

# SEN Information Report

## **Universal Provision and a Graduated Approach**

Adopted 2014 - updated annually. Latest update in May 2016

The Children and Families Act 2014 defines when a child or young person has Special Educational Needs and/or Disability (SEND). This is when they have a learning difficulty or a disability and they need special educational provision (SEP) to be made for them. A child can have an SEND on one (or more) of the four areas of need (as identified in the 2014 Code of Practice)

- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Communication and Interaction Needs
- Sensory and/or Physical Needs

SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age in mainstream schools in England. Sharow CE Primary School's SEN Information Report provides you with details of the expertise already available within school to meet SEND and how we can access specialist equipment and/or services.

All staff at Sharow CE Primary School are committed to providing quality first teaching so that all children can make good progress with their learning. Lessons are carefully differentiated to meet the needs of all children whatever their learning style. The morning is broken into a three session structure to keep lessons short and accessible for all learners. Staff use a variety of teaching styles and resources in lessons to support children's learning. The school places great importance on the fact that children learn in different ways and uses assessment to inform their planning. This allows us to provide a graduated approach to our education provision. Class sizes are kept small and staff support is high. Nominated teaching assistants are trained in high quality interventions in order to target gaps in understanding. The administration of our SEN systems and processes are coordinated by our School Administrator who works closely with the SENCo.

As a parent of a child with SEND you apply through the normal NYCC admission process (<http://www.northyorks.gov.uk/article/23544>). We recommend that all of

our parents, regardless of the specific needs of their child, meet with the headteacher prior to admission in order to have the opportunity to discuss any particular needs their child may have. Specific access requirements and facilities currently available are also able to be discussed at this time. We also recommend that parents look at the accessibility plan on the website which provides additional information.

All local authorities in England have to produce a "Local Offer". The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child. North Yorkshire County Council's Local Offer can be viewed by following this link.

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

### **How does school know if my child needs extra help?**

Children with every type of need are supported at our school and we make every effort to ensure that every child makes good progress and is well prepared for their future learning. Need may be identified by the class teacher, teaching assistant or parent. The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by

- Early Year Foundation Stage profile results
- National Curriculum descriptors for the end of a key stage
- Progress measured against P levels descriptors
- Screening and assessment tools provided by external agencies
- Observations of behavioural, emotional and social development
- An existing statement of SEN or Educational Health Care Plan
- Another school or Local Authority which has identified or has provided for Additional Educational Needs
- APP

The Headteacher and SEN Coordinator meet teaching and support staff from each class for Pupil Progress meetings each term to discuss pupil progress. The SEN Coordinator is consulted if children are identified as not making expected progress

and a meeting is arranged with parents, class teacher and SEN Coordinator to discuss concerns. Once parents have been consulted a decision is made on next steps and level of support.

Parents will be asked to give written consent before the child is added to the SEN register.

An Inclusion Passport is set up to track interventions, set and review targets, record successful and less successful strategies and to pass information on during transition to other schools.

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 (EHCP)

### **What should I do if I think that my child may have a special educational need or disability?**

At Sharow CE Primary School we have an 'open-door' policy. Parents and carers are encouraged to speak with the class teacher about any concerns they may have. Alternatively you may wish to speak with the SENCo (Special Educational Needs Coordinator) who is Miss Coventry. Our Inclusion Governor is Jackie Whitaker. Contact details for all key staff are at the end of this document.

### **What about parental consultation and involvement?**

At Sharow CE Primary School we recognise the importance for all parents to be consulted and informed as to the

- support that is being put in place
- progress that it being made
- planning for next steps

Staff talk to parents informally on a daily basis. For children with SEN we believe that this regular communication with parents is vitally important. All parents have the opportunity to discuss their child's progress at Parent/Teacher consultation evenings and at review meetings. Reports are sent home in summer term, which inform parents of achievement levels relative to national expectations, effort and also targets for reading, writing and maths. Parents of children with SEND are also invited to termly meetings with the class teacher to review targets and determine new

ones linked to the child's particular area of need. They will have their interventions recorded and their success established in order to identify and target next steps.

Children who have been identified as having SEND also have an inclusion passport which further documents the support they have received and its success. We produce an inclusion postcard which will be shared with external teaching staff to allow them to also support your child in class. These documents will be shared with you and you will be asked to contribute any additional information that could be relevant.

### **How will my child's social and emotional development be supported?**

All pupils at Sharow CE Primary School are treated as equals and are supported and encouraged to treat others in the same way. This is reinforced not only in our whole school ethos and school values (see website homepage) but also in our class teaching, during PSHE, collective worship, SEAL sessions and simply in our daily interactions with our pupils. Children are given the opportunity to share their feelings in a variety of ways e.g through pupil voice work, worry monsters, peer support and targeted adult support. Ofsted commented during our latest inspection that " Spiritual, moral, social and cultural development is outstanding."

