

North Rigton Church of England Primary 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>

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Date updated 12th April 2018

The SEND Policy is available on the school website.

Governors should describe:

| School offer | North Yorkshire LA expectation of good practice |
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| <p data-bbox="136 464 1146 499">1 What kinds of SEN are provided for in your school?</p> <p data-bbox="136 499 1146 571">At North Rigton Church of England Primary School, we welcome and support children of all abilities and need.</p> <p data-bbox="136 603 1146 770">All staff are committed to providing high 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 data-bbox="136 802 1146 874">We support those children who have Special Educational Needs or Disability (SEND) in the following areas:</p> <ul data-bbox="197 874 1146 1018" style="list-style-type: none">• Communication and interaction needs• Cognition and learning needs• Social, mental and emotional health needs• Sensory and/or physical needs | <p data-bbox="1146 499 2101 635">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 data-bbox="136 1050 1146 1121">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?</p> <p data-bbox="136 1121 1146 1361">The named Special Educational Needs Coordinator (SENCo) for North Rigton Church of England Primary School is Karen Ellis (BSc (Hons), Postgraduate certificate in 'Gifted and Talented', 'Vulnerable Learners and Inclusion' and 'Practical Solutions in Dyslexia – Plus'). She can be reached on the school telephone number (01423 734540) or by email (admin@northRigton Church of England Primary .n-yorks.sch.uk (FOA SENCo / Karen Ellis).</p> <p data-bbox="136 1425 1146 1458">The school's SEND Policy can be found on the school website and this</p> | <p data-bbox="1146 1121 2101 1458">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 data-bbox="1146 1329 2101 1458" style="list-style-type: none">• details of any strategies being used to support your child in class;• details of any extra support or interventions for your child• your child's learning targets and their long term desired outcomes• the next date when your child's progress will be reviewed. |

highlights how children's additional needs are identified and how the school will support these children.

The school adopts a 'Graduated approach' of Assess, Plan, Do and Review. This is a cycle to identify, provide and review the provision for children with SEND.

All children at our school have access to Universal provision which is personalised, targeted support through high quality first teaching. 'Flourishing' meetings, both with parents and with the Senior Leadership Team, are held each term to discuss the progress of all children. If a child is needing support with their learning, additional provision is given to the child following this meeting.

After this additional provision, if a child still needs longer term support, there will be a discussion with the parents about identifying that the child may have a particular need and ongoing additional or different provision may be needed for their child. Children who have been identified as needing some additional ongoing support will have their targets recorded on an Individual Provision Map, detailing their specific provision and describing the child's individual strengths and needs and the type of support they will receive to help them make progress. Clear steps to success are agreed so that the child, teachers, support staff and parents are all clear about desired outcomes. This is reviewed at least each term and for some children at more regular intervals at parent pupil teacher consultations.

Inclusion Passports are sometimes used to outline previous provision, current provision and strategies that work for individual children. Parents are asked to share their views as part of this document

Some children in school with more complex needs will have an Education, Health and Care Plan (EHCP). Assessment of need is carried out in close partnership between the parents, class teacher and SENCO.

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.

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

At North Rigton Church of England Primary School we believe that open, honest discourse between school and parents is vitally important and we aim to form good relationships with parents and that they feel welcome in school.

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

All Individual Provision Map documentation is discussed and reviewed between the class teacher, parents and pupils as part of an extended parent pupil teacher consultation each term. The finished document is then shared with the child, parents, other appropriate members of staff and the SENCo. Once in agreement the Individual Provision Map is signed and implemented. These are evaluated regularly by the class teacher and amended if necessary. New targets are set at least every term. For some children, communication takes place on a daily basis through the use of a home / school book or contact with the class teacher before or after school or via Email.

Parents are invited into school to meet with parents at the earliest opportunity if it is felt that a child is not making adequate progress or if it is felt that they may have a Special Educational Need or Disability. Parents are always consulted before a child is formally recorded as having SEND.

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

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?

At North Rigton Church of England Primary School, the views of all children, including children with SEND, 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 2 to Year 6.

When an Individual Provision Map is reviewed a child is at the centre of this process. As appropriate, children are consulted about their views and the targets they want to achieve. When taking part in a booster session or an intervention, the children will be aware of the objectives and targets as well as the desired outcome. Children should be able to articulate or show what their next steps to learning are. All children are able to discuss their learning needs and what helps them to learn better.

