, many members of staff have received diabetes training, epilepsy awareness training (training provided by <i>Epilepsy in Action</i>), asthma and anaphylaxis (epi-pen training) and some members of staff have had more specific medical training, including PEG feeding.</p>
<p>17. How are support staff deployed?</p>	<p>We currently have a team of 10 teaching assistants (TAs), 3 higher level teaching assistants (HLTAs) and 7 SEND support staff. 4 members of SEND support staff provide 1:1 or 1:2 support for autistic children.</p> <p>Staff are trained to deliver SEND provision in a range of ways, and do so according to the training they have received. Considerable planning and preparation goes into utilising our support staff in the very best ways to ensure all children achieve the best outcomes.</p> <p>Teaching assistants (TAs) are deployed to classes as part of Wave One quality first teaching. Should there be a need for additional support for a pupil or pupils over and above that which is deployed to a class, staff are allocated to support as necessary.</p> <p>In addition to supporting quality first teaching, support staff deliver a range of interventions to targeted children on a 1:1 basis and to small groups. Interventions include Speech and Language support, Lego-based therapy, Intensive Interaction, Friendship groups. See a full list of interventions in Section 7. What interventions and support is currently provided for children with SEND?</p>
<p>18. How do you evaluate the effectiveness of provision for SEND pupils?</p>	<p>In collaboration with class teachers and SLT, the SENCo monitors, reviews and evaluates SEND provision on a regular basis throughout the year. This information is then used to inform the planning of future provision. The SENCo is responsible for providing relevant data to the governing body and reporting on how individual needs are being met and how SEND funding from the local authority is being spent.</p> <p>We evaluate the effectiveness of provision for pupils with SEND in the following ways:</p> <ul style="list-style-type: none"> • classroom observations and observations of interventions carried out by the SENCO and SLT; • monitoring from the School Improvement Advisor; • pupil progress tracking using assessment data (whole-school processes); • ongoing assessment of progress made by intervention groups and then reviewing the impact of interventions after a set period, which is usually a term, but can be up to 20 weeks; • ongoing assessment of progress made by some children with SEND using <i>EY SENIT DJ</i>, <i>B-Squared's Connecting Steps</i> and <i>Autism Progress</i>; • work sampling by SLT and subject leaders; • regular teacher discussions with the SENCO, including feedback from all staff; • reviewing each child's individual progress towards their targets, as detailed on their Learning Plans; • pupil interviews and discussions with parents and any relevant outside agency when setting new targets or reviewing existing targets; • using teacher, parent and pupil questionnaires, including SDQs (Strengths and Difficulties Questionnaires) and Emotional Literacy assessments; • holding annual reviews for pupils in receipt of Funding For Inclusion (FFI) and/or Education and Healthcare Plans (EHCP); • SEND Parent Voice Questionnaires; • attendance records;

	<ul style="list-style-type: none"> regular meetings about pupils' progress between class teachers, the SENCO and the Headteacher.
<p>19. How will KSS help children transfer from their previous setting and to their next setting?</p>	<p>Transition is very carefully planned. The SENCO and SEND Support/Autism Lead Practitioner have attended training on 'Planning for Transition', provided by STARS. Recommendations from this training are now used to support all children with SEND as they transfer settings.</p> <p>When a child with SEND is joining our school we work very closely with parents and the SENCO and key staff from the child's previous setting to ensure that all the relevant information is passed on and a detailed personalised transition plan is written. Plans often include key KSS staff visiting the child at their current setting, attending meetings such as ISAR Reviews, additional settling in times for the child at KSS, often at the end of the school day when it is quieter, and ensuring any specific resources needed for the child, such as visual timetables, high-tariff objects and sensory objects, are in place from the child's first day in our school.</p> <p>When a child with SEND is leaving KSS, we support families with visits to new settings, including High Schools and alternative provisions. We liaise with relevant professionals, such as DAHIT and SENSAP, to support families in choosing the best setting for their child. A personalised transition plan is created, as detailed above.</p> <p>Transitions between year groups are also carefully planned. We aim to ensure that all children feel happy and safe and the receiving teacher and support staff are fully aware of each child's individual needs and how to best support them.</p>
<p>20. How do KSS secure resources to support SEND children?</p>	<p>Support is allocated according to identified needs through the use of available funding (Notional SEN budget and High Needs Top-Up Funding). Where a pupil is in receipt of additional funding, the outcomes and provision in place for this pupil are closely monitored during review meetings, or ISAR Review meetings, for children in Early Years Foundation Stage.</p>
<p>21. How do I make a complaint about SEND provision?</p>	<p>At KSS we pride ourselves on having strong, effective relationships with parents and hope to resolve any concerns or complaints at an early stage through having an open dialogue with you. Complaints about SEND provision should be made to either the SENCo, Angela May, or Headteacher (Phil Sheppard) in the first instance (contact details below). However, if you are not happy with the resolution during the informal stage, you can put your complaint in writing as a formal complaint and address it to Phil Sheppard. If the complaint is about the Headteacher, address it to Tim Payne, Chair of governors. Our complaints policy is based on the standard Leeds Local Authority Complaints procedure, a copy of which can be found on our website.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> exclusions; provision of education and associated services; making reasonable adjustments, including the provision of auxiliary aids and services.
<p>22. Where can the Local Authority's Local Offer be found and how have KSS contributed to it?</p>	<p>The Leeds Local Authority Local Offer brings together, in one place, all the information on what services children, young people and their families with special educational needs and disabilities (SEND) can expect from a range of public agencies, including education, health and social care.</p> <p>The Leeds Local Offer is published at: https://leedslocaloffer.org.uk/#!/directory</p> <p>As a school we contribute to the Local Offer by:</p> <ul style="list-style-type: none"> identifying the particular SEN of children and young people;

