



Kirkby Church of England SEND Information Report 2022-2023

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014.

SEND Code of Practice 2014 Page 15 xiii, xiv
Special educational needs (SEN)

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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her 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

Our SEN Information Report is set out below. You may also wish to refer to our Special Educational Needs and Disability Policy via the school website <http://www.kirkbyce.co.uk>

SEND Broad Areas of Need

The SEND Code of Practice: 0-25 years, details these as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Disabilities

General School Details:	
School Name:	Kirkby Church of England Primary School
School website address:	www.kirkbycofe.co.uk
Type of school:	
Description of school:	<p>Kirkby Church of England Primary is larger than average, currently we have approximately 303 pupils on roll (including Nursery) and educate pupils 3 – 11 years.</p> <p>We have an Early Years unit with Nursery and Reception age children including 30 hours provision consisting of 39 Reception and 43 Nursery children including 20 30 hours children. They access shared outdoor provision and the children access attainment appropriate provision across the two bases.</p> <p>Kirkby is an area of high deprivation. The proportion of disadvantaged pupils, those supported by pupil premium, is well above the national average. 89% of children live in the 30% most deprived wards in the UK. The proportion of send pupils is above the national average.</p> <p>The majority of pupils are White British. A small, though increasing, proportion are from various minority ethnic groups and there is a growing number of children with EAL, currently 3%.</p> <p>Teachers make reasonable adjustments to their teaching and/or the classroom environment in a variety of ways and adopt different teaching and learning styles (Quality First Teaching), according to individual needs. Staff use their expertise, skills and knowledge to support pupils with SEND.</p>
Does our school have a resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	303 children including 33 Nursery children
% of children at the school with SEND:	18% (48 children on SEN Register – including 3 EHCP and SEN Support)

Date of last Ofsted:	4 th July 2017					
Awards that the school holds:						
Accessibility information about the school. Links to school's Accessibility Plan	www.kirkbyce.co.uk					
Who is the SENCO	Mrs S Wavell 0151 477 8510					
Expertise and training of school-based staff about SEND (CPD details) including dates.	<p>All staff Safeguarding training 5 x staff teachers, TA's & Learning Mentor accessed diabetes training Mar/Sept/Oct 2021 x staff trained in administering medication 5 x staff training in catheterisation Sept 2018 to 2021 Early Years staff accessed NELI training for development of language skills Early Years staff accessed WELLCOMM training for development of language skills July 2021 Early Years staff accessed Early Talk Boost Early Years staff accessed Talk Boost Teachers & TA's accessed SEN/ASC/Class Strategies training by ASC Advisory Teacher Sept 2021 Teachers & TA's accessed ASC training by Educational Psychologist Oct 2019 Teachers & TA's accessed Processing Speed and Learning training Oct 2020 Teachers & TA's accessed OSSME SENSORY TRAINING April 2021 Teachers & TA's Emotion Coaching Training by Educational Psychologist July 2020 2 x staff Teacher & TA accessed Team Teach Foundation Course November 2021 All TA's MITA Training 2019 TA's attended Emotional First Aid All Teachers and TA's accessed Read Write Inc Training February 2022 Key Stage 1 & 2 WELLCOMM February 2022 Training by Specialist Learning Support Teacher All staff accessed NASEN training 'Effective Use of TA's' March 22</p>					
Documentation available:	The following documents are available on the school website www.kirkbycofe.co.uk <table border="1" data-bbox="922 1316 1377 1390"> <tr> <td>SEND/Disability Policy</td> <td>Yes</td> </tr> <tr> <td>Safeguarding Policy</td> <td>Yes</td> </tr> </table>		SEND/Disability Policy	Yes	Safeguarding Policy	Yes
SEND/Disability Policy	Yes					
Safeguarding Policy	Yes					

