

Kirkby Avenue Primary School

Brief description of the school

We are a Primary school with a Nursery for pupils 3-11 years. The staff and Governors firmly believe that during their time at this school all pupils should be aided to achieve the necessary academic, social and life skills to ensure that they become effective citizens of the 21st century.

The staff and Governors of Kirkby Avenue also believe that the school should seek not only to develop a child's full educational potential but also provide an environment where children feel secure, cared for and happy.

“The experienced guidance of an inspirational head teacher has created a calm and purposeful school. There is an ethos in which excellent teaching can flourish.

Teachers and teaching assistants work very closely together to support pupils who find learning difficult. This includes disadvantaged pupils and those who are disabled or have special educational needs. This support enables these pupils to make excellent progress, at least in line with that of their classmates.

Disabled pupils and those who have special educational needs are supported exceptionally well. By Year 6, their attainment in reading, writing and mathematics is typically higher than that of similar groups of pupils nationally, and most make impressive progress.” (Ofsted 2015)

How we identify if your child may need additional help and/or has special educational needs (SEN)

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- 1. have a significantly greater difficulty in learning than the majority of others of the same age: or**
- 2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

At Kirkby Avenue Primary School, Dyscalculia Screening and Dyslexia Screening tests are in place and used effectively to identify difficulties a child may be experiencing and guidance for next steps for provision to support them. We also implement Special Needs Assessment Profile (SNAP). This is carried out in conjunction with parents/carers and assesses a wide range of specific needs as well as providing strategies for support and evidence for external agencies in case of referral.

Provision mapping is in place which identifies all provision in place for SEN, Gifted and Talented, vulnerable groups, EAL etc. The provision map is regularly updated.

The school has a rigorous tracking system for all children which clearly identifies the progress being made and highlights where specific needs may need to be addressed. On a daily basis, teachers evaluate their lessons and consider whether individual children are making expected progress. If the teacher has concerns, they

will discuss these with the Inclusion Team and next steps are discussed with parents/carers.

The Individual Education Plans of children with SEND are reviewed and updated regularly in conjunction with the child and their parents/carers.

Pupil progress meetings take place where target groups are identified and provision is planned as appropriate.

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met, these include: Educational Psychology, Speech and Language Therapy, Social Communication Difficulties/Assets Team, CAMHS, School Nursing Team, Integrated Family Support Service, Social Care and local behaviour support centres.

We encourage parents to be involved in their child's learning at every stage and always with the staff's full support. We communicate with parents informally and formally by phone, text, letter, face to face, email, questionnaires, parents evenings, open days, celebration and class assemblies and parent workshop days.

How we involve parents and carers in meeting the needs of their child and in whole school developments

The role of the parents in SEN policies and procedures is vital. Regular contact is kept, both formally through reviews and Parent Consultation Evenings and informally at the beginning and end of the school day.

Parents are informed when a concern has been raised and are invited to come into school to discuss next steps.

Parental consent is always sought prior to any assessments or provision being put in place.

The SENCO is available, by appointment, when emergency enquiries can be accommodated.

Parents are encouraged to take a full part in their children's education, by being involved with school and other agencies.

Parents are informed how to obtain independent advice on SEN issues relating to their child as the need arises.

In conjunction with the Educational Psychology Service, we have in place a very successful Plan, Assess, Review process. This always takes place with parents/carers of children with additional needs in order to identify ways forward in the child's learning.

The following are ways in which we promote the wellbeing of the children and communication with parents.

- Open door policy to address queries or concerns
- Parental engagement in enterprise projects developed and/or initiated by the children
- Transition support, visits and events right from early years
- Open Days for new to Foundation 1 children
- Parents meetings for new to F1 and F2 children
- Parent sharing opportunities in early years
- KS2 assessment meetings for parents
- Individualised support with a member of inclusion team for identified children and families

- Employment of a Family Support Worker, based in school, to work even more closely with parents
- Close liaison with partner agencies such as social care, Educational Psychology and local behaviour support agencies

How we will involve your child in the planning and review of their support

At Kirkby Avenue Primary School we know that all pupils have the right to be involved in making decisions and we strongly believe in the language of choice.

Right from the Early Years children are encouraged to make decisions and plan their learning.

In lessons, all pupils are involved in monitoring and reviewing their progress through such mechanisms as 'Car Park', target time, peer and self-evaluation and marking, paired talk and group talk.