### **What about pupil consultation and involvement?**

Pupils themselves can often offer valuable insights into the success or otherwise of the SEP we provide. We regularly conduct "Pupil Voice" interviews with our pupils where they are encouraged to speak openly about their likes, dislikes and challenges within school. Some children prefer staff to conduct these interviews and others prefer their peers. The method of consultation will be tailored to the needs of the child and their views will then feed into our review processes and influence our next steps. We also encourage pupil participation in their own regular review meetings with their parents and outside agencies.

### **Will my child receive extra adult support?**

There may be occasions when additional support within lessons will help a child to make better progress. Your child may benefit from targeted small group work or one-to-one activities to help them achieve their learning goals. Where this is appropriate it will be recorded on your child's inclusion passport(see above) and its effectiveness will be regularly assessed. We have teaching assistant support in all of our classes and this allows us to provide targeted support when needed. Where possible interventions will take place within the classroom environment.

Where a child has been identified as having an SEND their provision will be based on assessment and monitoring of their specific needs rather than a generalised response to a particular syndrome or condition. Examples of additional SEN support available in school include (but are not limited to)

- pre-teaching a pupil about a subsequent lesson
- alternative methods of recording work (e.g. ICT, voice recorder, video, symbols)
- different styles of learning material (e.g. coloured paper, modified pen grips)

All of our staff receive regular SEN training and have a range of skills. We work closely with Enhanced Mainstream Schools (EMS) who provide targeted training and advice as needed.

Examples include (but are not limited to)

- Social Stories
- Communication Awareness Training
- sign language
- Lego Therapy
- Precision Teaching.

If a child continues to make insufficient progress, despite having access to the differentiated universal provision available in school, we are able to seek support and advice from a range of external services (see below). This will always be done in consultation with you as parents.

### **Will my child have the same opportunities as other children in the school who do not have SEN?**

Our pupils with SEN are actively included in curriculum and extra-curricular activities including but not limited to school trips, pupil led activities, residentials, school performances and sporting events.

### **What specialist services and expertise are available at or accessed by the school?**

- Speech and Language Therapy
- Educational Psychologist
- Paediatrician
- The Autism Team

- EMS (Enhanced Mainstream School) expertise
- Severe Learning Difficulties Team
- Prevention Services
- CAMHS (Child & Adolescent Mental Health Service)
- Counselling
- Healthy Child Team and Health Visitors
- Occupational Therapist
- Sensory, Physical & Medical Teaching Team
- Parent Support Services

### **What if my child needs more support than school is able to provide from their normal resources?**

Occasionally schools, parents and other agencies may decide that it is necessary to request a Statutory Assessment through the Local Authority. Following assessment your child may be given an education, health and care plan (EHCP). Our SENCo will discuss this with you in detail if it is felt to be appropriate for your child. Further details of this process can be found by following the NYCC Local Offer link above.

### **How will my child be supported in their transition from or to other educational establishments?**

We endeavor to make transition as seamless as possible for all of our pupils but will take extra steps as needed to ensure that our SEN pupils receive any extra support needed. Examples of the support available are additional visits, photograph albums to allow familiarity with the school building and/or teaching staff and 'meet the teacher' sessions. We are able to adapt the support given to the needs of the individual.

### **How do I make a complaint about the SEN provision that my child receives?**

Wherever possible, concerns should first be raised with the class teacher or headteacher. If you do not feel that the matter has been resolved to your satisfaction then the school's standard Complaints Policy should be followed. This is available on request from the school office.

### **How does school evaluate the effectiveness of the provision that SEN pupils receive?**

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Pupil interview to determine pupil confidence and point of view
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The governing body evaluate the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND

## **KEY CONTACTS**

SENCO – Miss Tamsin Coventry (senco@sharow.n-yorks.sch.uk /Tel: 01765 604362)

INCLUSION GOVERNOR – Jacqui Whitaker (Tel: 01765 604362)

SENDIASS <http://www.northyorks.gov.uk/article/31744/SENDIAS>

## **ADDITIONAL USEFUL INFORMATION**

Our Inclusion (SEN) Policy - see link on the right of page

Our Accessibility Plan - see link on the right of page

Our Complaints Procedure- see link on the right of the page

NYPACT - a collective voice for parents of children with SEND in North Yorkshire

<http://www.nypact.co.uk>

Core Assets Children's Services <http://www.coreassets.com/what-we-do/independent-s...>

Contact a Family - a national charity for families with disabled children.

<http://www.cafamily.org.uk/what-we-do/>

Carers Resource - a local charity offering tailored advice and support to parents of children with SEND as well as other Carers <http://www.carersresource.org/about-us/>