

SEND**SCHOOL INFORMATION REPORT FOR PARENTS**

Review: February 2019

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 has published its 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. It is a really useful website and has a range of information for parents.

<https://www.northyorks.gov.uk/send-local-offer>

1. **What kinds of SEND does All Saints RC Primary School provide for?**

Cognition and learning

If your child learns at a slower pace than others their age, has difficulty in understanding parts of the curriculum, has difficulties with organisation and memory skills, or has a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Communication and interaction

If your child has speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Social, emotional and mental health difficulties

If your child has difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs

If your child has visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Disabilities

Your child might also have a long-term disability which has a substantial adverse effect on their ability to carry out normal day to day activities. Schools and settings have a legal responsibility to make reasonable adjustments, including the provision of auxiliary aid services so that they are not disadvantaged compared with their peers.

2.Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO

If you think your child may have SEND, we will observe closely and assess what may be causing the difficulties. We will share what we as a school are doing to support your child. We have a range of

assessments in school which to help identify any difficulties your child may be experiencing. The results will be discussed with you.

2. Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO

Our SEND Policy explains how we identify pupils with SEND. We aim to identify needs as early as possible by considering parental knowledge of the child, class teacher and support staff's observations, the use of school-based assessment tools and where appropriate, assessments and information from other agencies, such as speech and language therapists or specialist teachers.

Where we feel a pupil needs a significantly higher level of support, we may suggest asking the local authority to carry out an Education, Health and Care Assessment.

Where we feel that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information will 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 SEND 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.

Acting SENCo: Mrs B Johnstone -b.johnstone@allsaints.n/yorks.sch.uk

SEND Governor: Mrs Maria Richardson -m.richardson@allsaints.n/yorks.sch.uk

3. How will we communicate with you as parents about your child's education?

Weekly class newsletters

Celebration assembly every Friday

Termly parent information evenings

Ongoing opportunities to speak to your child's class teacher, SENCo or Headteacher as needed either by appointment or informally, for example at the gate before school.

Annual school report

We recognise that as a parent of a child with SEN you may require additional communication between home and school to support your child's learning. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used.

The SENCo (Special Educational Needs Co-ordinator) is available to meet with you to discuss your child's progress or any concerns/worries you may have.

Individual Inclusion Passports and Provision Maps will be reviewed with you and your child, every term. Homework will be adjusted to your child's individual needs, if required.

All information from outside professionals will be shared with you directly by that person or in the form of a written report from them. If it is sent to school we will forward it onto you. We are available to discuss reports with you in school and explain findings.

4. What arrangements do we have for consulting with children with SEN and involving them in their education?

At All Saints RC Primary School, we believe that children need to feel safe and happy in order to learn. Our nurturing approach builds children's confidence and self-esteem, but we also challenge them and want them to be resilient. We understand that every child is different and this is something to be celebrated. Every child has a voice and this is incredibly important to us. Work carried out within classes, assemblies and when issues arise reinforce this ethos. The views of all children are listened to, plus we also complete annual pupil questionnaires which are actioned upon.

Children, including those with SEND, are given the opportunity to have roles and responsibilities within the school. We run an active School council, who are involved in both school improvement and work within the local community. The buddy system works well; all Year 6 children are paired with a new Reception child at the start of the new academic year, to look after and mentor. This gives children a sense of responsibility which they all take very seriously and greatly enjoy. We have lots of opportunities for children to lead aspects of school life, including, Mustard Seeds and House Captains. Children with SEND may require additional support in articulating their views and opinions. Targeted work may be undertaken with the class teacher, TA or learning mentor. Some children might find it difficult to express their views verbally; if this is the case then alternative methods are sought, for example by using visual prompts. Children with SEND are involved in setting and reviewing their own learning targets, as outlined on their individual provision maps. These documents are also shared and reviewed with you on a termly basis.

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

Your child's progress is continually monitored by his/her class teacher and will be shared with you formally at Parent Consultation Meetings and in an annual written report in July each year. If your child is in Year 1 and above, but is not yet working at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. If these formal tests are not appropriate for your child, the class teacher or SENCo will discuss alternative assessment methods with you.

Children on the school's SEND register will have an Individual Provision Map which identifies a target to be achieved during each half term. Progress towards this target is reviewed and measured before setting the next.

The progress of children with an EHC Plan is reviewed each term. One of these will be a formal Annual Review with all adults involved with the child's education.

We aim to always keep parents up to date with information about their child's learning and our open door policy in school ensures they are able to communicate with staff on a daily basis. If a quick,

informal chat is required, parents and teachers may speak on the playground, a text message to the school phone may be sent, or communication via a telephone call or email.

All the children at All Saints RC Primary School mean a lot to us as a staff, we will do everything we can to support them and work with you to achieve positive outcomes.

Inclusion passports are used to highlight strategies which have worked and their level of impact and which strategies have not worked in supporting your child and why. This document is typically updated annually, or more often as required. The Inclusion Passport is a transitional document and moves with your child to their new class teacher in the summer. We also complete individual provision maps which are updated termly. These are an on-going records of interventions carried out, by who and their impact.

