

## Spennithorne CE Primary School SEN Information Report

Date: June 2017

[Link to SEND \(Special Educational Needs and Disability\) Policy](#)

**Spennithorne Church of England Primary School Offer:**

**North Yorkshire LA expectation of good practice:**



### The kinds of SEN that are provided for:

- ✓ All children are welcomed into our school regardless of need.

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.

### Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools).

- ✓ SENCO – Mrs Lindsay Evans– contact at school - (01969 623474)
- ✓ The SEN Policy details the; philosophy, principles/aims, procedures/guidelines and performing/monitoring of the arrangements at Spennithorne CE Primary School for identifying children with SEN and assessing their needs.
- ✓ For children who require additional support an Individual Provision Map and/or and Individual Education Plan will be written to outline the interventions being put in place and the outcome hoped for as a result.
- ✓ An Provision Plan may be provided in order to outline provision and indicate time scales for achievement of targets.
- ✓ Any child who requires high levels of support referrals will be made for statutory assessment in the form of an EHCAR – Education, Health and Care Assessment Referral.

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:-

- 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.

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.

### Arrangements for consulting parents of children with SEN and involving them in their child’s education.

- ✓ At Spennithorne CE Primary School we have an open door policy and parents are always welcome to speak to members of staff about their child/ren.
- ✓ We meet with parents of children with SEND regularly (at least termly) at a time convenient to them to discuss their child’s progress towards their

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

<p>targets and what aspirations parents and their child have for the future.</p> <ul style="list-style-type: none"> <li>✓ We will offer support and guidance to all parents about how best to support their child in 1:1 meetings and also at our parent consultations evenings.</li> </ul>	<p>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.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> <li>• regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes</li> <li>• more regular meetings to update you on your child's progress and whether the support is working</li> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>
<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.</p>	
<ul style="list-style-type: none"> <li>✓ All children with SEND are monitored closely to ensure progress is happening.</li> <li>✓ Some children have an inclusion passport, where appropriate, to demonstrate the support they have been given and the impact it has had on their learning over time.</li> <li>✓ In order to gain a full picture of the child we encourage parents to share achievements outside of school.</li> <li>✓ Involvement of parents/carers and children is always sought so that their views can have an impact on their provision.</li> </ul>	<p>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 .</p> <p>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>
<p>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.</p>	
<ul style="list-style-type: none"> <li>✓ When children with SEND move to another school staff involved with the child liaise closely with members of staff at the new school.</li> <li>✓ We ensure the child and parents have a smooth transition by setting up meetings with staff from new schools and arranging pre visits for the child so that they can be best prepared for their move.</li> <li>✓ Relevant paperwork will be shared ahead of move to ensure that there is time for clarifications to be sought prior to the child's move.</li> <li>✓ For SEND children moving into our school meetings will take place prior to</li> </ul>	<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>the move so that staff involved can have a clear picture on how best to support the child in their new setting.</p>	
<p>The approach to teaching children and young people with SEN.</p>	
<ul style="list-style-type: none"> <li>✓ At Spennithorne CE Primary School we believe that the most effective way to support children is to provide high quality teaching. The quality of teaching and learning is regularly monitored and developed.</li> <li>✓ We identify additional needs quickly and make adjustments where necessary to ensure that support is in place to enable progress.</li> <li>✓ Classes are supported by trained Teaching Assistants and, where appropriate/necessary, individual children with SEND have additional teaching assistant support.</li> <li>✓ We also provide small group and 1:1 support as a means of intervention; <ul style="list-style-type: none"> <li>○ We use a wide variety of interventions to support children: Letters and Sounds phonics, Units of sound, Lexion, ALK, Teoderescue, Speed Up and individualised programmes devised by teachers. These provide many children, not just those SEN with SEND, additional support for key skills.</li> <li>○ For children with SEND, the interventions in which your child is participating will be discussed with you at termly reviews.</li> </ul> </li> <li>✓ We regularly monitor progress of children with SEND and discuss this with parents and carers in regular meetings.</li> </ul>	<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>How adaptations are made to the curriculum and the learning environment of children and young people with SEN.</p>	
<ul style="list-style-type: none"> <li>✓ All staff in school have been involved in producing our whole school provision map.</li> <li>✓ Independent work is differentiated to ensure all children at Spennithorne CE Primary can be successful at their own ability and pace.</li> <li>✓ Classrooms at our school are vibrant environments ensuring children can access a wide variety of support from concrete resources to information provided on learning walls.</li> <li>✓ We provide work in different formats where necessary – coloured overlays, coloured wipeboards, sloping boards, Laptops, I pads, and recording devices .</li> </ul>	<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>

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.	
<ul style="list-style-type: none"> <li>✓ Staff attend relevant training to ensure they can provide children with SEND a broad learning experience.</li> <li>✓ SENCO attends regular networks and liaises with other SENCOs in the area regularly (including with the Swaledale Alliance of schools)</li> <li>✓ For staff members working with children with specific needs additional training will be sought to ensure they can provide the most appropriate support.</li> </ul>	<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.</p> <p>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>
Evaluating the effectiveness of the provision made for children and young people with SEN including how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.	
<ul style="list-style-type: none"> <li>✓ All children with SEND are able to access our curriculum and extra-curricular activities.</li> <li>✓ All children in school are treated equally.</li> </ul>	<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>
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.	
<ul style="list-style-type: none"> <li>✓ Our Christian ethos is at the core of all that we do at Spennithorne CE Primary School.</li> <li>✓ We have a clear anti-bullying policy in our school.</li> <li>✓ Our golden rules are reviewed each year</li> <li>✓ We have links to the Local Authority Parent Support Work and Wensleydale Children's Centre.</li> <li>✓ We have links to a variety of EMS teams for 1:1 nurture groups and pastoral support for children requiring additional emotional support. IN one of the EMS teams, a member of staff is trained in delivering Drawing Therapy.</li> <li>✓ At Spennithorne CE Primary School we have a school council who ensure that children's views are put forward and where appropriate help shape our school.</li> <li>✓ We regularly seek the children's opinions and views through questionnaires, pupil voice meetings and the school council</li> </ul>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
<ul style="list-style-type: none"> <li>• How the school involves 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.</li> </ul>	
	<p>The Local Authority offers a range of specialist support and outreach services,</p>

<ul style="list-style-type: none"> <li>✓ At Spennithorne CE Primary School we are responsive to the needs of our children and liaise with other agencies and professionals to learn how to best support our children. These agencies include: speech and language therapy and other health professional, educational psychologists and other local authority agencies, Wensleydale Children’s centre and the relevant voluntary organisations.</li> <li>✓ Parental permission is always sought before involving anyone from outside of school.</li> </ul>	<p>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>
<b>Arrangements for handling complaints from parents of children with SEN about the provision made at the school.</b>	
<ul style="list-style-type: none"> <li>✓ Designated SEND governor – (contact through school)</li> <li>✓ Disputes and complaints are endeavoured to be dealt with quickly so that both parties are satisfied with the outcome.</li> <li>✓ We have a clear complaints policy, which is regularly reviewed by the Governors and published on our website.</li> </ul>	<p>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 head teacher 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.</p>

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>