

# Special Educational Needs and Disability Information Report



## 1. THE KINDS OF SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE AT THE SCHOOL:

- Designated out of class SENDCO/Inclusion Manager
- One member of teaching staff trained in Numbers Count Numeracy Intervention scheme
- Two teaching assistants trained in First Class at Number 1 & 2
- One link teacher and one teaching assistant trained in First class at writing.
- Teacher trained and qualified in Derbyshire Languages Assessment
- Three teaching assistants trained in the Better reading scheme
- One link teacher and one teaching assistant trained in Project X code for reading
- Staff trained in Team Teach
- SENDCO attends regular network meetings and various training days relating to special educational needs
- We are a dyslexia friendly school

## 2. INFORMATION, IN RELATION TO MAINSTREAM SCHOOLS AND MAINTAINED NURSERY SCHOOL, ABOUT THE SCHOOL'S POLICIES FOR THE IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEND

Please see our SEND policy for detailed information about our procedures to identify and assess pupils with SEND.

## 3. INFORMATION ABOUT THE SCHOOL'S POLICIES FOR MAKING PROVISION FOR PUPILS WITH SEND WHETHER OR NOT PUPILS HAVE EHC PLANS, INCLUDING:

A. How the school evaluates the effectiveness of its provision for such pupils

Please see our SEND policy for detailed information about our provisions for children with SEND

## B. The school's arrangements for assessing and reviewing the progress of pupils with SEND

- Three parents evenings throughout the academic year
- Written reports sent to parents in the Summer term
- Parents are able to meet teachers on an informal basis to discuss any issues or concerns
- Reports for ECHP reviews/change of phase
- SEND Planning meetings held termly with the Educational Psychologist
- Home school diaries/communication books

## C. The school's approach to teaching pupils with SEND

- Quality First Teaching
- Extra group or 1:1 work to clarify misconceptions and consolidate learning
- 1:1 support where/when needed
- Appropriately differentiated work to suit each child's learning needs and styles
- The use of models and images to support learning
- A range of visual, audio and kinaesthetic teaching styles used to best fit the child
- A range of physical resources available for learning support
- A sensory room
- Numeracy intervention schemes; Numbers Count, 1st Class @ Number 1 and 2 to boost skills and develop independence in Numeracy
- Reading and Writing intervention schemes: First class @ writing, Better reading, Project X code to boost skills and develop independence
- Children take part in collaborative group work and peer support work, independent from the teacher
- Social Use of Language programme
- Speech and language sessions
- Year 5 and 6 booster classes in Reading, Writing and Numeracy
- Advice from Educational Psychology
- Advice from Speech and Language Therapy
- Advice from Occupational Therapy
- Advice from Specialist Provision
- Advice from Portex/Portage services
- Advice from the Specialist Behaviour unit

#### D. How the school adapts the curriculum and learning environment

- Quality First Teaching
- All class teachers differentiate lessons to enable access to the curriculum
- Close monitoring of pupil progress termly to aid assessment for learning
- 1:1 and small group work is used to support learning where needed
- Intervention and booster groups are in place to improve progress for any children causing a concern
- Visual timetables are used in all classrooms to support the children to follow the daily timetable
- Visual time tables for individual pupils are used
- Use of Makaton and Picture exchange communication techniques
- Bespoke and individual planning for children with additional needs
- Access to disabled toilets and changing beds
- Handrails and grab rails for children with physical disabilities
- All class rooms are equipped with a designated table/space for children with Autism/additional needs
- Additional resources sought on the advice of healthcare professionals
- A space dedicated to children's sensory needs

#### E. Additional support for learning that is available for pupils with SEND

- 1:1 or group support to consolidate learning where appropriate
- Specialist training in phonics, speech and language, Team Teach as well as other programmes that support learning
- Appropriately differentiated teaching and learning, and resources
- Wave 2 and 3 interventions where appropriate
- Use of PECs (Pictorial exchange communication) for children with limited language.
- Bespoke planning for children that need access to highly individualised access to the curriculum
- Access to the school's sensory room

#### F. Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum;

- Children with SEND, particularly those children in Specialist Provision complete 'Life Skills Mission' which involve shopping, travelling on a bus and other day to day activities which develop their social skills
- Various activities are ran by Teaching Assistants, such as Social Use of Language programme- Children take part in team games and activities which require them to verbalise their thinking and feelings
- Buddy schemes and 'friendship circles'
- Access to the school's sensory room
- Swimming
- Street bikes

#### G. Support that is available for improving the emotional and social development of pupils with SEND

- Social Use of Language Programme
- Life Skills Missions
- Access to the school's sensory room
- Behaviour support from Teachers and Teaching Assistants
- Outreach services from the LA support pupils and teachers dealing with specific SEMH issues

### 4. IN RELATION TO MAINSTREAM SCHOOLS AND MAINTAINED NURSERY SCHOOLS, THE NAME AND CONTACT DETAILS OF THE SENDCO

Mrs Carly Cowling  
(Assistant Head/Inclusion)  
TEL: 01924 767066  
C/O Headlands CE J, I & N School  
Headlands Road  
Liversedge  
WF15 6PR

Governor responsible for SEND:  
Mrs Kirsty Dickinson  
Address correspondence to school

#### 4a Information about how the expertise and training of staff in relation to CYP with SEND and about how specialist expertise will be secured

