

## North Rigton Church Of England Primary school SEND information report

### Code of Practice 6.79

‘The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer’.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school’s SEN policy, named contacts within the school where parents have concerns and details of the school’s contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

# North Rigton Church of England Primary School SEND information report

Date 11<sup>th</sup> November 2015

The SEND Policy is available on the school website.

Governors should describe:

<b>School offer</b>	<b>North Yorkshire LA expectation of good practice</b>
<p><b>1 What kinds of SEN are provided for in your school?</b></p> <p>All staff at North Rigton Church of England Primary School are committed to providing quality first teaching so that all children can make good progress with their learning. The school has achieved the Inclusion Quality Mark (IQM) level 2 – Enhancing Inclusion. This achievement demonstrates the importance that the school places on meeting the needs of all learners.</p> <p>We offer further SEND provision for children with:</p> <ul style="list-style-type: none"><li>• Communication and interaction needs</li><li>• Cognition and learning needs</li><li>• Social, mental and emotional health needs</li><li>• Sensory and/or physical needs</li></ul>	<p>Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p>
<p><b>2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?</b></p> <p>The school has a range of documentation available for parents including the Inclusion Policy which highlights how children's additional needs are identified and how the school will support these children.</p> <p>The school has an Intervention Map which is reviewed and updated each term. This highlights all the interventions taking place that term with the names of children receiving the intervention.</p> <p>Children who have been identified as needing some additional support will have their targets identified and recorded. We use the following tools to record interventions and support:</p> <ul style="list-style-type: none"><li>• Inclusion Passports</li><li>• Record of Support and Intervention Forms</li><li>• Individual Provision Maps</li></ul>	<p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-</p> <ul style="list-style-type: none"><li>• details of any strategies being used to support your child in class;</li><li>• details of any extra support or interventions for your child</li><li>• your child's learning targets and their long term desired outcomes</li><li>• the next date when your child's progress will be reviewed.</li></ul> <p>Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.</p>

- EYFS – Tracked against Development Matters document
- PIVATS – Performance Indicators for Value Added Target Setting.
- Intervention Map

An Individual Provision Map will include details of areas of need, targets, provision, review dates, input from parents/ carers and intended outcomes.

Children requiring high levels of support will be referred for an Education, health and care plan (EHCP). As part of the process of building a case for an Education Health Care Plan staff may complete a common assessment of need review (CANDO). The school currently has one member of staff licensed to carry out these reviews. Each CANDO assessment will be completed in consultation with parents/carers, teachers and outside agencies. A request for an Education, Health and Care Plan (EHCP) may be made if parents/carers and professionals supporting a child feel that the young person’s needs ‘cannot reasonably be provided from within the resources’ normally available to mainstream schools. An EHC assessment will not always lead to an EHC Plan. This is a statutory process and there are set timescales to adhere to.

SENCo – Miss Karen Ellis (01423 734540) BSc (Hons), Postgraduate certificate in ‘Gifted and Talented’, ‘Vulnerable Learners and Inclusion’ and ‘Practical Solutions in Dyslexia – Plus’.

**3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child’s education?**

We have an open door policy in our school and endeavour to create trusting, supportive and positive relationships with all parents and carers.

Regular contact (at least once a term) with parents/carers is really important for children with SEND. All parents/carers have the opportunity to discuss their child’s progress and targets at Parent/Teacher Consultation evening and at review meetings. This will include a chance to discuss progress towards targets, interventions and the impact that they are having and where necessary and to review Inclusion Passports. There is also email contact, so that Individual Provision Maps can be sent to parents/carers.

Each year a parent/pupil questionnaire is also sent home to allow you and your child to express their views on their learning and the support they are receiving.

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child’s needs is essential to support the school in making the best provision for them. This should also take account of your and your child’s hopes, personal goals and interests.

This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes

- more regular meetings to update you on your child’s progress and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child’s learning at home.

**4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?**

The views of all children, including children with SEN, are obtained to alter, enhance and enrich provision at our school. This is done via a school council in which pupils are represented from Year 1 to Year 6, and through learning walk discussions with the SEND Governor, SENCo and children with SEND.

When a target mat is reviewed the children are always involved in the process at the level in which they are comfortable, views are always sought and noted down.

School will obtain the views of all children (pupil voice) to shape provision in school. Your child’s school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.

**5. What arrangements are in place for assessing and reviewing children and young people’s progress towards outcomes? Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review**

The progress of all children is monitored on a regular basis as part of an established whole school framework. Any children who are not making their expected progress or not progressing in line with national expectations are recorded by the SENCo half termly and strategies are put in place to support these children.

Currently all schools nationally are in the process of reviewing frameworks for assessment in light of the changes made to the national curriculum. We have adopted ‘Target Tracker’. The progress of pupils with identified SEND will continue to be monitored against national expectation using this tool.

PIVATS are occasionally used to monitor the progress of pupils with SEND. This allows staff to record steps of progression at a more detailed level.

We use inclusion passports for some children where they are appropriate. Their ongoing assessments are recorded on this document. The documentation also highlights individual strengths and achievements. It notes strategies which are and are not working well for the child. This is part of the ‘review’ stage of the Graduated response approach (see SEND Policy). Parents, families and children will be at the heart of any plans and will be involved at all stages. It is an on-going document that will follow the child through until they go to a new school – it has proven to be very useful in supporting the transition.

