



# Kirkstall St Stephen's SEND Information Report for Parents and Carers.

September 2022

## **What do I do if I think my child may have Special Educational Needs?**

At Kirkstall St Stephen's we aim to secure high levels of achievement for all, meeting individual needs through a wide range of provision and ensuring high quality teaching for all children. We all work together for the best outcomes for our children. Our skilled Class Teachers take responsibility for the identification, teaching and inclusion of students with SEND as an integral part of raising standards.

If your child is already in school, your child's teacher will be the first point of contact for you. You can arrange to speak with your child's class teacher as soon as you have any concerns about your child's learning, progress and wellbeing in school. Appointments with your child's class teacher can be made by telephoning the school office on 0113 382 1960. Alternatively, you can speak to your child's class teacher at the end of the school day to arrange an appointment directly. Your child's class teacher will liaise with the school's Special Needs Co-ordinator (SENDCo).

If your child is new to the school, please contact the School Office to make an appointment to speak with the SENDCo, Mrs Frances Andrews on 0113 382 1960.

We will listen carefully to your concerns and, following an assessment of your child's special needs, we may either offer additional support in the classroom or refer to external agencies for further support in school. In addition, there are a range of services in our local area which we may be able to signpost you to.

## **What is our approach to teaching children with SEND?**

At Kirkstall St Stephen's we aim to meet the needs of every pupil individually. We value every child and this is reflected in our school mission statement:

**We are challenged**

**We are cherished**

**We are children of God**

Pupils with SEND in school take part in every class and whole school activity. They are a valued part of our community and are able to access the whole range of extra-curricular activities. Children work in mixed ability groups in the classroom and teachers model inclusive, supportive and friendly relationships on a daily basis.

During particular events such as sports day, reasonable adjustments are made to enable pupils with SEND to access and enjoy the day. Similar adjustments are made on the playground at lunch times and break times, with clubs such as 'chill out club' being offered to any child, including pupils with SEND.

## What different SEND needs are supported in our school?

We cater for a wide range of needs in school including:

**Communication and Interaction** - this includes children with speech and understanding language delay, and those who demonstrate social communication difficulties including Autistic Spectrum Condition (ASD)

**Cognition and Learning** – this includes children with dyslexia or dyspraxia as well as children who may be working at a slower pace than their peers even with appropriate differentiation

**Social, Emotional and Mental Health** - this includes children who may have difficulties in regulating their behaviour, emotional challenges, understanding rules and routines and social aspects of learning.

**Sensory and/or Physical Needs** - this includes children with a visual or hearing impairment or a physical disability.

If your child has medical needs, we will work alongside any health professionals involved in your child's care to ensure your child's needs are fully understood and supported.

## How will I be involved in my child's education?

You will be kept informed of your child's progress in a number of ways:

- Our Class Teachers meet and greet the children on the playground each morning. They also see the children out to their Parents/Carers at the end of the school day. This enables Parents/Carers to liaise informally with your child's Class Teacher on a daily basis. If you would like to speak with your child's Class Teacher on a more detailed matter, please make an appointment either at the school office or with your child's Teacher at the end of the day.
- Parents' evenings enable you to have a more detailed discussion about your child. Key documents and Support Plans are shared during our parents' evening consultations. There are two Parents' Evenings each year where you can also make an appointment to meet with the school SENDCo.
- In the Summer term, Class Teachers will send out an annual report for parents on their child's progress.

In addition, we run open mornings where Parents/Carers are invited into school to see what their child is learning. We regularly invite Parents/Carers into school to help with a range of activities such as listening to children read. We also have an active PTA that meets regularly and runs activities for children in school.

## How do we identify and assess children with SEND?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice, January 2015)

At Kirkstall St Stephen's all children have access to high quality teaching, ensuring each child receives teaching that suits their learning style. Teachers may differentiate the learning or use additional resources, such as visual cues, ICT software, visual timetables, some targeted TA support in class to support the children's learning in class.

The academic progress and wellbeing of all children is closely monitored by your child's Class Teacher and Senior Leaders within school. Class Teachers and Senior Leaders meet three times a year to discuss academic progress and review provision in place for children. If your child's Class Teacher has concerns about your child's progress, this may mean that their rate of progress has slowed down or they are not making expected progress in school, we will speak with you about extra support we can put in place.

If quality first teaching has not enabled your child to make adequate progress, your child will be given extra tailored support from an adult or specialised resources will be introduced to enable your child to meet their targets. For example, some children may need additional phonics provisions to support them with their reading and writing in school, this may be on a one to one basis with a Teaching Assistant or within a small group. This would be a short term boost of support to enable your child to make good progress and achieve well in school. The Class Teacher would set short term outcomes for your child to achieve, these would be reviewed on a termly basis. Following this level of support, if your child reaches the intended outcome, then this level of support would no longer be needed and your child would continue to be monitored closely in class by their teacher.

If your child continues to make less than expected progress despite additional provisions in school, the Class Teacher will meet with the SENDCo to discuss additional strategies and a possible referral to external agencies, such as Speech and Language Therapy, the Leeds Special Educational Needs Inclusion Team or Educational Psychologist. At this point, the child would be identified as having a special educational need and this would be discussed with the parent/carer.

When an additional need has been identified, the Class Teacher will work alongside the SENDCo to prepare a Support Plan. This will outline the additional support in place as well as clear targets and strategies to support your child in school. Support Plans will be shared with Parents/Carers and reviewed three times a year.

## **How do we support children with Communication and Interaction needs?**

We work alongside NHS Speech and Language Therapists who come into school to assess the children's needs and create support plans for children with speech and language needs. We have a teaching assistant in school who specialises in supporting children with speech and language needs. Mrs Reed works with the children on their speech and language support plan, ensuring their needs are fully met in school.