- One member of teaching staff trained in Numbers Count Numeracy Intervention scheme
- Two teaching assistants trained in First Class at Number 1 & 2
- One teaching assistant trained in First Class at writing
- One HLTA and two support staff trained in Lego Therapy
- Qualified ASD specialist teacher
- Teacher trained and qualified in Derbyshire Languages Assessment
- Teacher trained in and qualified in SLCN
- Staff specialising in ASD in our resources provision unit
- Staff trained in Team Teach
- SENCO attends regular network meetings and various training days relating to special educational needs
- We are a dyslexia friendly school
- We are working towards being an ASD friendly school
- Six place Specialist provision unit to support children with ASD
- Support to assess basic language needs of children
- Support is available through our local authority (Kirklees) through traded learning services
- We have a strong focus on professional development, and staff have completed training days relating to dyslexia, developing an inclusive curriculum, supporting less able children in the classroom and Team Teach
- Support partnerships are strongly linked through the Spen Valley Trust to work collaboratively and meet regularly to share and develop good practice.
- Staff meeting times dedicated to updating and keeping staff informed of changes in SEN and curriculum

#### 5. INFORMATION ABOUT HOW EQUIPMENT AND FACILITIES TO SUPPORT CYP WITH SEND WILL BE SECURED

- Equipment and facilities are managed/monitored by the class teacher and SENDCO regularly
- SEND equipment and facilities are audited, and placed in the most appropriate classroom
- The school budget is managed and monitored carefully, and SEND provisions are of high priority

## 6. THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SEND ABOUT, AND INVOLVING SUCH PARENTS IN, THE EDUCATION OF THEIR CHILD

- Invites to review meetings are sent to parents and any outside agencies involved in supporting our pupils education
- Review meeting are held at a place and time convenient to all parties and parents are encouraged to be involved in the process of reviewing/setting targets
- Parents views are warmly received and are included within My Support Plans and Statement reviews
- Parents in the early years are encouraged to access Early Essence and use the facility to upload their own observations of their children in attempts to fulfil a holistic approach to assessment
- Parents are encouraged to attend initial consultations with outside professionals.
- Stay and play sessions in the early years with the purpose to encourage parents to be involved with their children's interests in school and share their learning space half termly over two sessions.
- Translators are provided if necessary

## 7. THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SEND ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

- Teachers share the Support plans/My Support Plans and targets with the children regularly
- Children are invited to make their comments and views heard at each Support Plan/My Support Plan or EHCP/statement review, which is shared with the professionals present.

## 8. ANY ARRANGEMENTS MADE BY THE GOVERNING BODY OR THE PROPRIETOR RELATING TO THE TREATMENT OF COMPLAINTS FROM PARENTS OF PUPILS WITH SEND CONCERNING THE PROVISION MADE AT THE SCHOOL

- Complaints will be dealt with in line with our complaints policy
- Any complaints will be dealt with as swiftly and discreetly as possible

## 9. HOW THE GOVERNING BODY INVOLVES OTHER BODIES, INCLUDING HEALTH AND SOCIAL SERVICES BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS IN MEETING THE NEEDS OF PUPILS WITH SEND AND IN SUPPORTING THE FAMILIES OF SUCH CHILDREN

- Health and social care agencies are contacted where/when appropriate  
Other agencies involved where/when necessary:
- Educational Psychology
- Children and Adolescent Mental Health Services (CAMHS)
- Children's Emotional Wellbeing service (ChEWS is the Tier 2 Child and Adolescent Mental Health Service for children and young people)
- Speech and Language Therapy services
- School nursing team
- Winstons Wish – support and guidance for children and young people who are bereaved
- Single assessment – The Early Help Team
- Kirklees Specialist Provision

## 10. THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF PUPILS WITH SEND, INCLUDING THOSE FOR ARRANGEMENTS MADE IN ACCORDANCE WITH CLAUSE 32

Where possible, support and advice will be given by the Head teacher and SENDCO at Headlands.

The following websites are useful links for parents to find advice and support relating to children with SEN: KIAS (formerly known as Parent Partnership Service) is a statutory service provided at an arms' length from Kirklees Local Authority (LA) and is based in Dewsbury Town Hall, Dewsbury.

The service is free, impartial and confidential. Parents and young people can self-refer via telephone, email or through the contact us page on our website – however a professional can also refer with your consent. All contact with our service will be treated in confidence, with the exception of child protection.

Contact Kirklees Information Advice and Support Service (KIAS)

<http://www.kias.org.uk>

[kias@kirklees.gov.uk](mailto:kias@kirklees.gov.uk)

01484 225422



## 11. THE CONTACT DETAILS OF SUPPORT SERVICES FOR SUPPORTING PUPILS WITH SEND IN TRANSFERRING BETWEEN PHASES OF EDUCATION OR IN PREPARING FOR ADULTHOOD AND INDEPENDENT LIVING

- The SENDCO will be available at IEP reviews and for change of phase reviews, where support during transition will be discussed
- External agencies such as Health (Occupational Therapy, Physiotherapy), Educational Psychology and Speech and language can advise
- Specialist Provision staff will advise on transition (where appropriate)
- SENACT – Special Educational Needs and Commissioning Team

These different agencies will be present at the appropriate change of phase IEP reviews

Further support and advise: The Local Offer for Kirklees can be found at: <https://kirkleeslocaloffer.org.uk>

The information within the local offer is relevant to both parents and professionals and provides information on a number of things, including:

- special educational provision;
- health provision;
- social care provision;
- community and leisure;
- travel arrangements for children and young people to schools, colleges and early years education; and
- preparing for adulthood, including housing, employment and leisure opportunities.

## 12. INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED

The Kirklees Local offer is published at the following web address: <https://kirkleeslocaloffer.org.uk>