We endeavour to ensure that all children are involved in review and implementation of targets through the Steps to Success process.

How we match the curriculum, teaching and learning approaches if your child has SEN

The following are strategies in place to ensure pupils with SEND have access to a curriculum for all:

- Access to a personalised, creative curriculum
- High quality resources and a supportive, stimulating environment
- Adaptations to environment as appropriate, supported by professionals
- Teaching assistants in all classes to support access to learning across the curriculum through group work, 1-1, interventions for literacy, maths, social skills, emotional literacy, fine and gross motor control and co-ordination, language and communication etc.
- Additional teaching assistant time for children who have a Statement of Special Educational Needs or EHC plan in order to provide specialised support.
- All staff know and understand the needs of the children
- All staff have access to training, advice and resources through our skilled Inclusion Team.
- Use of visual timetables for class and/or individual children
- Enterprise projects developed and/or initiated by the children
- Language rich environment in each classroom to support learning across the curriculum
- Read, Write, Inc – specific programme for literacy delivered through school up to Year 3 incorporating daily group or paired reading
- 1-1 catch up programmes for children additional to RWI lesson
- KS2 specific literacy programme delivered by inclusion team to identified children
- Daily target time across school
- Identified daily readers
- Small group intervention programmes
- Gifted and Talented programmes for identified children delivered by a specialist teacher
- In EYFS the classroom environment is set out to provide opportunities to support early numeracy

- Maths learning walls in all classrooms to support and develop learning

How we provide additional support if your child has learning needs

- Early identification of learning difficulties is essential for effective programmes to be developed.
- Indicators may be triggered from baseline assessment, parental concern on admission to school, nursery or other agencies e.g. health visitor, records from previous school etc.
- The most common source of concern is from the pupils' own teacher. A professional judgement by teaching staff will be made based on observations against agreed criteria of pupil performance. This will enable a decision to be made regarding the need for further assessment.
- Once an initial concern has been registered the LA system of response will be followed and an initial response to the perceived need met with further information gathered about the pupil.
- The monitoring of general pupil progress through the review of appropriate learning tasks will provide regular updated information. The tracking and Steps to Success system in place enables teachers to plan clear learning objectives based on awareness of starting points, so that progress can be determined. SATs results may be indicative of an SEN.
- The school's assessment, recording and reporting policy gives further details regarding the monitoring of SEN and its assessment.
- Progress is carefully monitored with regular pupil progress meetings.
- Steps and targets on I.E.Ps should be measurable and as short term as possible. The rate of progress varies from pupil to pupil. Each step and target has to be realistic in relation to the pupil's need and potential.
- Personalised learning – pupil's consistently not achieving their targets are identified for further provision.
- Assessment for Learning is becoming even more finely tuned and is continually reviewed.
- Regular discussion of SEND issues takes place with the management team and there is a designated section of staff meetings designated to SEND.
- The SEND co-ordinator oversees the delivery of interventions in place for children at Wave 2 and Wave 3 by the inclusion team.
- I.E.P reviews which are now linked with the school's personal review targets for all children in the form of Steps to Success.
- Wave 1 provision is in place in the form of quality first teaching and in class support being directed to personal targets.
- Wave 2 provision is in place in the form of intervention programmes such as language and communication groups, 1-1 catch up sessions as part of RWI, Fresh Start, sentence work groups in KS2, identified daily readers and bespoke maths interventions. We also provide a range of emotional Literacy programmes such as Happy to be me and Horizons.
- Wave 3 provision is put into place when a child is identified, through monitoring, as having more specific learning needs. This takes the form of programmes such as Toe by Toe, Phonics and programmes set by Physiotherapists and Speech and Language Therapists.
- Service Level Agreements are carried out with HI service, Assets and EMTAS.

How we provide additional support if your child has social and communication needs

The following are part of a package of programmes and strategies to support children and is continuously reviewed and enhanced.