All staff in school have completed STARs good autism practice level 1 training. Furthermore, we have a fully trained STARs lead practitioner who promotes better Autism and SEN provision in school. Mrs Stafford works alongside Class Teachers in school to empower teachers in meeting the needs of children with Autism. In addition, Mrs Stafford works with key children on an individual basis to support them with their communication and interaction needs.

## **How do we support children with Cognition and Learning needs?**

Provisions currently in place for children with cognition and learning needs include:

- Assistive technology such as Claro ScanPen, this allows the child to take a photograph of a piece of text which is then read back to the child.
- Fast Track phonics intervention. This is a one to one intervention that supports children's reading and phonics skills.
- Extra daily reading in class
- Pre-teaching skills, concepts or vocabulary to an individual/ group of children prior to a lesson
- Additional support in class by either the class teacher or teaching assistant
- Wordshark reading intervention which uses an online program to develop and support phonics
- Chunking work up into smaller sections
- Reducing language used in the classroom
- Engagement with specialist agencies such as the Leeds Special Educational Needs Inclusion Team
- Opportunities to access and record information in a variety of ways including IT
- Multisensory approach to learning

## **How do we support children with Social, Emotional and Mental Health needs?**

Our school has a nurturing ethos, all staff work together to promote the social, emotional and mental wellbeing of all pupils. Mrs Winestein is our SEAL (social and emotional aspects of learning) champion in school. She works with and supports children, mainly in Key Stage 2, to develop their skills and strategies in this area of need. Every Monday morning the children take part in 'Mindfulness Mondays' to help improve mental wellbeing in school. We have invested in whole school zones of regulation support in school, this teaches children how to regulate feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially.

Other support strategies for SEMH include:

- Lego Therapy
- Individual behaviour plans
- Friendship groups
- Counselling from our cluster team
- Working closely with the area inclusion partnership

## How do we support children with physical/sensory difficulties?

We work very closely with the Leeds Deaf and Hearing Impaired team to support children with hearing impairments. A Qualified Teacher of the Deaf will usually visit your child in school on a half termly basis to provide advice, training and support.

In school we have a low arousal work space for children to access. This supports children who may, at times, find the busy classroom environment overwhelming. In addition, we have a SafeSpace for children to use to meet their sensory needs.

Other support strategies for children with physical/sensory difficulties include:

- Seeking advice and support from Occupational Health or Physiotherapists
- Seeking advice and support from STARs
- access to specialist resources including: wobble boards, weighted blankets, ear defenders

## Who can I go to for advice and support?

At Kirkstall St Stephen's, staff work closely together to support all children in reaching their potential. Your child's Class Teacher will be the best person to approach to ask for advice and support. They know your child best and are responsible for overseeing their progress and achievement within school. In school, we have a number of specialist teaching assistants who may work with your child to give them the extra support they need in order for them to flourish.

**Mrs Andrews** - SENDCo

**Mrs Doyle** – family support

**Mrs Stafford** – Lead Autism practitioner

**Mrs Winstein** – SEAL (social and emotional aspects of learning) champion.

**Mrs Reed** – Speech and Language support in school

**Mr Sheppard** – Cluster Support

**Mrs Dray** is our SEND Governor

## **How will my child be supported in moving between different places of education?**

We recognise that all children with Special Educational Needs will need support when moving onto a different phase of their education.

### **Children entering our school in Reception Class**

When joining our school in Reception Class, all children are offered a home visit. These visits give you the opportunity to discuss worries or concerns you have as well as enabling your child to meet their teacher in the comfort of their own home environment. Staff in school liaise with the nursery setting your child attends, ensuring we have a clear picture of your child's needs before they begin at Kirkstall St Stephen's. In the Summer term, your child will be given the opportunity to visit school with their Parent/Carer in the form of a Stay and Play session. This enables you to meet the staff in school and allows your child to become familiar with their new environment. Additional visits can be arranged if needed.

### **If your child is moving to or from another school.**

We will contact the school to ensure all relevant information is shared so that provisions to support your child in school can be put into place quickly.

### **When moving classes in school**

In the Summer term, all children have a transition visit to their new classroom where they will meet their teacher for the following year, as well as any other staff working in their classroom. Some children will need regular visits throughout the Summer term to reduce anxiety and enable them to become familiar with their new environment. Class teachers meet to discuss the children's needs and any other additional provisions in place, this ensures a smooth transition into the next year group.

### **In Year 6**

During the Summer term, staff from the different secondary schools visit the children in school and meet the Year 6 Class Teacher. All relevant support plans and reports are shared with the secondary school. To support the move to another school, the children are offered transition visits to their secondary school. Different secondary schools have different transition arrangements; these will be discussed with you at the time.

## **What can I do if I am not happy about the support my child is receiving?**

At Kirkstall St Stephen's we are committed to all children receiving the correct support to enable them to flourish. If you have any concerns, please speak to your child's Class Teacher in the first instance as most difficulties can be resolved this way. If you feel you need more advice, please make an appointment to see the school SENCo.

Where these steps do not resolve the problem, you can make an appointment to see the Headteacher, who will work with you to resolve the issue and find an appropriate solution.

## **Who can I contact for further advice outside of school?**

Further support with SEND provision in schools can be found through SENDIASS (SEND information advice support service) this is a service for parents of children with SEND in Leeds.

Telephone: 0113 378 5020

Website: <https://sendiass.leeds.gov.uk/>

Further information about services for children with SEND in Leeds can be found on the Leeds Local Offer website:

<https://leedslocaloffer.org.uk/#!/directory>

Both of these links can be found on our school website.