Twice a year there are pupil voice meetings where the SENCo meets with children with SEND to discuss their provision and progress. Also,

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.

each year a pupil questionnaire is sent home to allow your child to express their views on their learning and the support they are receiving.

Views of all children with an EHCP are sought before an Annual Review. This might take the form of a simple questionnaire or a report written by the child. Children are invited to attend part of their Annual Review meeting if appropriate.

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

At North Rigton Church of England Primary School, the progress of all children is monitored on a regular basis as part of an established whole school framework. Regular, on-going teacher assessments provide class-teachers and support staff with day-to-day successes and next steps for all children.

Formal assessments take place each term and may be in the form of tests. Test information is always used alongside teacher assessment to give an overall view of each child's attainment and progress. SATs and Teacher assessment are gathered for year 2 and year 6. In-school tracking systems are used to identify children not making expected progress or that are working below national expectations. These children are discussed at termly 'Flourishing' meetings. These are to assess the PEAs (Progress, Effort and Attainment) of individual children. Children who are 'Growing' in attainment or making 'Gradual' progress are discussed at these meetings in more depth. Any children who are not making their expected progress or not progressing in line with national expectations are recorded by the SENCo and additional provision is put in place to support these children. PIVATs assessments are currently used to show even smaller steps of progress for children that will make less progress than their peers. This may be due to medical issues or severe learning needs.

You will have the opportunity to discuss your child's progress at the parent/pupil/teacher consultation evenings and at review meetings. Some children have Inclusion Passports, which highlights a child's strengths, interest and their own views about their learning. It also lists all the provision and intervention that a child may have been in receipt of and their impact.

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.

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

At North Rigton Church of England Primary School, we understand that transition between schools or from one key stage or class to another can be very stressful for children and their parents.

In the Summer term before children enter Reception, class teachers, along with the SENCO if necessary, visit the children in their homes or pre-school settings. Children are invited to attend transition days where they have the opportunity to meet their class teacher and get to know their new classrooms and routines.

We have close links with secondary schools and put transition plans in place for our children with SEND and arrange additional transition days, with a member of staff if necessary, to ensure that they have the best possible start at secondary school. A member of staff from secondary school attends Annual review meetings of Year 6 children with an EHCP. Throughout school we make sure all children spend time with new teachers before moving to a new class. Children with SEND may need more support at this time.

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.

7. What is your School's approach to teaching children and young people with SEN?

At North Rigton Church of England Primary School, we believe that quality first teaching is paramount in ensuring that all children, regardless of ability, make progress. Work is carefully differentiated and reasonable adjustments are made, to meet the needs of all children whatever their learning style and to ensure that every child can make progress. High quality support for learning within lessons is necessary for some children to make good progress alongside their peers. This support and strategies we use in lessons is recorded on 'provision maps'.

We are able to offer a wide range of evidence-based interventions to support the needs of our children and to help them overcome their barriers to learning. For some children the interventions are short term and last around six to ten weeks. For some it can form part of their longer term provision. Interventions are usually run by a trained teaching assistant under the supervision of the class teacher. Interventions are monitored for

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

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:

- what interventions your child is receiving and what are the intended learning outcomes;

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| <p>their impact. We expect children in receipt of interventions to make accelerated progress. Parents are informed if their children are receiving interventions.</p> <p>All our classes benefit from teaching assistant support at some time during the week. At some stage therefore, most children will be supported by a TA either in a group or 1:1 as part of the normal running of the class. There may be occasions when we feel that some additional adult support within lessons may help a child to make progress. This is not always the case and only in exceptional circumstances will a child have 1:1 support in all lessons. Our aim is to help children to be independent.</p> | <ul style="list-style-type: none"> • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress. |
| <p>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</p> | |
| <p>At North Rigton Church of England Primary School, we make reasonable adjustments to allow children with SEND to access the curriculum and the school environment. There are Whole School Provision Maps outlining the Quality First Teaching, Time limited small group provision and Personalised provision for each area of need.</p> <p>Lessons are differentiated and some children with SEND have a curriculum that is adapted to their needs and separate planning to ensure that their needs are met.</p> <p>At present the school has identified 'Mild/Specific Learning Difficulties' as the highest need and staff have been involved in training to identify and implement strategies to enhance the learning for children with these difficulties within a whole class setting.</p> <p>Relevant care plans, health care plans and risk assessments are implemented for children who have a high level of need in discussion with parents and relevant professionals. There is a disabled toilet downstairs.</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>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?</p> | |
| <p>At North Rigton Church of England Primary School, all staff receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants have regular generic training as part of staff meetings, twilight sessions and training days, and specific external training to meet individual</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</p> |