- Emotional Literacy
- Legotherapy
- Horizons
- Happy to be Me
- Roots of Empathy
- Small group programmes
- Playground Buddies
- Social Stories key rings to support home and school
- All Foundation Two children have school dinner until Christmas
- Vertical grouping of children in PPA sessions
- Social skills groups delivered through PPA activities
- Lunchtime clubs developed and led by adults and children
- Jobs and responsibilities in all classes right from Early Years such as register and milk monitors
- Aspirational visits and visitors e.g. theatre, author, musicians
- Homework champions
- Continual training for staff e.g. 'Solihull Parenting' course and 'Happy To Be Me' self-esteem course to impact on support provided in school
- Foundation 2 classes implement combined class child initiated time on a weekly basis

How we provide additional support if your child has physical, sensory and/or medical needs

- Intervention from Occupational Therapist/Physiotherapist as appropriate
- Delivery of planned programmes by learning support staff
- Provision of equipment advised by a specialist
- Small group interventions to develop fine motor skills

How we provide help to support your child's emotional health and well being

At Kirkby Avenue we value the abilities and achievements of all our pupils and are committed to providing for each child anything appropriate in order for them to learn progress and be happy.

We have an extensive range of interventions in place all of which are outlined in the schools local offer. This list is not exhaustive and is constantly added to or adapted as and when the need arises.

Our ethos includes the following:

- All staff encourage a 'can do' attitude
- Development of class and school rules with the children
- 'Good to be Green' policy throughout school, adapted in appearance for early years
- Privileges and Sanctions
- Personalised 'Good to be Green' privileges and sanctions for identified pupils

- Whole staff awareness of personalised privileges and sanctions
- Homework champions
- Celebration assembly
- Weekly Code of conduct award
- Kirkby Avenue Role Models
- Aspirational visits
- Individual Behaviour Plans for identified pupils
- Close liaison with external agencies such as Educational Psychology, and local behaviour support centres

How we promote developing independence

- Access to a personalised, creative curriculum
- High quality resources and a supportive, stimulating environment
- Adaptations to environment as appropriate, supported by professionals
- Teaching assistants in all classes to support access to learning across the curriculum through group work, 1-1, interventions for literacy, maths, social skills, emotional literacy, fine and gross motor control and co-ordination, language and communication etc.
- Additional teaching assistant time for children who have a Statement of Special Educational Needs in order to provide specialised support
- All staff know and understand the needs of the children
- All staff have access to training, advice and resources through our skilled Inclusion Team
- Use of visual timetables for class and/or individual children
- Enterprise projects developed and/or initiated by the children

How we measure and review your child's progress against their targets and longer term outcomes

Through quality first teaching children are continually assessed and teachers planning and evaluations reflect this.

Regular data collection by each class teacher is scrutinised in consultation with the Senior Leadership Team.

Extensive moderation takes place within school and through pyramid liaison. For some pupils more in depth assessments are required. Within school our inclusion team carry out Dyslexia Screening, Dyscalculia Screening and Special Needs Assessment Profiles which assess a variety of specific needs and provide strategies for support and evidence for external agencies in case of referral.

Individual Education Plans/Individual Behaviour Plans/Pastoral Support Plans/Personal Emergency Evacuation Plans and Individualised Health and Care Plans are all in place for identified children and reviewed regularly

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

We have ramps around school to enable access where there would otherwise be difficulties, we have other adaptations such as specialist toilets, wet room/shower and changing facilities, sensory room, iPads, kindles. We access specialist equipment for such needs as HI, physical and continence as and when appropriate.

How we include children with SEND in the life of our school

Children with SEND have the same entitlement and opportunities as all children, we work with professionals to overcome any issues that may need supporting to ensure this as recognised by Ofsted in our recent inspection.

“Disabled pupils and those who have special educational needs are supported exceptionally well. By Year 6, their attainment in reading, writing and mathematics is typically higher than that of similar groups of pupils nationally, and most make impressive progress.

Disadvantaged pupils often make faster progress than other pupils nationally, particularly in reading and writing. At the end of Key Stage 2 in 2014, disadvantaged pupils were around a term behind other pupils in the school in reading and writing, and about two terms behind them in mathematics. They were around two terms behind other pupils nationally in mathematics, and about a term behind them in reading and writing”

Adaptations to the curriculum are based on individual needs with the goal of including the young person with SEND socially and academically. Children in our school are also encouraged to take part in all parts of the school day, including extra-curricular activities, where additional support can be provided if necessary.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Our SENCO has been in post for over 10 years and we have developed a very strong Inclusion Team who provide advice and resources to staff in school.