		Behaviour Policy	Yes
		Equality and Diversity	Yes
		Pupil Premium Information	Yes
		Complaints Procedure	Yes
Range of Provision and Inclusion Information			
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<ul style="list-style-type: none"> • When pupils have identified SEND before, they start here, we with the people who know them and use the information they already have available to manage the particular needs within a mainstream setting. • If you tell us, you think your child has SEND we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. We follow the Graduated Approach carefully, ensuring the 'Assess, Plan Do and Review' stages are implemented. • If your child does not appear to be making the same level of progress, whether academic, social, or emotional, as other children of their age, we will undertake assessment in school and if appropriate, consult outside agencies, to identify possible barriers to their learning. Parents and carers will be involved at all stages. • We are child and family centred so you will be consulted in all decision making about your child's support. • When we assess pupils, we discuss if specific issues and behaviours presented are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. • We will write individual support plans (PPP's IBP's BSP) with pupils and parents/carers, which will be reviewed regularly. • We use differentiated homework tasks to repeat and practise activities that are new and present an achievable challenge. • Parents can become involved through; Annual/Interim review of EHCP, meet the teacher meetings, Personal Provision Plan Review meeting, Newsletters, Parent App, Assemblies, Home-School link books, school website. • Children can become involved through; School Council, pupil voice/questionnaires, Annual Reviews, reviews of Personal Provision Plans, Subject Leader interviews with pupils. • Meetings with parents will be held in accordance with the current government guidelines in relation to COVID-19 and will follow the school's most recent risk assessment. For example, telephone conferencing, Zoom or Teams video conferencing. 		
Extra support for parents and carers and	<ul style="list-style-type: none"> • Parent Consultations take place each term where parents discuss the progress of their child and feedback forms are given out. • Specialist Learning Support Teacher consults with parents termly. • There are other opportunities where parents are welcome to join us, e.g. class assemblies, visits to Church, coffee mornings. 		

	<ul style="list-style-type: none"> • Through Knowsley Local Offer website, the school will signpost appropriate groups and organisations to you, which are relevant for your family's needs. • Support from Knowsley Behaviour Support Team. • The school works closely with the local authority and other outside agencies and can support families through an Early Help Assessment (EHA) or referral to Nurturing Parenting or Triple P Parenting course, Family First Support Worker.
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example, health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> • When necessary, we receive support from specialist and professional agencies, including; Learning Support Specialist Teachers, Educational Psychology, Speech and Language, Sensory Impaired Services, ASC Advisory Teacher, EAL Service, who provide training for our staff, carry out assessments, advise on strategies and programmes and provide support for our children and their families. • The SENCO attends half termly EYFS Group Consultations led by local authority Educational Psychologists where individual pupils are discussed and advice given, and strategies shared with SENCO or school staff attending. • The SENCO attends half term SENCO forums led by Knowsley Education Improvement Officers/SEND offering advice and support from a number of agencies such as Early Years, Speech and Language, Educational Psychology, Mental Health Support Team, Behaviour Support Team and the Sensory Impaired Service. • We can access support from Local Authority services and local special school who provide outreach. • We can access support from Occupational Therapy and Physiotherapy for pupils who require this input and specific resources. We also get support from our allocated school nurse who supports school in producing care plans for pupils with medical needs and supports children and their families with a range of services including continence and behaviour issues. • Where appropriate, we hold multi-agency meeting with parents, and seek the pupil's view (children attend as appropriate) to review the child's progress. At these meeting, we consider such things as: actions to support learning, targets for achievement and agree ways to work together. A review date is set to evaluate progress. This information is recorded to ensure accountability. • We are able to access support MHST (Knowsley Mental Health Support Team) who assess and work with children/parent/carers.
<p>How we provide access to a supportive environment; Equipment, ICT facilities/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Disabled toilets and ramp access. • Networked interactive whiteboards • Use of Makaton. • Access to ICT resources such as Ipad, laptop, large key keyboard, interactive whiteboard resources. • Individual workspaces. • Sensory areas/resources.