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| <p>needs as necessary. If a pupil has particular needs and the school has exhausted its repertoire, specialist support is sought promptly from relevant professionals through Single Point of Access (SPA) forms, Educational Psychologist requests or staff from the Multi Academy Trust (MAT)</p> <p>The SENCO attends regular Multi Academy Trust meetings with other SENCOs and Local Education Authority network meetings to keep up to date with current legislation and the latest ideas and initiatives.</p> <p>The SENCO holds the NASENCO award (the National SENCO qualification) and 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>need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p> |
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10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

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| <p>At North Rigton Church of England Primary School, lessons for all children are monitored through observations by the senior leadership team.</p> <p>We expect all children with SEND to make at least expected progress, in line with their peers. All children at our school are regularly assessed and monitored and their progress is discussed termly with the senior leadership team at 'Flourishing' meetings. The interventions and progress of children with SEND are also discussed in depth with the SENCO at SEND Flourishing meetings.</p> <p>Each year the SENCO will carry out learning walks and pupil voice meetings to observe the provision taking place and offer recommendations of alternative or additional provision when necessary.</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 have a strong evidence base of effectiveness.</p> <p>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> |
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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?

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| <p>At North Rigton Church of England Primary School, all children have access</p> | <p>The school's policies should all state how all pupils are actively</p> |
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| <p>to all activities both in school and out. For a school trip a pre-visit will happen, a risk assessment will be done and adaptations will be put in place where necessary. All children are equal and can access all sporting and musical clubs, have opportunities to become head boy/girl, be an ambassador or a member of our school council.</p> <p>North Rigton Church of England Primary School have achieved Level 2 Enhancing Inclusion in the Inclusion Quality Mark. This Quality Mark allows us to demonstrate and evaluate how successfully we include all learners, including children with SEND.</p> | <p>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>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.</p> | |
| <p>North Rigton Church of England Primary School's Christian Values are embedded throughout our school and we are committed to providing high quality Personal, Social and Health Education(PSHE) lessons. We have regular PSHE lessons for all children including lessons about bullying. 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 PHSE sessions in class.</p> <p>The school have been involved in 'Just B' training to support those experiencing bereavement, 'Compass Buzz' to support those children with anxiety difficulties or mental health needs.</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>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?</p> | |
| <p>In some cases, school requires the support and expertise of outside agencies in order to support a child. Parents are always asked for consent before we discuss any child with an outside agency. Below are some of the agencies we work with:</p> <ul style="list-style-type: none"> • <u>Speech and Language therapy.</u> <p>Some children require support with their speech and language development and are visited regularly in school. The therapist gives advice to the school staff in strategies and interventions that can be done at school</p> | <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> |

- School Nurse

The school nurse carries out nationally required assessments and hearing checks on all our younger children and is also involved if a child has a medical problem

- Enhanced Mainstream Schools (EMS)

An EMS is a mainstream school with teams of specialist teachers who offer outreach support, advice and expertise to schools. We have strong links with **Rossett School EMS** for Specific Learning Difficulty (SpLD) who have supported us in developing our skills in the teaching of children with dyslexia.

We also have links with **Hookstone Chase** EMS for children with Speech, Language and Communication difficulties and **Grove Road** EMS for Behaviour, Emotional and Social Difficulties.

- Inclusive Education Service (Autism)

This service supports us with our care of our children on the autistic spectrum.

- Educational Psychologist

There may be times when we feel input by the educational psychologist may be required. She will visit school to discuss a child's difficulties and will give us advice. In some circumstances, she may feel an assessment is necessary.

- Sensory, physical and medical teaching team

We work closely with teachers from this team when we have a child with a visual, hearing, physical or medical need.

- Occupational Therapist

- Paediatrician

- Educational Social Worker
- Young Carers
- Child and Adolescent Mental Health Service (CAMHS)

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

At North Rigton Church of England Primary School, we operate an ‘open door’ policy. Parents and Carers are encouraged to speak with the class teacher about any concerns they may have. If the class teacher is unable to allay a parent’s concerns, they will be advised to speak to the Head Teacher or SENCO.

There is a formal complaints procedure and complaints can be made in writing to the Chair of Governors.

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

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.