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

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. Support is offered to children who may be feeling anxious about transition.

If your child is moving to another school:

We will contact the receiving school's SENCo and ensure that he/she knows about any special arrangements or support that needs to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher during the preceding term and in most cases, a planning meeting will take place with the new teacher. Individual Inclusion Passports and Provision Maps will be shared too.

All children visit in their new classroom at the end of the summer term to familiarise themselves with new staff and their new environment.

In Year 6:

The SENCo will meet with the SENCo of their secondary school to discuss the specific needs of your child and a transition package will be put together for them individually. You will be invited to join this meeting to share information and raise any concerns, if you feel this is appropriate.

Extra visits, in addition to the routine induction arrangements for all pupils, will be arranged if necessary.

If your child would be helped by a transition book to support their understanding of moving on, this will be made with them.

An individual transition plan will be devised, if required.

7. What is All Saints RC Primary School's approach to teaching children and young people with SEN?

Class teacher input via excellent targeted classroom teaching (also known as Quality First Teaching).

The teacher has the highest possible expectations for your child and all pupils in their class.

All teaching builds on what your child already knows, can do and can understand.

Differentiated teaching and learning activities are in place so that every child is fully involved in learning in class. This may include presenting and recording learning in different ways (written, through use of ICT or practical activities); support from a Teaching Assistant for some pupils; work set at different levels.

Specific strategies (which may be suggested by the Senior Leadership team, SENCO or external specialists) are in place to support your child to learn. Your child's teacher will have carefully checked on your child's progress and will have planned the support your child needs to help them make the best possible progress.

Specific group work within a smaller group of children

This means they have been identified as needing some extra support in school in a specific aspect of their learning.

S/he will engage in group sessions with specific targets to help him/her to make more progress, usually led by a Teaching Assistant.

This support may take place in the classroom, or in a quieter space.

Specialist support from outside agencies

This means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school.

Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialised input instead of or in addition to quality first teaching and intervention groups.

You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

You may be asked to give your permission for us to refer your child to a relevant specialist professional. This will give us a greater understanding of your child's needs and how best to support them.

The specialist professional will make recommendations and advise on appropriate strategies and progress targets, which may result in changes to the way your child is supported in class e.g. some individual support; changing some aspects of teaching; a group run by school staff under the guidance of the external professional ; group or individual work with the external professional.

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning which cannot be overcome purely through Quality First Teaching and intervention groups.

An Education, Health & Care Plan (replacing Statements of SEN)

In exceptional cases, if their learning needs are more complex, your child will have been identified as needing a particularly high level of individual support and provision (more than 20 hours per week) which cannot be provided from the budget available to the school. This would mean that the school or you could request that the Local Authority carry out a formal assessment of your child's needs. If

the Local Authority agrees that your child's needs require more than 20 hours of support each week, they would draft an Education, Health & Care Plan (EHCP) for your child. The Plan would be formally reviewed at least once a year.

Should this apply to your child, the school will work closely with you and other professionals supporting your child to guide you through the process.

8. How will the curriculum and learning environment be adapted for children with SEN?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Classroom based support staff can work with the teacher to adapt the teacher's planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted to meet your child's learning needs. If you have concerns about your child's progress and ability to complete homework tasks, your child's class teacher can personalise learning further.

The building is accessible to children with physical disability through designated areas within the school.

A disabled toilet and hygiene room is available.

We ensure that equipment used is accessible to all children regardless of their needs.

Arrange of additional equipment is available to improve the learning environment for specific needs.

All pupils are encouraged to access our extra-curricular activities.

The school's admission arrangements are the same for all children. If you would like to discuss admissions for your child further, we would be happy to help you. Please contact Mrs Anderson at the school office to make an appointment with the school SENCo or Headteacher.

9. How is extra support allocated to children with SEN, including staff training and expertise, plus that of outside agencies?

The SENCo's job is to support the class teacher in planning for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on supporting specific aspects of SEND, such as specific learning difficulties or social, emotional and behavioural 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.

The school budget, received from NYCC Local Authority, includes funds for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENCo discuss all the information they have about the needs of pupils with SEND in the school, including:

children receiving extra support already

children requiring extra support

children who have been identified as not making as much progress as would be expected

Decide what resources, training and support are needed.

All resources, training and support are reviewed termly and changes made as required.

Directly funded by the school:

Teaching Assistants with a range of specific skills and specialisms

Funded centrally by the Local Authority:

Sensory, Physical and Medical Team for children with visual and physical needs

Speech and Language Therapy (provided by Health, but funded by the Local Authority)

Educational Psychology Service

Specialist Teachers & Teaching Assistants based at Enhanced Mainstream Schools around the locality – available for Specific Learning Difficulties; Communication & Interaction; Social, Emotional & Behavioural Difficulties.

