

School Information Report in line with the Special Educational Needs & Disabilities Code of Practice

All North Yorkshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND.) They are supported by the Local Authority to ensure that all pupils, whatever their specific needs, make the best possible progress in school. The Local Authority have published their Local Offer for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This can be found at;

<http://www.northyorks.gov.uk/article/26714/Special-educational-needs---local-offer>

Our Local Offer outlines how this school contributes to the Local Authority Offer by detailing the support and provision you can expect to receive.

1. What kinds of Special Educational Needs and Disabilities (SEND) are provided for?

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. modified tasks, extra time or breaks in formal assessments. We take guidance from North Yorkshire County Council to ensure that we are following the requirements as outlined in '[Special Educational Needs & Disabilities Code of Practice 0-25 years \(2014\)](#)' (Code of Practice).

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

2. How do we provide support for parents of a child with a Special Education Need or a disability?

At Fylingdales, pupils with a wide range of SEN are welcomed into the school. If a parent of a pupil with an Education and Health Care Plan requests a place at the school, the pupil is welcomed and strategies sought to meet needs.

Who are key members of staff?

Mrs Claire Barber- Head Teacher

Miss J Straw– SENCO

Mrs Jane Mortimer – SEN Governor

Class teachers and the Headteacher and the (SENCO) are available to discuss your child's progress or any concerns you may have. All staff hold open door policies so you may contact us at any time to arrange a meeting.

Class teachers are responsible for

- High quality teaching of all children, including those with SEND.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in their classroom are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCO (Special Educational Needs Co-ordinator) is responsible for:

- Coordinating the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Liaising with professionals from outside school e.g. Speech and Language Therapy, Educational Psychology, specialist teachers etc.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Ensuring records of your child's progress and needs are updated.
- Updating the school's SEND register.
- Ensuring that you are kept informed about the support your child is getting, involved in reviewing how they are doing and supporting your child's learning

Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

3. How do we identify children with SEN and how do we assess their needs?

Pupils might enter school with previously identified SEND. However, the progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team in conjunction with the class teacher. If a child fails to make adequate progress or is observed to be unable to access the regular curriculum after making reasonable adaptations, extra support or provision is put in place. There are three different levels of support:

- **Quality first universal provision** describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. Class teachers have the highest possible expectations for pupils with SEN and all pupils in their class and employ teaching strategies and techniques that are closely matched to the learning objectives and the particular needs of the pupils in the class. Each class also has a bank of physical resources such as writing frames, pencil grips, voice recorders etc which are used to create an inclusive learning environment, where all

pupils are happy, motivated, challenged and make good progress alongside their peer group.

- **Booster support** describes specific, additional and time-limited interventions (normally on an eight weekly assess and review cycle) provided for some pupils who need help or a boost to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs and fill gaps in learning.
- **Additional support** describes targeted provision that is additional and extra for a minority of pupils. This means your child has been identified as having a Special Educational Need and it will be necessary to provide highly tailored interventions to accelerate progress or enable them to achieve their potential. Specialist support in school, from a professional outside the school may be sought and your child may be referred for an education, health and care plan.

4. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes.

The Code of Practice explains that once a potential SEN is identified, four types of action are needed to put effective support in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupil's needs and of what supports the pupil in making good progress.

The Code states that this process is known as the 'graduated approach'. The four actions are:

1. **Assess:** the class teacher and SENCO clearly analyse a pupil's needs before identifying a child as needing SEN support. This may be through half termly assessments, observations, discussions and work produced an assessment following an intervention. Your child's spelling, reading and mathematical age may be assessed to help monitor their progress against the National Curriculum.
2. **Plan:** parents are notified wherever it is decided that a pupil is to be provided with SEN support. A review meeting time will be arranged where your child's needs can be discussed and next steps planned.
3. **Do:** the class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher by the Teaching Assistant, the class teacher should still retain responsibility for the pupil
4. **Review:** the effectiveness of the support should be reviewed by analysing assessments at the end of an intervention in line with the agreed date.

5. What will happen in a review meeting and how are parents and pupils involved?

- At a review meeting, the class teacher and the SENCO will discuss the progress of your child with you. Results from interventions will be shared. This is also an opportunity for you to share your views and raise any concerns that you may have. By mutually sharing information about what is working well at home and school,

similar strategies can be used by both parties which will benefit your child and ensure maximum progress.

