



SEND INFORMATION REPORT

Our Mission Statement

We aim to be a values-driven school at the heart of our unique community, striving for the best possible outcomes for our children. Our values-led school nurtures curiosity and creativity through a broad and engaging curriculum. Learning and well-being is at the heart of all we do at South Kirkby Academy with the aim of our children becoming resilient and confident in an environment where everyone is challenged, supported and encouraged to thrive and achieve as individuals. We foster life-long learners and prepare our children for their role as caring and active citizens in modern-day Britain.

South Kirkby Academy has four core values which underpin everything that we do, staff and children alike. These are: **dedication, aspiration, co-operation and inspiration.**

At South Kirkby Academy, we aim to:

- Create a positive ethos that equally values staff, pupils, parents, carers and governors.
- Ensure that the curriculum is appropriate and matched to developmental levels and needs of individual children.
- Provide an education for all children that is exciting, stimulating, encourages individuality and builds confidence.
- Encourage and develop high expectations from children, staff, carers and parents.
- Provide a broad and balanced curriculum using the best resources available.
- Develop a partnership with parents and carers and involve them in the learning process.
- Forge and establish links with the community.

Introduction

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs and disability (SEND).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is Miss Samantha Burns and she has over 20 years experience working in the area of SEND. The SENCO can be contacted on 01977 643187 or sburns@watertonacademytrust.org

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education.
- We provide parents with information on sources of independent advice and support such as the Wakefield Parent Partnership.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing using 'SKA Learning Plans, 'My Support Plans' and 'Educational Health and Care (EHC) Plans' for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.

- We provide resources (human and financial) to implement our Special Educational Needs Policy. The policy can be found on the website under SEND Information.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources. This information is collated, evaluated and reviewed annually.

How we support the range of individual need

	Wave 1 Whole class setting Quality First Teaching	Wave 2 Targeted support for individuals or small groups Short/medium term	Wave 3 Specialised individual support Medium/longer term	Notes
Learning difficulties	The curriculum will be adapted by the class teacher so that your child can access the learning with the rest of the class. This may be through the delivery of the learning or choice of resources that are used.	Your child may attend an intervention with a trained member of staff such as 'Read, Write Inc' to support them with reading and writing development.	Your child may have individual support to enable them to access the curriculum and make progress. This support could be for all or part of the day.	Advice will be taken from the relevant professionals such as WISENDSS or the Educational Psychologist.
Communication difficulties	The curriculum will be adapted by the class teacher so that your child can access the learning with the rest of the class. Additional resources within the classroom may be used such as picture cues.	Your child may attend an intervention with a trained member of staff such as recommended by the speech and language therapist to support their communication skills.	Your child may have individual support to enable them to access the curriculum and make progress. This support could be for all or part of the day.	Advice will be taken from the relevant professionals such as the SALT (Speech and Language Therapist) or WISENDSS (previously CIAT Communication and Interaction Team).

ASD (Autism Spectrum Disorder)	According to the degree of need the curriculum and learning environment will be adapted by the class teacher. Individual timetables, now and next, reward charts could be used	Your child may attend an intervention with a trained member of staff such as Lego Therapy or the Zones of Regulation to encourage social interactions and turn taking.	Your child may have individual support to enable them to access the curriculum and make progress. This support could be for all or part of the day.	Advice will be taken from the relevant professionals such as WISENDSS and the EP (Educational Psychologist).
Specific learning difficulties	The curriculum will be modified by the class teacher and your child will be given access to the appropriate resources.	Your child may attend an intervention with a trained member of staff to support the development of literacy and/or numeracy.	Your child may have individual support to enable them to access the curriculum and make progress. This support could be for all or part of the day.	Advice will be taken from the relevant professionals such as the Learning Support Service (LSS), EP (Educational Psychologist).
Physical difficulties and medical needs	The curriculum and the learning spaces will be adapted by the class teacher so that your child can access the learning with the rest of the class.	Your child may attend an intervention with a trained member of staff to support fine or gross motor skills.	If deemed appropriate your child may have individual support to enable them to access the curriculum and make progress. This support could be for all or part of the day.	A Health Care Plan will be written with you so that the school is aware of your child's health requirements and the procedures they need to put in place. Advice may be sought from other professionals. Medication, is kept