	<ul style="list-style-type: none"> • Adaptations to furniture and medical aids (medical room on site). • Prompt and reminder cards for organisation. • Key Stage 1 access to speech and language therapist via Chatty Therapy. • Paediatric First Aiders. • Symbols and visual prompts – e.g., visual timetables. • Accessibility plan reviewed regularly by the governing body to reflect the needs of the pupils in their new setting. • Advice sought from Occupational Therapy as needed. • Advice sought from Physiotherapists as needed. • Access arrangements as applicable for exams such as SATs. • Access to Family First Service. • Children with English as an Additional Language (EAL) are supported to access the curriculum. Support from the EAL services can be accessed with parental consent. The service can support the children with teaching and assessments. <p>INCOME</p> <p>NOTIONAL SEN BUDGET ALLOCATION April 2022-March 2023 £144,905</p> <p>SEN ONE TO ONE SUPPORT INCOME April 2022- March 2023 £11,000</p> <p>TOTAL INCOME £155,905</p> <p>EXPENDITURE</p> <p>1 to 1/intervention/small group support £118,560</p> <p>Resources £1,000</p> <p>Specialised Support (Knowsley Central Support) £25,500</p> <p>Specialised Support (Key Stage 1) £0</p> <p>Educational Psychologist £5,500</p> <p>Transition Work £800 (6 days)</p> <p>Continuing Professional Development of Staff including SENCO and Teaching Assistants £1,000</p> <p>Specialised Agencies (e.g., Chatty Therapy) £3,545</p> <p>TOTAL EXPENDITURE £ 155,905</p>
What strategies/resources/	<ul style="list-style-type: none"> • Following a diagnosis from the Neuro Developmental Pathway assessment and individual plan is created which includes targets, strategies and resources to help support individual pupils.

<p>programmes are used to support pupils with social communication difficulties and autism?</p>	<ul style="list-style-type: none"> • Whilst waiting for a diagnosis school implements whole school good practise strategies (staff have had ASC training from ASC Advisory Teacher and Educational Psychologist). • Sensory Circuits as appropriate. • Social stories, visual timetables, 'Now and Next' boards, interactive games, multi-sensory approach to learning is adopted when appropriate. • Access to whole school sensory area when needed. • Breakfast group with Learning Mentor. • Access to quiet/safe areas when needed. • Advice can be sought from the ASC Advisory Teacher as appropriate. • Advice acted upon specific to individual via Speech & Language or Educational Psychologist. • A teacher and TA have accessed 'Team Teach' Foundation Training. • Brain Breaks.
<p>What strategies/resources/programmes are used to support pupils with speech and language difficulties?</p>	<ul style="list-style-type: none"> • EYS staff have undergone NELI, Chatterbox, Wellcomm training in order to deliver the programmes to targeted pupils. • TA's have undergone training in specific areas of speech and language e.g. blank level, stammering, vocabulary and voice. • SALT from NHS and Chatty Therapy deliver programmes to children within the school setting. • SALT from NHS and Chatty Therapy work with TA's/teachers to model delivery of programmes to children. • Regular consultations with SALT/Chatty Therapy. • Delivery of personal speech and language programme, as specified by speech and language therapist. • Identified support from teaching assistant within class for pre-learning vocabulary. • Identified support from teacher/TA for small group or individuals e.g. NELI, Talk Boost, Chatty Therapy and Chatter Matters. • Range of language resources and programme materials.
<p>Strategies to support the development of literacy (reading/writing).</p>	<ul style="list-style-type: none"> • Quality first teaching – differentiated to meet the child's needs. • Small group support in class for guided reading/writing. • ERIC time (Everyone Read in Class Together) • Withdrawal into target groups for interventions aimed at developing reading/writing skills e.g. Precision Teaching. • Phonics – targeted support. • Years 2/6 booster sessions carried out in preparation for SATS. • Targeted teaching and Covid-19 catch-up groups around lost learning. • Extra targeted guided reading sessions delivered by teacher/TA. • Individually targeted daily reading with teacher/TA. • Specialist Learning Support Teacher weekly support – Wave 3 Personal Provision Plan (PPP).

Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Quality first teaching – differentiated to meet the child’s needs. • Small group support in class through guided teaching. • Covid-19 catch-up around lost learning. • Targeted gap task teaching, by Teachers/TA’s. • Years 2/6 booster sessions carried out in preparation for SATs.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • High quality teaching with differentiation as appropriate. • Personalised and differentiated - modified curriculum. • Play Plans (Early Years), Personal Provision Plans (PPP) – educational, behaviour and pastoral. • Adapted resources e.g., pencil grips, writing slopes, visual aids, wobble cushion (concentration). • Adaptations to preferred learning styles e.g., visual, auditory, kinaesthetic • Year group/school Provision Mapping. • Multi-sensory teaching approach. • Strategies put in place as advised by professionals/specialist services/outreach e.g., Physiotherapy, Speech and Language, Occupational Therapy. • Specialist equipment as necessary, specified by SEND services.
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> • Quality first teaching. • Individual success criteria. • Personal development targets. • ‘Chunking’ of activities. • Visual prompts. • Visual timetable. • ‘Now and Next’ boards and strategies. • ‘Learning to Learn’ station.
Support/supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Quiet, indoor area at play and lunchtimes. • Lunch times games club. • Playtime ‘buddy’ system. • Year 6 and Reception ‘Buddies’. • Named staff responsible for personal care for named pupils and care plans in place form medical needs. • Where needed, we use individual support plans which specify break and lunch provision. • Learning Mentor support.
Extended school provision available;	<ul style="list-style-type: none"> • We offer a breakfast and after school club. • We also run a range of after school activities for all pupils.