- consulting with parents of disabled children with SEN;
- our approaches to teaching, adaptations to curriculum, the learning environment;
- assessing and reviewing pupils' progress towards outcomes;
- securing the services, provision and equipment required by children with SEN or disabilities;
- securing expertise among teachers to support children with SEN or disabilities;
- assessing and evaluating the effectiveness of the education and training and provision teachers make for children with SEN or disabilities;
- enabling disabled children and those with SEN to have access to facilities and extra-curricular activities that are available to those who use the setting;
- supporting the emotional, mental and social development of disabled children and young people and those with SEND;
- ensuring we use measures to prevent bullying of children with SEND.

23. What support services are available for parents of pupils with SEND?

We endeavor to help parents of children with SEND to access support. We display and distribute information about a wide range of services, including SENDIASS - *Special Educational Needs and Disabilities Information Advice Support Service* - who provide free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disability. We also provide information to parents and families that we know need support in a particular area, for example, Bereavement services, Family support, and support for parents of children with an autistic spectrum condition.

SENDIASS: Contact number 0113 378 5020 (Monday to Friday, 10am to 3pm)

<https://familyinformation.leeds.gov.uk/sendiaass-site/sendiaass>

email LeedsSENDIASS@leeds.gov.uk

Leeds and District ABC Support Group - a regional resource for parents of children with an autistic spectrum condition. Contact number: 0113 367 6193

<https://leedsabcgroup.wordpress.com/>

<https://www.gov.uk/help-for-disabled-child>

Special Educational Needs Inclusion Team (SENIT): Contact number 0113 3782888

<https://www.leedsforlearning.co.uk/Services/2453>

Educational Psychology Service: <https://www.leedsforlearning.co.uk/Page/2207>

Contact number 0113 3782888

Social Services: Contact number 0113 222 4403

STARS (Specialist Training in Autism and Raising Standards):

Contact number: 0113 3782888 <http://www.starsteam.org.uk/>

Children's Speech and Language Therapy (CSLT) Service

Contact number: 0113 8433650

<https://www.leedsth.nhs.uk/a-z-of-services/childrens-speech-and-language-therapy/>

Leeds MindMate Single Point of Access: Contact number 0300 5550324

<https://www.mindmate.org.uk/im-a-professional/leeds-mindmate-single-point-access/>

Integrated Children's Additional Needs (ICAN) – Leeds Community Healthcare Children's Services: Contact number 0113 220 8500

<https://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/0-19-public-health-integrated-nursing/>

We also encourage parents to contact professionals who have worked with their child, when appropriate. For example, the *Mable Therapy* speech and language therapists.

Contact details

If you wish to discuss your child's educational needs or the provision they are receiving, or if you have a concern or complaint regarding your child's schooling, please contact one of the following:

- Your child's teacher
- SENCo – Mrs Angela May angela.may@kirkstallss.net
- Headteacher – Mr Phil Sheppard philip.sheppard@kirkstallss.net
- Deputy Headteacher – Mrs Zoe Barnett zoe.barnett@kirkstallss.net

Appointments can be made with any of these members of staff via the school office: 0113 3821960