				<p>securely in the office and given by trained staff. Inhalers are kept within the classroom and taken wherever the child accesses their learning. A risk assessment will be written to ensure that the spaces within school are safe for your child and this will be reviewed regularly.</p>
Sensory difficulties	<p>The teacher will be aware of sensory need and take this into account when planning the learning. Wherever possible new experiences will be reviewed to take account of a sensory need e.g. loud noises/bright lights from a visiting theatre company. Additional resources to support the sensory need may</p>		<p>Your child may need individual support to manage all or parts of the day according to their need e.g. they may need support during PE.</p>	<p>Advice will be taken from the relevant professionals such as the OT (Occupational Therapist).</p>

	be put in the provision.			
Social, Emotional and Mental Health needs	When a child is anxious or does not feel safe we recognise that may prevent the child from learning for a period of time. We recognise the times of day when children experience most anxiety such as; start of the day, after lunch and the end of the day. We then look at implementing activities and routines to re-focus the learning. The teacher will put structures in place to support good behaviour and a stable environment such as	Your child may attend an intervention with a trained member of staff such as 'Emotional literacy' or 'risk and resilience' to support any social or emotional difficulties.	Your child may need individual support to manage their emotions or behaviour. They may have an individualised timetable to follow which gives them routine with positive reinforcement.	Advice will be taken from the relevant professionals such as the EP (Educational Psychologist) or your child may be referred to CAHMS (Child and Adolescent Mental Health Services).

	<p>prompt cards, a calming space, now and next chart, individual timetable, reward chart. Time for discussion and circle time will be planned into the timetable.</p>			
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Frequently Asked Questions

Questions from a Parent/Carer View

Parent's Questions	Answers
How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	Staff know their children very well and will be aware if a child needs extra help and support. This will be identified in different ways e.g. through working with the child, observing their independent learning and behaviours, through monitoring the progress your child has made weekly and half termly. If you feel that your child has special educational needs then we encourage you to speak to a member of staff either the class teacher, SENDCo or Head teacher.
How will the school support my child?	You will be invited to a meeting with your child's class teacher and/or the SENDCo. At the meeting we will all discuss the needs of your child and the steps that will be put in place to support their needs. If it is necessary a Learning Plan will be written detailing the support that is needed and the learning objectives that we are working towards. The plan will be reviewed with you termly or before if needed.
How will the curriculum be matched to my child's needs?	Your child will complete the curriculum according to their stage of development. The learning will be adapted by the class teacher so that your child is able to access the curriculum and make progress. They may also attend interventions with an adult, which are small group or individual sessions that address a skill that your child may need more support with. The provision in each unit/classroom is designed for all children to access and learn at their own level.

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>In addition to the school's parent meetings and end of year report, you will be informed of your child's progress at the learning plan review meetings. You may also make an appointment to see your child's class teacher to discuss any concerns with progress at any time. Advice on how to support your child's learning will be given at the meetings along with any relevant resources that you could use at home.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The resources are allocated according to the needs of the individuals. Advice may be sought from outside professionals or be a requirement on an Education and Health Care Plan. The Head teacher, in consultation with the Senior Leadership team, Governors and SENDCo allocates the resources, which may be in the form of staffing, resources or equipment.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>The Head teacher in consultation with the SENDCo will decide on the support your child will receive. This will be explained to you and your child's progress will be tracked so that a decision can be made as to whether the support is having the required impact.</p>
<p>Who can I contact for further information?</p>	<p>Further information can be gained from the school's Headteacher Mrs S Maiden and the SENCo Miss Samantha Burns (01977 643187) sburns@watertonacademytrust.org</p>

If some of your questions have not been answered in, this document please get in touch with the school and we would be happy to answer them and with your permission add them to the list above.

For information on Wakefield's Local Offer, please follow the link below

<http://wakefield.mylocaloffer.org>