All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child’s progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum .

Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child’s school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.

<p><b>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</b></p>	
<p>We liaise closely with the secondary schools that we feed in to. This may include extra visits with members of staff, arranging meetings between parents and new teachers and working closely with the new school to share information and records. When children move to other educational establishments we arrange pre-visit/s for parents and children. We ensure that records are transferred in a timely manner.</p> <p>SEND children transferring into our school are usually visited in their existing setting or home. Meetings are set up with parents, existing staff and support workers to gather information on how best to support them in school.</p>	<p>Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.</p>
<p><b>7. What is you School's approach to teaching children and young people with SEN?</b></p>	
<p>As part of Universal Provision at a whole class level, lessons are carefully differentiated to meet the needs of all children whatever their learning style. Staff use a variety of teaching styles, resources and adult support in lessons to support children's learning. The school recognises that every child learns differently and the lessons need to be adapted accordingly to allow every child to flourish.</p> <p>We are able to offer a wide variety of interventions that we will tailor to the needs of the child. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. All interventions are recorded on an Intervention map each term by the SENCo. Your child's interventions will be recorded on their Individual Provision Map.</p> <p>At North Rigton Church of England Primary School there are skilled teaching assistants who support both individual and groups of children throughout the school. Support is usually available when Literacy and Numeracy are being taught and will give the opportunity for additional support in class and out of class where necessary. If a concept is being taught that your child may find difficult, extra support may be given to help with understanding. Therefore, it won't necessarily be only children with SEND that receive this type of support.</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons</p> <p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> <li>• what interventions your child is receiving and what are the intended learning outcomes;</li> <li>• when during the week any interventions will be delivered and for how many weeks;</li> <li>• who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>

<p><b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b></p>	
<p>All staff are involved in drawing up our 'Whole School Provision Maps', which is a document that details agreed good practice for all areas of need. All work is differentiated to meet the needs and capabilities of all learners.</p> <p>At present the school has identified 'Mild/Moderate Learning Difficulties' as the highest need and staff are identifying and implementing strategies to enhance the learning for children with these difficulties within a whole class setting.</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
<p><b>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</b></p>	
<p>All staff receive training on how best to support SEND children from the SENCO or from outside agencies. SENCO attends regular network meetings to keep up to date with current legislation and the latest ideas and initiatives. Staff supporting children with very specific needs have access to extra training and external agencies.</p> <p>The SENCo has achieved a Postgraduate certificate in 'Gifted and Talented', 'Vulnerable Learners and Inclusion' and 'Practical Solutions in Dyslexia – Plus ( accredited by the British Dyslexia Association)'. </p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>
<p><b>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</b></p>	
<p>The progress and attainment of all children is carefully monitored and reported to parents (as described above).</p> <p>If your child is provided with additional/ different provision/interventions, the outcome of these are monitored by the SENCo. An intervention would be for a timed period of weeks. Assessments are carried out at the start and the end of the intervention to show the progression made.</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.</p> <p>The school will evaluate the impact of all interventions and whether they</p>

	<p>have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
<p><b>11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</b></p>	
<p>Children with SEND are represented equally in all that we do in our school – trips, school performances, plays, assemblies, clubs etc. If necessary the activity/curriculum is differentiated to allow the child to access these activities.</p> <p>North Rigton Church of England Primary School are currently working on the Inclusion Quality Mark and have achieved Level 2 Enhancing Inclusion. This Quality Mark allows us to demonstrate and evaluate how successfully we include all learners, including children with SEND.</p>	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
<p><b>12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</b></p>	
<p>We have a clear anti-bullying policy in our school.</p> <p>We have an active school council and a suggestion box so that children can anonymously offer suggestions and highlight problems. Children's views are sought, through the school council and from all children during circle time and PHSCE sessions in class. Our school's Christian ethos and values underpins all that we do in school.</p> <p>Social stories and social interventions are used when necessary to provide emotional and social development.</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
<p><b>13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</b></p>	
<p>We work closely with a range of outside agencies to support children with SEND. We always seek parental permission before we involve any outside agencies.</p> <p>These range of agencies may include:</p> <ul style="list-style-type: none"> <li>• The Educational Psychologist</li> <li>• School Nurse and Health Visitor</li> <li>• Educational Social Worker</li> </ul>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p>

- Sensory, Physical and Medical Teaching Team
- Speech and Language Therapist
- Physiotherapist
- Occupational Therapists
- Paediatrician
- EMS schools for 'Speech, Language and Communication', 'Emotional, Social and Behaviour Difficulties' and 'Specific learning difficulties'.
- ASCOSS – Autistic Spectrum Condition Outreach Service
- Severe Learning Difficulties Team

Sometimes, if several outside agencies are involved, school will request a Common Assessment (CAF)

**14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?**

Designated SEND Governor – Mrs E Littlewood (contact through school). With the SENCO, she oversees the development of Special Educational Needs provision in our school.

We endeavour to resolve any disputes or problems quickly and to the satisfaction of both parties, failing that, we have a clear complaints policy.

There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.