We are committed to continually developing the skills of all staff at Kirkby Avenue. Two members of our Inclusion Team have completed the ‘Solihull Parenting’ course and other staff have undertaken training on the ‘Happy To Be Me’ self-esteem course, ‘Horizons’ attachment and loss course and ‘Legotherapy’ to impact on support provided in school.

We have employed a Family Support Worker, based in school, to work even more closely with parents and families.

The Inclusion team work with staff to refer to external agencies for such programmes as art therapy or playing for purpose. Referrals and follow up with other agencies are carried out as required e.g. Educational Psychology, Speech and Language Therapy, Social Communication Difficulties/Assets Team, CAMHS, School Nursing Team, Occupational Therapy, Physiotherapy, Integrated Family Support Service, Early Help Hub, Social Care and local behaviour support centres.

We are an accredited training centre and deliver a range of training to colleagues from other schools on First Aid, Paediatric First Aid and Food Hygiene.

We have accessed training from the Educational Psychology Service on the implementation of such strategies as ‘Comic Strip Conversations’ and the ‘5 Point Scale’.

External support and expertise we can call upon to help us to meet children's needs

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Access to medical interventions

- Referral to CAMHS (Child and Adolescent Mental Health Team)
- School Nursing
- Specialist Nursing

- Social Communication Difficulties Pathway
- Strategies for use of personal medication
- Individual protocols for children with significant medical needs or allergies
- Provision of aids and resources to support learning

Liaison/Communication with a wide range of professionals

- Regular meetings as required e.g. review of Statement of SEND/ plan, assess and review meetings with parents and Educational Psychology.
- SENCO available at all parents evening or other arranged times, with a view to developing a parents forum.
- Referrals and follow up with other agencies as required e.g. Educational Psychology, Speech and Language Therapy, Social Communication Difficulties/Assets Team, CAMHS, School Nursing Team, Integrated Family Support Service, Social Care and local behaviour support centres.
- Occupational Therapy and Physiotherapy support and training where appropriate
- Transition schools KS1-2
- Early Years Providers

How we prepare children to join and move on from our school

The following are examples of how we as a school support the emotional wellbeing of the children and their transition into and through school.

We implement transition support, visits and events right from early years including open days, structured programmes for transition to KS3, close liaison with KS3 to identify children with specific needs. We encourage, as does our local Secondary school, parents to visit KS3 with their children as part of the transition programme.

We liaise with PVI settings prior to children coming to Kirkby Avenue and have open days for new to Foundation 1 children. We hold parents meetings for new to F1 and F2 children and provide parent sharing opportunities in early years.

We hold KS2 assessment meetings for parents in preparation for tests at the end of the year. All children are supported in their transition through school through 'My New Class' projects. Every year the children are encouraged to make their own transition book, taking photographs of new classes, teachers, support staff, rooms etc. We also provided opportunities for the children to access their new environment with familiar staff to ease transition.

How we deploy our resources to meet the needs of children with SEND

We have a very strong '**Inclusion Team**'. The team consists of a Strategic Manager: Mrs R Hedge and three HLTA's: Mrs A Cheetham, Mrs L Foster and Miss S Lockwood.

A Family Support Worker, Ms J Holland, has been employed to provide individualised support for identified children and families.

The strategic manager will have an overview and be responsible for:

The day to day operation of the SEN policy, taking a lead role in early assessment.

Overseeing the education programmes of statemented and non- statemented pupils with SEND promoting inclusive strategies transferring to EHC plans in line with the new Code of Practice.

Liaising with the inclusion team, class teachers, specialist teachers working in school, LSA's and outside agencies such as Educational Psychology, Speech and Language Therapy, Social Communication Difficulties/Assets Team, CAMHS, School Nursing Team, Integrated Family Support Service, Social Care and local behaviour support centres.

We constantly endeavour to upskill staff in terms of interventions and support programmes. We have trained staff who can deliver emotional literacy and programmes such as Legotherapy, Happy to be Me and Horizons. Daily bespoke emotional literacy programmes are in place as and when needed.

LSA's in class support Quality First Teaching and are trained in Wave 2 support programmes such as Fresh Start and Read, Write, Inc.

The Strategic lead for SEND regularly monitors and reviews provision where necessary, supported by the inclusion team and the Senior Leadership Team.

Contacts for more information

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SEND Policies and SEN Information Report link(s):

<http://www.kirkbyavenueprimaryschool.co.uk/doncaster/primary/kirkbyavenue/site/pages/aboutus/send>