



SEND Information Report

Document Status

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SENCO Tamsin Coventry Sharow CE School 01765605324 NASENCO awarded in May 2021		SEN Governor Mr Chris Smith Sharow CE School 01765605324	

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>



Link to SEN Policy ([hyperlink to your policy to make access easy for parents](#))

This is what we provide in our school

1. What kinds of SEND are provided for in your school?

We welcome all children to our school regardless of their needs. We will use our best endeavors to meet the needs of children with SEND. All needs are catered for in order to provide an inclusive education for all. The aim of the federation is to inspire and challenge our pupils to achieve their best and achieve their full potential. At our Federation we support children with a range of additional needs.

A child is defined as having SEND if they have a significant learning difficulty which requires special educational provision to be made for them or if they find it much harder to learn than children of the same age.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children the same age; **or**
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

We believe that all children can make good progress when provided with high quality differentiated teaching which takes account of specific learning styles.

Children are assessed regularly to ensure that they are making the expected progress and there is a shared responsibility for progress. Teachers meet termly with the headteacher to discuss pupil progress during which children identified as not making expected progress are discussed and interventions are planned. For most children these ongoing conversations are sufficient to secure progress. For some pupils however additional SEND support is required. A child can have SEND in one or more of the four areas of need (as identified in the 2014 SEN Code of Practice):

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

2. What policies do you have for identifying children with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?

In most cases your primary contact will be your child's class teacher. However, there may be times where the education of your child leads to involvement from the SENCo. This is currently: **Miss Tamsin Coventry SENCo** and can be contacted on **01765 604362** or **senco@sharow.n-yorks.sch.uk**
If you have any concerns regarding your child then please raise them with the class teacher and/or the SENCo.



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
- 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

The SENCo is consulted if children are identified as not making expected progress and a meeting is arranged with parents, class teacher and SENCo to discuss concerns. Once parents have been consulted a decision is made on next steps and level of support.

An Inclusion Passport is set up to track interventions, record targets, record successful and less successful strategies and to pass information on during transition to other schools. This is updated yearly. Parents will be invited in at least termly to update their child's My Personal Learning Plan which includes setting SMART targets that are agreed by school and home.

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).

For further information please see the SEND Policy. A paper copy can be provided if required, please speak to a member of staff.

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

At our federation, 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 SEND 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. 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 who are recognised at SEN support are also invited to (at least) termly meetings with the Class Teacher to review targets and determine new ones linked to the child's particular area of need and barrier to learning. They will have their interventions recorded and their success established in order to identify and target next steps.



All My Personal Learning Plans are created to be reviewed and updated at least termly (3 times a year) with parents/carers. If rapid progress is made then these can be reviewed with parents and the child more regularly. During the meeting with parents/carers, the targets and provision should be written with the parents and child (if applicable) to ensure the views of the parents **and** the child are included. The meeting is led by the Class Teacher and the SENCO can be invited to offer support if applicable. The meeting should review the current provision and the impact it has had and then set new targets.

Interventions should be planned by an adult using the Intervention Plan and Feedback form. This will include baseline data that must be completed before the intervention starts in order to review progress and impact at the end of the planned sessions. This intervention information can be used to inform and update the Inclusion Passport.

Each class will have a Whole Class Provision Map that will include additional and different provisions for all of the children in the classroom. This is updated termly and includes the impact that the provisions had for the child/group of children.

An Inclusion Passport is set up to track interventions, record successful and less successful strategies and to pass information on during transition to other schools. This should be updated at least yearly in preparation for transition meetings.

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 children are consulted in a variety of ways to gain pupil voice. We ask all children for their views on topics they have completed in class as well as various other things to do with school life are discussed in the classroom. In our federation, children are invited to share their views in the termly meetings between parents/carers and the Class Teacher. This ownership of targets has a positive impact on pupil attainment. All pupils with SEN are included in discussions about their learning (where appropriate). Their views will be heard and this is a good opportunity for them to discuss things that help them in school as well as things that might not help. Their views are recorded on the My Personal Learning Plan. School will obtain the views of all children (pupil voice) to shape provision in school through the School Council.