before and after school, holidays etc.	<ul style="list-style-type: none"> • Activities for targeted pupils e.g., Learning Mentor breakfast club. • Holiday clubs offered.
How we will support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<ul style="list-style-type: none"> • Where appropriate we use a named TA at lunchtimes. • Where needed we use support plans which specify lunch and break provision. • For school and residential trips, familiar adults accompany vulnerable pupils to ensure they are able to access all activities. • All children are part of a school house team and work collaboratively • Year 6 and YR buddy trips e.g., Library, Gallery, local park.
Strategies to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • Staff observations in the school environment, listening to children’s views and acting on them accordingly to ensure the wellbeing and happiness of the children in our school. • The School Council gather children’s views throughout the year. • Staff follow a clear policy regarding behaviour, expectations and anti-bullying which is followed robustly. • The RSHE Curriculum (Jigsaw) provides the opportunity for children to learn about and discuss mental health and wellbeing in a safe environment. • PE lessons and after school activities encourage pupils to keep healthy and participate in physical exercise to promote good mental health. • Meet and greet at start of day, morning challenge activities, calming mood music, mindfulness activities. • Feelings boards/sunshine boards. • Where appropriate, planned support from teaching assistants. • Where appropriate, parental contact daily through home-school link book. • Rewards system based on pastoral targets. • Targeted support from trained Learning Mentor – Nurture groups e.g., Think Yourself Great. • Referral to outside agencies including, Butterflies, Listening Ear Counselling, Mental Health Support Team (MHST), CAHMS, KOOTH, Educational Psychology, Behaviour Support Team. • Where appropriate, pupils have access to 1:1 counselling sessions, over a six week period. • Nurture group and lunch time group support for targeted pupils. • Emotional First Aid support – by TA’s. • Use of Emotional Literacy strategies. • Woodland area – Forest Schools. • Nurture groups. • Whole school participation in the - Daily Mile.

<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Use of school's behaviour and inclusion policy and implementation of school behaviour management programme. • Where appropriate, individual behaviour plans. • Nurture groups. • Use of restorative approach. • Where appropriate, daily behaviour record – target card. • Meet and greet at start (and end) of school day. • Regular daily check-ins with designated adult. • Time-out support. • Strategies in place for unstructured times of the day e.g., alternative location for break and lunch times. • Reward systems, including brain breaks and golden time. • Where appropriate family support via EHA. • Where appropriate support via the school nurse service level 4. • Follow guidelines as set out in Knowsley's 'Inclusion Intervention Framework'. • Where appropriate, make referral to Behaviour Support Team to complete assessment/observation – implement strategies. • Where appropriate seek commissioned place via Behaviour Support Team/Provision and Placement Panel.
<p>How we support pupils with sensory impairments (vision and hearing).</p>	<ul style="list-style-type: none"> • Seek advice and support from sensory impaired service (SIS). • Where appropriate support plans in place. • Strategies in place as advised by SIS service • Adaptations dependent on the needs of the child e.g., seating location in class, fonts enlarged, writing tools, keyboards, lighting, class blinds. • Access to support and resources from SIS service. • Care plan in place where appropriate supported by school nurse service and specialist nurses.
<p>How we support pupils with physical needs.</p>	<ul style="list-style-type: none"> • Seek advice and support from Occupational and Physiotherapy services. • Where appropriate support plans in place. • Care plan in place where appropriate supported by the school nurse and specialist nurses. • Physical adaptations to the environment e.g. disabled toilets, ramps, classrooms assessed for physical space for wheelchair access. • Staff access training as appropriate e.g. catheter, diabetes. • Multi-agency meetings including parents as appropriate.
<p>How we support pupils in their transition into</p>	<ul style="list-style-type: none"> • When children join Kirkby CE School mid-year transfers, admin ensure all documents from previous setting are requested.