- These meetings provide an opportunity to work collaboratively in order to achieve the best possible outcomes for pupils with SEN. We aim to prepare your child for adulthood and achieve outcomes that reflect their ambitions so will carefully consider their desired outcomes. Prior to the meeting, the views of your child will have been gathered and recorded. We will look at these views together to ensure that their thoughts and feelings are taken into account when planning their next steps.
- Your child's next steps will then be agreed upon and targets set. These may include home targets and targets relating to your child's long term desired outcome. Details of any strategies and interventions that will be used to support your child in class, will be explained to you and outcomes made clear. You will know who will deliver the interventions and understand how the class teacher will incorporate these targets into the daily teaching. Ways of supporting your child at home will be discussed.
- We will talk about how your child can be supported at home to achieve their targets
- The next date when your child's progress will be reviewed will be set
- A summary of this meeting will be recorded on your child's electronic *Inclusion Passport*. This document contains details and records of all interventions, teaching and learning strategies that work best for your child, yours and your child's views, and targets. It includes details of support from professionals, as well as records of all progress and results. It is a working document that is regularly updated and is passed onto any professional working with your child. It is also passed on to any other schools your child may attend.
- A record of this meeting will be given to you within 5 days. It will contain a summary of discussion points from the meeting, a statement about your child's progress and any results from previous interventions. It will highlight the new intended outcomes, strategies and interventions to be used and state who will carry out the intervention. It will also include the date of the next review meeting and outline any specific strategies or support to be given at home.

6. What is an Education, health and care plan?

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. This type of support is available for children whose learning needs are severe, complex and lifelong. It means that your child will require particularly high levels of individual or small group teaching and also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Physical Medical Service (for pupils with a hearing or visual need)- now known as the Inclusive Education Service (IES). Outside agencies such as the Speech and Language therapy (SALT) Service.

7. How can my child be referred for an Education, health and care plan?

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.

- First we would assess the level of need by meeting together to complete a Comprehensive Assessment of Needs (CAN-DO) and Education Health and Care Plan Request (EHCAR). It is designed to be a process, which keeps children at the centre of the assessment and involves parents and all agencies working with your child.
- After the school have sent in the request to the Local Authority, they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will write an Education and Health care (EHC) Plan.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Your child will still be part of the class, under the direct responsibility of the class teacher.

8. How will the teaching be adapted for my child with SEND?

- All children are assessed and monitored carefully. Staff are all fully aware and have access to children's reports and records and are made aware of all pupils with specific needs. Children's records and meetings with the previous class teacher and SENCO, ensures teaching approaches and lessons are planned according to all groups of children in the class and individual children's needs.
- Gaps in their learning / understanding will be identified and support put in place to help them make the best possible progress.
- Specific resources and strategies, which may be suggested by professionals from outside the school, will be used to support your child within the classroom when they are working individually or in small groups. The use of these resources and strategies are to remove the barriers to learning.
- Planning and teaching is adapted on a daily basis to meet your child's learning needs if necessary.
- Teaching assistants who work with your child in the classroom or during interventions are fully trained to support the individual needs of your child. If interventions take place outside the classroom, the teaching assistant and teacher regularly liaise to ensure what is being taught in these sessions is embedded in the classroom.
- Interventions and personalised learning are planned when needed and these will be discussed at a review meeting. However, if you have any concerns about your child's progress or learning, please contact us immediately so that we can adjust our approach, personalise learning further and support with home tasks or targets.

Health care needs will be planned for and a designated member of staff will be named to be responsible for these needs.

9. How are our staff trained to support children with SEN? How and which expertise is used to support children with SEN?

- We annually evaluate the needs of all children including those who require SEN support. All staff audit their skills each year and staff are carefully deployed according to their strengths and the children needs.
Provision is carefully planned. Targets for SEND provision are embedded into the schools development plan and training is carefully planned in.
- We regularly and carefully review the quality of teaching and how children with SEND are catered for alongside SEN policy and procedures. Our school holds the North Yorkshire Inclusion Quality Mark which enables self-evaluation of inclusive practice.
- Throughout the year, staff have regular training on SEND issues. This includes whole school training on issues such as Dyslexia, Autism and Speech and Language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Pupil views are regularly sought through the student council. Student interviews are also carried out to ensure the views of pupils with SEND are collected and heard.