Specialist Teachers & Teaching Assistants supporting Minority Ethnic Achievement

Funded by North Yorkshire NHS Trust:

School Nurse

Occupational Therapy

Physiotherapy

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

As outlined in other sections, we carefully monitor and track progress of children using the developmental statements of the EYFS Development Matters Curriculum in EYFS and Target in years 1-6. Where appropriate, P levels are used to record and track the progress of pupils' personal social and emotional development.

We also use individual provision maps which are reviewed termly with parents and pupils, leading to new targets being set. We record details of interventions undertaken and monitor their impact. These are discussed with the SENCo, if further support is needed action is then taken. Different interventions may be tried or we will seek advice from other outside agencies who offer specialist advice and support. Observations (in class, in small groups and during 1:1 sessions), work scrutiny and pupil conferencing all form part of evaluating the effectiveness of provision, as well as feedback from you as parents. We recognise that work scrutiny provides a valuable measure of progress over time. Specific intervention programmes use a tight measure of progress. Assessments help the teacher, pupil and parent to be aware of any specific areas of difficulty and they provide a baseline against which to measure progress. Where packages have an integral parent feedback system, the certificates/postcards are used to celebrate sometimes the smallest of steps.

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?

We provide a huge range of opportunities for all of our children, irrespective of gender, ethnicity, SEN or disability, to engage in activities and after school clubs.

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

One of the biggest successes of our school is the “buddy system” which allocates a Year 6 pupil to be a named buddy for a new Reception pupil. This alleviates concern and anxiety the younger children may feel about starting school and helps to foster positive peer relationships with the oldest children right from the beginning. This is supported by the inclusive, open ethos of our school. New starters in other year groups are allocated a buddy of the same age who is given the responsibility of helping the new starter to settle into our school.

13. How do we 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?

We work closely with a range of external agencies to help meet your child’s needs. This includes the Prevention Service (which has a team of Family Outreach Workers who can support you at home), the EMS teams, educational psychologists and Speech and Language therapy services. If we feel that we require some additional support to meet your child’s needs, we will always speak to you first and seek your written consent.

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

At All Saints RC Primary School, we strive to build positive relationships with all parents and carers and pride ourselves on our parent partnership. We take parental concerns seriously and always seek to work with parents to resolve any concerns quickly and effectively. We ask that in the first instance, you speak to your child’s class teacher to discuss any concerns you have surrounding their progress and/or development. Mrs Johnstone (acting SENCo) works closely with all class teachers and support staff to ensure all children’s needs are fully met and all children achieve their potential.

Complaints about SEN follow the general complaints procedure. Please see our general complaints procedure policy.

Helpful extras:

Who else can help?

North Yorkshire’s Parent Partnership Service is available to provide confidential and impartial information, advice and support to parents and carers of children who have special educational needs, learning difficulties or disabilities.

Parent partnership co-ordinators, who are qualified and experienced in special educational needs, can:

Listen to your concerns and worries;

Give you information about special educational needs;

Offer home visits;

Provide advice by telephone;

Support you in meetings;

Go with you and your child to visit schools;

Give you information about the special educational needs mediation service;

Provide information about the special educational needs and disability tribunal; and

Put you in touch with a voluntary organisation or parent support group.

The Parent Partnership Co-ordinator for our school is Jane Clark.

Contact details: jane.clark@northyorks.gov.uk Telephone: 01609 536198

Please find below some of the acronyms you may come across. Acronym/ Abbreviation Meaning

SEND Special Educational Needs and Disabilities

SENCO Special Educational Needs Coordinator

NYCC North Yorkshire County Council

TA Teaching Assistant

EMS Enhanced Mainstream School Based across the county to support schools in a variety of ways

EP Educational Psychologist

CAN-Do Comprehensive Assessment of Needs document – resource allocation system to be completed as part of an assessment request

SpLD Specific Learning Difficulties C+I Communication and Interaction

SEMH Social and Emotional Mental Health (formerly Emotional and Behaviour) SENDIASS Special

Educational Needs and Disability Information Advice and Support Services (formerly Parent Partnership Services) EHCP Education Health and Care Plan (being transferred from Statement of Special Educational Needs)

EHCAR Education Health and Care Plan Assessment Request

DCD Developmental Coordination Disorder

ASD Autistic Spectrum Disorder

FASD Foetal Alcohol Spectrum Disorder

ADHD Attention Deficit Hyperactivity Disorder

POSCH Parents of Special Children – a charity/support group for parents and carers of children with SEN (poschcharity@outlook.com)

NYPACT The parent and carer forum for North Yorkshire <http://nypact.org.uk/>

ELSA Emotional Literacy Support Assistant SSA Specialist Services Autism (formerly ASCOSS)

IES Inclusive Education Service

SPA Single Point of Access (means of requesting additional support for children)

SALT Speech and Language Therapy

OT Occupational Therapist

CAMHS Child and Adolescent Mental Health Services

CDC Child Development Centre (based on Brompton Road, Northallerton)

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