5. What arrangements are in place for assessing and reviewing children progress towards outcomes?

All additional provision in school is recorded and careful tracking of children's progress allows staff to evaluate the overall effectiveness of the different provisions being made. Baseline assessments and end of intervention assessments ensure progress can be measured.

Interventions should be planned by an adult using the Intervention Plan and Feedback form. This will include baseline data that must be completed before the intervention starts in order to review progress and impact at the end of the planned sessions. This intervention information can be used to inform and update the Inclusion Passport.



An Inclusion Passport is set up to track interventions, record successful and less successful strategies and to pass information on during transition to other schools. This should be updated at least termly in preparation for a meeting with parents/carers of the child on the SEND Register.

6. What are the arrangements for supporting children in moving between phases of education and in preparing for adulthood?

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.

The SENCo will meet with the SENCo of the next phase of education (where applicable) to discuss provision for the child.

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

All staff in school are committed to providing quality first teaching so that all children can make at least good progress with their learning. We believe that all teachers are teachers of SEND. Each term a range of interventions are used to help children with SEND to make progress with their learning and emotional literacy. Teaching and learning is differentiated to meet the needs of all learning styles. Resources are allocated to meet the needs of all. Carefully planned quality teaching is key for all children to be able to make progress with their learning and we offer provision that is at least good. Lessons are carefully differentiated, and some children may need additional resources or adaptations to be made in class.

In school we are able to offer a wide variety of interventions. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. Some interventions will be time-limited; others may take place over a longer period of time. Daily pre and post teaching can be used to target support on an individual's needs basis. Staff receive regular training and support provided by a number of different agencies. All interventions are recorded on a Whole Class Provision Map. More information about the interventions carried out will be recorded on the Intervention Feedback and Assessment Form. Our teaching assistants are highly skilled and well trained and support both individual and groups of children throughout school. Although from time to time, children may need a high level of individual support, our aim is always to help children move towards independence.

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

When necessary, adaptations will be made to the school environment and the curriculum so that all children are able to access the curriculum and the social aspects of school life. Some children may access a more personalised curriculum to meet their learning needs. Some children may need specialist resources and or technology to support their learning. Where possible, the school has provided support for children who have physical needs. Some children have a Health Care Plan in place so that all staff working with them are aware of their medical needs. Individual Risk Assessments are carried out for children who may need additional support on school trips.

9. What sort of expertise for supporting children with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children with SEN is current? How do you access and secure further specialist expertise?



In Our Federation, we have a team of highly skilled support staff who support both individual and groups of children throughout school, delivering interventions and post teaching sessions. All staff receive regular training in different areas of SEND. Individual staff training needs are identified during the Performance Management process and the school has excellent links with a wide range of professionals who provide on-going training for staff in school.

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

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

11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEN?

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

12. How do you support children and young people with SEND to improve their emotional and social development?



All pupils 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 v (*We promise to flourish together*) and school values (community, courage, creativity, forgiveness, joy, love and respect) but also in our class teaching, during PSHE, Collective Worship, and simply in our daily interactions with our pupils.

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 SEND and supporting their families?

We are well supported by Outside Agencies, taking the time to build good working relationships. We ask for support from outside agencies after consultation with parents.

Currently we are working with:

- Speech and Language Therapy
- Educational Psychologist
- Pediatrician
- NHS Child Development Centre
- North Yorkshire SEND Hub
- Prevention Services
- CAMHS (Child & Adolescent Mental Health Service)
- Healthy Child Team and Health Visitors
- Occupational Therapist
- Sensory, Physical & Medical Teaching Team
- Parent Support Services
- Support from SENCOs from other schools

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

We operate an 'open door' policy. Parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss additional support children are receiving. If you wish to discuss your child's needs please contact the Headteacher/SENCO who will be able to talk about how we can support children with SEND. 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.