<p>our school and when they leave us and in preparing for adulthood.</p>	<ul style="list-style-type: none"> • The Head Teacher invites parents and children for a ‘walk around’ visit and discussion about the needs of the child. • Meetings with parents as appropriate. • Transition meetings for individual children and meetings with high school staff. • EHC Annual Review for Year 6 pupils completed before October half term – in line with Local Authority guidelines. • Foundation Teachers carry out transition meetings and observations at nursery/pre-school settings. • Social stories and visual prompts for pupils. • Work through RSHE programme Jigsaw on managing and preparing for change. • Programme of visits – specifically tailored to individual pupils. • Longer term links with secondary schools to increase familiarity.
<p>How we support pupils with medical needs.</p>	<ul style="list-style-type: none"> • Care plans are compiled with support from the school nurse and/or specialist nurse in consultation with parents/carers. • The need for any specialist equipment would be discussed in consultation with parent/carers and relevant professionals. • Staff receive training for specific medical needs as appropriate. • Where necessary and in agreement with parent/carers signed consent is sought via the Medicine Consent Form to ensure the safety of both children and staff. Only medicine with a label prescribed by a GP and dispensed by a pharmacist will be dispensed. • Teaching Staff and TA’s undertake regular first aid training and dispensing of medicines training. The school office holds a list of those that hold current training and certificates are on display in close proximity to the Headteacher’s office.
<p>How we track and assess pupil progress towards targeted outcomes (including how we involve pupils and their parents/carers). What we do when interventions and provision need to be extended or increased and how we evaluate the overall effectiveness.</p>	<p>Evaluating the effectiveness of the provision made for pupils with SEND</p> <ul style="list-style-type: none"> • Provision is planned for and delivered by all teaching staff. Teachers will seek support from the SENCO, specialist teachers, teaching assistants and outside agencies as appropriate. <p>Monitoring pupil progress through:</p> <ul style="list-style-type: none"> • Pupil progress is monitored and tracked through formative and summative assessment. • From Nursery to Year 6 teachers assess and track children’s progress over time, they identify pupils not making progress in line with their peers. • Play Plans are put in place in Nursery and Reception and Group/Personal Provision Plans for children in Years 1 – 6 with specific and measurable targets. • School support plan PPP written in conjunction with parent/carer and include the view of the child. • PPP support plan reviews of targets in conjunction with parents and include views of the child appropriate to need. • All interventions are reviewed and evaluated on a regular basis and discussed with SLT. • Through target setting and evaluations CIN/PEP/P&R meetings. • External professional undertaking assessments.

	<ul style="list-style-type: none"> • Specialist Learning Support Teacher reviews. • SENCO discussions with external agencies. • Reports are made to the Governing body and the SEND Governor.
<p>What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at school?</p>	<ul style="list-style-type: none"> • Should you wish to make a complaint about your child’s provision, in the first instance contact the SENCO via the school office. • If the complaint is about the SENCO, contact the Head Teacher Miss M Hindmarsh 0151 477 8510 • All complaints will be dealt with as outlined in the Complaints Policy which is available on the school website. www.kirkbyce.co.uk and/or from the school office 0151 477 8510
<p>Contact details of support services for the parents of pupils with SEND including those arrangements made in accordance with section 32 Children and Families Act 2014</p>	<ul style="list-style-type: none"> • Support services information can be accessed via the Knowsley Council website http://www.knowsleyinfo.co.uk <p>SEND IASS (Special Educational Needs and/or Disabilities, Information, Advice and Support Service) for Knowsley can be contacted to offer advice and support regarding the education of a child with SEND. They can also support parents in making a parental request for an EHCP application for assessment.</p> <p>Telephone number – 0800 012 9066</p> <p>Email – liverpoolandknowsleysend@wired.me.uk</p> <p>SEND IASS Website – http://www.liverpoolandknowsleysend.com</p> <p>Address – Stoneycroft Children’s Centre 38 Scotia Road Liverpool L13 6QJ</p>