10. How do we evaluate the effectiveness of our SEN Provision?

Along with monitoring and tracking children's progress in Reading, Writing, Maths and Science on a half termly basis we review their social and emotional well-being during Pupil Progress Meetings. These meetings are held every half term with the Head Teacher and Class Teachers. In these meetings the progress of pupils with SEND is a focus. It is expected that children will be making at least expected progress, the aim being accelerated progress in order that they will close the attainment gap. Personalised SEN Provision is monitored by Class Teachers and overseen by the SENCO and Head Teacher.

The SENCO and the SEN Governor undertake learning walks and look at pupils work in order to identify quality first teaching needs, training needs and assess the success of interventions.

In review meetings with parents and during pupil interviews, progress against outcomes is discussed. Using a start score and an end score, after an intervention, progress can be measured numerically. This is called a ratio gain and indicates the level of success of an intervention. This score and the pupil and parents view, helps to plan next steps and adjust teaching in order to maximise the pupils attainment.

Provision maps are used to record all of the strategies and resources a pupil with SEN needs. The effectiveness of these are reviewed before, during and after interventions and shared with parents at review meetings.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all involved with the child's education, including the child. We meet to review their progress half way through the year too.

11. How is Fylingdales CofE VC Primary School accessible to children with SEND?

- The main building is accessible to children with physical disabilities via ramps and disabled entrances.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We request advice from external agencies as needed to ensure all lessons are accessible and inclusive for those pupils with SEND, alternative activities can be taught as required to enhance their curriculum. Specialist sporting competitions and leadership opportunities for SEND pupils are offered alongside mainstream activities.
- Extracurricular activities are accessible and encouraged for children with SEND, adult support can be arranged as required.
- Trips including residential are accessible and encouraged to all children including those with SEND. Extra risk assessments, arrangements and planning will take place as required on each individual basis.

12. What support is available for improving emotional and social development?

The well-being of all of our pupils is extremely important to us all. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) are integral to our curriculum and are also taught explicitly. Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a personalised plan may be put in place for pupils with the highest need. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.

We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. Pupils' views are sought through school council and other forums.

13. How do we support children who join our school or who leave it?

A transition to a new school can be a very stressful and worrying time for a child and parent. At Fylingdales, we support in any way possible to reduce these worries for all pupils.

Within school

When pupils move from class to class, smooth year to year transitions are ensured through regular collaborative sessions for the pupils throughout the year and regular meetings between staff. All pupils within the school are familiar with all members of staff through playtimes, assemblies and day to day teaching. Transition arrangements are discussed in

advance, with pupils and parents views a priority. If necessary, teaching assistants may support a child in a new class for a short time.

When moving to a new school

We will contact the receiving school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child and all records about your child are passed on as soon as possible.

A transition plan, tailored to a child's individual needs is made. Children are aware of key members of staff at our school and the new school with who they can talk through any concerns or worries and their views are actively sought when devising and reviewing transition arrangements. Some pupils will need additional time to adjust to a new school and days can be planned where they can visit the other school for a number of sessions before starting full time. They may go for these additional transition sessions with a teaching assistant, or in the case of transferring to a secondary school, with a friend or a small group or, by themselves. If it is deemed necessary, key members of staff are temporarily used to support transition and staff from the other school may come to visit your child in their present school

We have good links with the Secondary schools within the cluster and we plan regular opportunities for collaborative working. In key stage two, the pupils visit the secondary schools regularly for sporting events and work under the supervision of the staff there and also alongside some of the pupils who are sports leaders. Opportunities to use Secondary Schools cooking facilities and science labs are also taken and SEN staff from all local schools meet regularly to discuss transition arrangements.

14. How do we involve other bodies to help meet the needs of children with SEN and their families?

If a child fails to make expected outcomes it may be necessary to involve outside agencies for specific support and with permission from parents/carers. Referrals are made to EMS (Enhanced Mainstream Schools) for support with specific learning difficulties, autism, behaviour and communication and interaction difficulties. Other educational outside agencies also include: Educational Psychology (EPS), specialist health services such as Speech and Language Therapy (SALT) In addition, Parent Partnership Officers can offer impartial advice and support, making home visits, attending meetings, putting you in touch with support groups and assisting with paperwork. They can be contacted on 0845 034 9469.

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

The first point of contact for concerns is the Class teacher. Following this it is always best to approach the SENCO or the Headteacher, 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. The school has a formal complaints procedure and can provide further advice on this matter.

Should you wish to discuss any aspect of this document in more detail, or require it in an alternative form, please do not hesitate to contact us.