

SEND Information Report – Kippax Ash Tree



Information Report for Pupils with Special Educational Needs and Disabilities 2025 - 26

1. The kinds of Special Educational Needs and disabilities (SEND) that are provided for by Kippax Ash Tree Primary School	There are 4 broad categories of need as described by the 2014 Code of Practice, which we provide for within school. These are: • Communication and Interaction This includes children with speech language difficulties and those who demonstrate features within the spectrum. • Cognition and Learning This includes children who demonstrate features of moderate, profound or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia. • Social, Emotional and Mental Health This includes children who have significant difficulties in managing their emotions and behaviour. Children may also be withdrawn, hyperactive or lack concentration. • Sensory and/or Physical Needs This includes children with sensory, multisensory and physical difficulties. Four Broad Areas of Need speech language & communication needs (SLCN): ASD/Aspergers/Autism social, emotional and mental health difficulties (SEMHD): various manifest behaviours e.g. anxiety, depression, self-harming, substance abuse, eating disorders, ADHD, attachment disorder etc sensory and/or physical (SPN): • VI – visual • HI – hearing • MSI – multi sensory cognition & learning (C&L): • MLD – moderate • SLD – severe • PMLD – profound & multiple • SpLD – specific
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2. Who to contact at Kippax Ash Tree regarding an SEND query.	The Special Educational Needs Coordinator (SENDCO) at Kippax Ash Tree is Kimberley Johnson They can be contacted through the school office as follows: Email: rollsk01@brigshawtrust.com Phone: 0113 3850680
3. The systems in place for identifying a person who may have Special Educational Needs and Disabilities	At Kippax Ash Tree we identify the needs of pupils by considering the needs of the whole child, not just his or her special educational needs and disabilities. In identifying a child as needing SEND support, the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw on: • The teacher's assessment and experience of the pupil • Their previous progress and attainment • The views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Children identified as having SEND may be monitored by the class teacher, given extra support through group or individual interventions by appropriate staff, a learning support assistant, or placed on the SEND register if appropriate. There are times when a child's SEND requirement may already be in place before they arrive at school through consultation with outside agencies.

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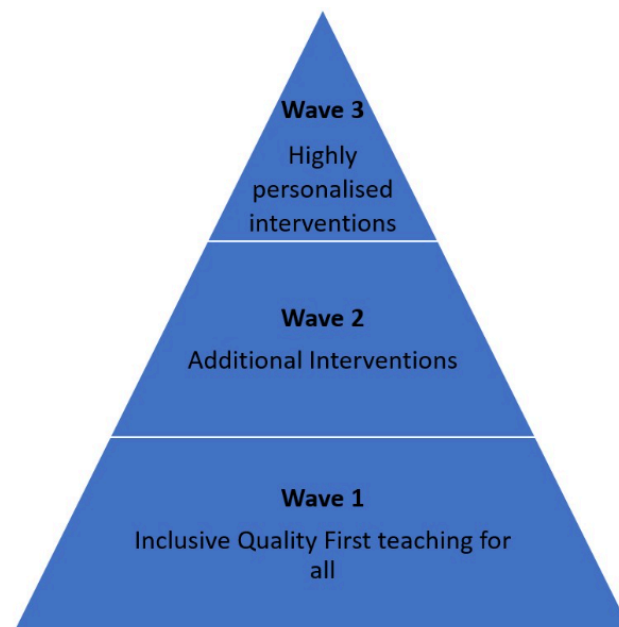
4. The systems in place for monitoring, assessing and reviewing pupils progress towards outcomes.	We offer a Graduated approach to SEND support. This means we carry out the process of Assess, plan, do, review on a regular basis to make sure we are continually meeting the individual needs of children in our school. 
5. The approach to teaching pupils with Special Educational Needs and Disabilities at Kippax Ash Tree.	At Kippax Ash Tree we ensure all pupils have access to High Quality First Teaching. We believe that successful teaching and learning is not just about great lessons; it stems from the culture and environment we create. We believe that by developing emotional intelligence and creating the appropriate supporting conditions all children will thrive, because all of this impacts on how children behave as learners. As such, we aim to create a positive learning environment with:

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	• Different approaches to learning so all children can access learning • Children taking responsibility for their own learning, including SEND children having responsibility of their own targets • All children working collaboratively together, supported by adults and children alike • Making mistakes is integral to learning and children are supported in how to improve from these • Effort of all children is rewarded • Positive exchanges are predominant
6. The adaptations made to the curriculum for pupils where needed.	Our vision, to develop powerful voices that can make meaningful choices for a lifetime of opportunity and success, is woven into the fabric of everything we do at our school, regardless of ability. Based on the National Curriculum, we have developed an Ash Tree curriculum which has clearly sequenced content and progression for each year group. Our curriculum is intended to enable pupils to master knowledge and skills and can be adapted according to their needs. Our “retrieve and review” approach allows children to create schema that is constantly revisited and enables them to build on the solid foundations of previous learning. We use explicit instruction (I do, we do, you do) for the teaching of new concepts so that learning is scaffolded appropriately and give all children the chance to feel confident in their independent practice. We adapt learning tasks, resources, classroom environments, individual timetables, staffing and offer more targeted or personal interventions too. At Kippax Ash Tree, we try to create learning environments that are fully inclusive to a wide range of learning needs so that no child feels singled out and always feels fully part of their class.
6. Continued	

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7. The arrangements for consulting pupils with SEND to involve them in their education.

