



## Reeth Community Primary School and Gunnerside Methodist (VC) Primary School Federation

### SEN Information Report

September 2016

#### 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>

This is what we provide in our schools	North Yorkshire LA expectation of good practice
<b>1. The kinds of SEN that are provided for.</b>	
<p>Our Federation welcomes all children. We aim to provide high quality education that enables all pupils to reach their full potential. We have an experienced staff team and make appropriate provision for a range of SEN including:</p> <ul style="list-style-type: none"> <li>• Cognitive and Learning Difficulties (including Dyslexia)</li> <li>• Communication and Interaction (including Autism)</li> <li>• Emotional, Social and Behavioural</li> <li>• Sensory and Physical</li> </ul> <p>When parents of pupils with SEN start school, they are invited to meet with us to discuss provision and strategies to ensure that the child's needs are met.</p>	<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>
<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>All pupils at our schools receive quality first teaching, with personalised, targeted support, differentiation, an engaging curriculum and an excellent learning environment.</p> <p>If a pupil needs provision that is different or additional, beyond that provided through quality first teaching, we contact the child's parents to discuss this. The class teacher and SENCO will be at the meeting to explain this carefully.</p> <p>At this point an Individual Provision Map (IPM) will be drawn up and this will give details of strategies that are being used to provide support, both in class and within specific intervention groups. Targets will be identified and at the end of the meeting a review date will be agreed.</p> <p>Depending on the needs of the child, and with parental permission, the SENCo may also seek further advice from an external agency such as an Enhanced Mainstream School (EMS), who may carry out further assessments and contribute to the IPM. Parents will be involved throughout the process.</p> <p>For children needing high levels of support it may become necessary to consider a referral for an Education, Health and Care Plan. This will require a discussion involving the school, the parents and any external agencies involved. A Can-Do assessment will be completed and the possibility of an EHCP will be discussed. The parents and the pupil will be involved throughout the referral process.</p> <p>The SENCo is Mrs Clare Bastow and she can be contacted on 01748 884308 (Reeth) or 01748 886321(Gunnerside).</p>	<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>

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

We know that it is vital that school and home work closely together in the best interests of the child. We endeavour to create trusting, supportive and positive relationships with all parents and carers.

We facilitate regular discussion with parents and opportunity for updates at the start and end of each day, by telephone and email and via the home school books.

Should parents require more time to discuss a matter at greater length, appointments can be arranged with class teachers, the SENCo and the Headteacher easily and within 24 hours when possible.

Parent Consultation Meetings are in October and March and parents receive an end of year report in July, providing details of the progress made by the child.

In addition, the parents of children with SEND will have termly review meetings when progress against the specific targets in the IPM will be discussed. These review meetings will also take into account the aspirations of the parents for their child.

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 and respond to it. 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?

We have a School Council Team who meet at least once a term. This forum provides an opportunity for children of all backgrounds, abilities and interests to express their views and aspirations. The Council have placed worries and suggestion boxes in all classrooms so children can anonymously offer suggestions or highlight any problems.

Prior to each review meeting the child with SEN will have an opportunity to discuss how they feel about their learning and their progress and what helps them in class to learn. Once the children are in Year 5 and 6 they are invited to the end of the review meeting to express their views. All KS2 children are invited to attend the parent consultation meetings.

All children are regularly invited to express their thoughts about their learning needs through class discussion and pupil questionnaires.

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?  
Explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review.**

We monitor the progress of all pupils carefully and have robust systems in place to assess and track progress for each child. Teacher assessed learning outcomes are recorded for each pupil for each subject. Termly tests in maths and literacy are used to provide an additional measure of progress and attainment.

The staff hold termly pupil progress meetings to monitor every child and discuss measures needed to support pupils who may require additional provision. Interventions are evaluated to ensure they are having an impact on progress.

We use Inclusion Passports and Individual Provision Maps in order to summarise the support that has been provided for a child over a period of time. The documentation also highlights individual strengths and achievements and notes strategies that don't work, as well as noting the difference particular support has made to the child's learning.

Mentoring sessions are held regularly between the child and their class teacher to discuss their personal targets and progress made towards achieving them. The parents of children with SEND will have termly review meetings when progress against the specific targets in the IPM will be discussed.

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?**

We recognise the importance and impact of effective transition, both within our schools and when pupils move on to a new school.

The Headteacher and class teachers lead transition meetings for all parents as their children move from Nursery to Reception, Reception to Year 1 and from Year 2 to Year 3. Where children work 1:1 with members of staff, we endeavour to maintain continuity for them as they move through school.