We recognise that all pupils have the right to be involved in making decisions and exercising choices. In lessons, children are involved in monitoring and reviewing their progress through the use of targets and success criteria. We endeavour to involve the pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting
- Self-review progress and set new targets
- Monitor their success at achieving the targets on their support or individual plan.

8. The arrangements for consulting parents of children with SEND.

We work closely with parents to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND

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	• Personal and academic targets are met and set effectively. Meetings are held termly with parents of children on the SEND register by the class teacher, there may be occasions where the SENDCO attends as well to ensure the children are working towards their given targets and update parents on the progress. Where needed these meetings occur more frequently to make sure the needs of the children are being met.
9. Transition arrangements for children with SEND needs at Kippax Ash Tree	The admission arrangement for all pupils is in accordance with the national legislation outlined in the school admission policy, this includes children with any level of SEND; those with an Education Health Care Plan (EHCP) and those without. The School SENCO works closely with feeder schools or nurseries where there are SEND children to transfer information to aid a smooth transition, where possible a meeting will occur to do this. • Support for children who are coming to terms with transition is carefully planned. This will include familiarisation visits and mentoring, whether this is inside the school e.g. moving between classes or transitioning to high school; additional transition days/visits are provided where necessary. • For children accessing secondary school who are more vulnerable we offer 'Travel Training' to aid their understanding of 'stranger danger' and the Green Cross Code and safety of pupil transport.
10. The training of staff to support children and young people with SEND at our school.	Specialist training of staff working with SEND children takes place when required. In the past we have had staff undertake training in numicon, phonics, dyslexia, working memory difficulties, Team Teach positive handling and Autism Awareness. We work alongside the NHS speech and language therapist who provides specialist training to the adults in school who deliver speech and language programmes relevant to the children they are working with.
11. The support offered for improving emotional and social development.	All children are taught PSHE (Personal, Social, Health and Citizenship Education) as part of their curriculum and this covers a wide range of aspects including keeping ourselves safe, building relationships, mental health and wellbeing. In addition to this, teachers will hold circle times and address issues within their classes when they arise. In school, we have a learning mentor who works with key children identified as needing extra support with their emotional and social development; this may involve 1:1 sessions or group sessions using games or Lego therapy to develop skills. The Head Teacher and Assistant Head offer children the opportunity to talk through their problems at lunchtimes if there are issues at playtimes using restorative conversations. We have access to a counsellor through our local guidance and support service that we can refer children to where we feel they may benefit from having someone else to talk to. We will consult with parents and seek their permission prior to arranging this.
12. The outside agencies that Kippax Ash Tree work with	The school has strong working relationships and links with external support services to fully support SEND pupils and aid school inclusion. Sharing knowledge and information with these support services is key to the effective and successful SEND provision within

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to ensure the needs of individual pupils are met.	our school. Some of the agencies we work with include: • Speech and Language Therapists • Educational Psychologists • Local Authority Special Educational Needs and Inclusion Team • Autism Specialists • The Deaf and Hearing Impaired team • Occupational Therapists • Local Guidance and Support Team (family support, counselling)
13. Which policies do you need to look at to find further information about SEND provision at Kippax As Tree	The following policies are available to find out more about the identification, provision and assessment of pupils with SEND within our school: • SEND policy • Safeguarding and Child Protection Policy • Supporting Pupils with Medical Needs Policy • School Behaviour Policy • Teaching and Learning Policy • Equality Opportunities Policy • Accessibility Plan
14. The way to raise a complaint regarding the provision of SEND children.	Should a parent or carer have a concern about the additional provision made for their child, they should, in the first instance, discuss this with the class teacher and/or SENDCO. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head of School. The BLP Complaint Policy is published on the BLP and school website.
15. How accessible is the school?	See accessibility plan
16. School resources and funding linked and matched to children's needs.	How the school's SEND funding is allocated and spent: Notional Inclusion Budget - this funding is needs based using a formula against the profile presented in the school census. It considers who requires additional support to access learning including factors such as social deprivation, demographics (e.g. EAL, Free School Meals eligibility) and levels of attainment. Schools are expected to fund the first £10,000 of any child or young person's provision before applying for additional funding. This means that for any additional support (above core provision) there is an expectation that schools meet the first £6,000 of such provision. The notional budget is not specifically targeted at individual children and young people however

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	schools are accountable for the use of this money for those children and young people needing it. Decisions about the notional SEND budget are made in consultation with the governing body and reflect a priority of need. For children identified with a high level of need, an application to SENSAP for an EHCP and allocated funding are completed by the SENDCo in consultation with families. Working in partnership with professionals, money is targeted at children and young people with the most complex needs who require the most individualised provision. SEND funding can also be spent on the purchase of specialist equipment or resources that will support the pupil's progress. The notional SEND funds are used to provide a range of support for pupils with SEND which may include (but are not limited to) the following: • SEND assistant support • Flexible Learning Groups • Transition sessions • Daily Meet and Greet • Break and Lunch Club • Pre and post teach • Homework Club • Literacy and Numeracy intervention (small group or individual) • Core subject tuition (small group or individual)
17. Standard arrangements for SEND	See SEND policy