We liaise very closely with the various secondary schools to which our children move at the end of Year 6. Working with the schools, we schedule meetings to provide the appropriate level of preparatory work. This may include extra visits to the school and meetings arranged with the staff from the new school. We ensure records are transferred in a timely manner.

Children with SEND transferring to our school can have meetings in preparation for them starting, to gather information on how best to support them.

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?

Our main aim is to provide quality first teaching for all children focussing on personalised target setting and a skill based curriculum. Class teachers endeavour to create a high quality teaching and learning environment which aims to support the progress of all learners and especially those with SEND e.g. through the use of working walls and table resources. They use a variety of teaching styles to suit the needs of every pupil and have high expectations for learning. Additional support is provided where needed to help all pupils make good progress. Class teachers recognise the importance of staff-learner relationships and are especially sensitive to those with SEND.

We have teachers and teaching assistants trained in a variety of interventions and programmes. We work closely with external agencies to ensure the right interventions are carried out effectively. Interventions are monitored and evaluated regularly to ensure progress is being made.

Through use of additional teachers and teaching assistants, groups of children are taught towards achieving specific personalised targets in order to make progress. These groups are fluid and change on a daily basis depending on the child's need. All strategies taught are practised and consolidated within whole class teaching sessions with extra support from the class teacher or a TA if needed. Additional 'booster' sessions and interventions are made available to those pupils who need further practice.

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;
- 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.

## 8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

All staff are involved with drawing up our 'Whole School Provision' which details agreed good practice.

All work is differentiated to meet the needs and capabilities of all learners.

All classrooms and areas of school are accessible for all.

The classrooms are bright and stimulating, with displays of work ensuring a range of skills celebrated.

There are many resources available in the classrooms to support children with SEND. We make these resources available to everyone so that the classroom environment is inclusive. At times, staff use resources as part of their teaching. Resources are also used to facilitate, scaffold and accelerate learning. In addition, children are encouraged to be independent learners accessing support materials freely.

If needed, work is presented in different formats, e.g. coloured backgrounds.

Relevant care plans and risk assessments are implemented for children who have a high level of need in discussion with parents and relevant professionals.

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.

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.

**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?**

The experienced staff are able to meet a range of SEND, with regular discussion to ensure that good practice is shared within the team.  
The SENCO attends regular network meetings to keep abreast of current legislation and the latest ideas and initiatives.  
Staff supporting children with very specific needs have access to extra training where necessary.  
Staff work closely with different Enhanced Mainstream Schools accessing support when needed.  
School would only contact an outside agency after consultation with parents.

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.

**10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?**

The progress and attainment of all children is carefully monitored and reported to parents. Pupil progress is tracked using a combination of teacher assessment and test results. If a child is provided with additional and different provision / interventions, staff carefully monitor the impact by a variety of methods. Staff meet regularly to analyse progress made by pupils and discuss the impact of work done and strategies used. Academic progress is identified alongside broader gains in areas such as self-confidence, self-esteem, independence, behaviour and effective relationships with others.  
During the review meetings 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. Staff use an Individual Provision Map to capture this information, which is shared with parents and staff after the review meeting.  
The Headteacher, senior teachers and subject leaders regularly conduct lesson observations to monitor the quality of teaching and learning. The SEND governor meets with the SENCo on a termly basis to review provision and complete learning walks.

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’.  
The school will evaluate the impact of all interventions and whether they 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.

**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?**

Children with SEND are included in all school activities including a wide range of sporting activities, extra-curricular clubs, residential visits and school trips. They are given roles of responsibility around the Federation in the same way that all other children are.

The school’s policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.

**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.**

School can implement a variety of social interventions when needed e.g. socially speaking, time to talk etc. We also have a mentoring system for children who require on-going support and guidance.  
An active school council have placed worry and suggestion boxes in all classrooms so children can anonymously offer suggestions or highlight any problems.  
Our PSHCE curriculum ensures a wide coverage of topics.  
Our school's Christian ethos underpins all that we do in school.  
We have a clear behaviour and anti-bullying policy.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

**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?**

A range of specialists support our schools if and when appropriate. This support includes educational psychologists, local enhanced mainstream schools and speech and language therapists. They help deliver appropriate support and interventions.  
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.

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.

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

Mrs Sue Pellatt is the designated Governor for SEN across the Federation.  
We encourage parents/carers to speak to the class teacher, SENCo or Headteacher to enable us to resolve any problems quickly and effectively. Failing that, we have a clear complaints policy which can be found on the school website.

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.