

All Saints CE Primary School SEN Information Report

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>

All Saints CE Primary School SEN Information Report



Date July 2018

Link to SEN Policy www.askoschool.co.uk/policies/

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
1 What kinds of SEN are provided for in your school?	
<ul style="list-style-type: none"> ➤ All children are welcomed into our school regardless of need. 	<p>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.</p>
2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?	
<p>SENCo – Mrs Rachael Pilgrim– 01423 872491</p> <ul style="list-style-type: none"> ➤ Assessment of need is done in close partnership between the class teacher and SENCo following the procedures set out in the SEN Policy and related guidance from the Code of Practice ➤ For children who require additional support a provision map will be written to outline the interventions being put in place and indicate time scales for achievement of targets. 	<p>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:-</p> <ul style="list-style-type: none"> • details of any strategies being used to support your child in class; • details of any extra support or interventions for your child

<ul style="list-style-type: none"> ➤ Children who have been identified as needing some additional support will have their targets recorded on an individual Target Mat, detailing their specific targets. ➤ Children who have support from an outside agency also have an Inclusion Passport detailing key interventions, strategies that have been put in place and what additional support is required. ➤ 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. ➤ Progress is renewed at least each term and for some children at more regular intervals. 	<ul style="list-style-type: none"> • your child’s learning targets and their long term desired outcomes • the next date when your child’s progress will be reviewed. <p>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.</p>
---	--

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

<ul style="list-style-type: none"> ➤ At All Saints CE Primary School we have an open door policy and parents are always welcome to speak to members of staff about their children. ➤ We meet with parents of children with SEND regularly (at least termly with an extended appointment at parents evening time ➤ Children who have an EHCP meet termly with the SENCO and Class Teacher to review targets. Annual reviews also take place to update the EHCP ➤ 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 information evenings. ➤ For some children, regular communication takes place on a daily basis through the use of a home / school book or contact with the class teacher before or after school. ➤ Target mats/Provision maps are sent home in order for targets to be supported at home. These target mats are then reviewed in partnership with the pupil, class teacher and parent in order for achievements to be celebrated and next steps to be identified. 	<p>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 and respond to it. 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 take account of your and your child’s hopes, personal goals and interests.</p> <p>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"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • more regular meetings to update you on your child’s progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child’s learning at home.
---	---

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?

<ul style="list-style-type: none"> ➤ All children with SEND are monitored closely to ensure progress is happening. Pupil progress meetings are held termly between 	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child’s school may have a school council. In addition, it is vital that the views and aspirations of children and young</p>
---	--

<p>teachers, TAs where appropriate, Headteacher and SENCO. Progress against end of year targets are considered</p> <ul style="list-style-type: none"> ✓ 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. ✓ In order to gain a full picture of the child we encourage parents to share achievements outside of school. 	<p>people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
<p>5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review</p>	
<ul style="list-style-type: none"> ➤ All children with SEND are monitored closely to ensure progress is happening. Pupil progress meetings are held termly between teachers, TAs where appropriate, Headteacher and SENCO. Progress against end of year targets are considered and any intervention work is planned ➤ End of year progress is monitored to ensure that all children make expected levels of progress ➤ Children are assessed against end of year expectations in line with the new national curriculum. Small steps are used during the year to show ongoing progress (beginning, within and secure) ➤ At parents evening and review meetings progress children are making is shared with the parents. Children contribute to this discussion through the use of target mats. 	<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>

<ul style="list-style-type: none"> ➤ Interventions are assessed through beginning and end assessments to see impact on progress. This is alongside progress and application of the intervention work within the classroom. ➤ Some children have an inclusion passport or individual provision map, where appropriate, to demonstrate the support they have been given and the impact it has had on their learning. 	
<p>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>	
<ul style="list-style-type: none"> ➤ When children with SEND move to another school staff involved with the child liaise closely with members of staff at the new school. ➤ The SENCO from our school works alongside the SENCO at the receiving school to maintain consistency for the children ➤ 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. ➤ 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. ➤ Transition visits will be planned to meet the need of a child. Some children with an EHCP will work with their TA to enable transition to be smooth. ➤ Transition books can be used to support a child through a move of school ➤ Continuity of resources will occur as appropriate e.g. use of visual timetable, wobble cushion, work station etc. ➤ Transition reviews take place the term before transition if possible ➤ For SEND children moving into our school meetings will take place prior to move so that staff involved can have a clear picture on how best to support the child in their new setting. 	<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>7. What is your School's approach to teaching children and young people with SEN?</p>	
<ul style="list-style-type: none"> ➤ At All Saints CE Primary School, staff know the importance of high quality teaching to support the needs of all learners. High quality 	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress</p>

<p>universal provision is key for all children to be able to make progress with their learning.</p> <ul style="list-style-type: none"> ➤ Lessons are carefully differentiated and some children may need additional resources or adaptations to be made in class. ➤ 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. Staff receive regular training and support provided by a number of different agencies. ➤ We identify additional needs quickly and make adjustments where necessary to ensure that support is in place to enable progress. ➤ Teaching Assistant support in each class is based upon the needs of the children, size of the class, SEN children requiring support and those who are in receipt of pupil premium ➤ We use a wide variety of interventions to support children: Letters and Sounds phonics, Active Literacy Kit, Speed Up!, Write from the Start, Numicon Closing the Gap, 1st Class@Number, Socially Speaking, Social Stories. ➤ We also provide small group and 1:1 support as a means of intervention. ➤ Your child’s Provision Map or Inclusion Passport will identify the interventions they are a part of and the expected outcome. ➤ We regularly monitor progress of children with SEND. 	<p>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"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
<p>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</p>	
<ul style="list-style-type: none"> ➤ At All Saints CE Primary School, 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. These adjustments are referred to as ‘reasonable adjustments’. ➤ Some children may need specialist resources and or technology to support their learning. The use of ipads, laptops, wobble cushions, sensory equipment, alternative pens and pencils, seating and work stations is commonplace. ➤ Individual risk assessments are in place as appropriate detailing the risks and risk management. ➤ Independent work is differentiated to ensure all children at can be successful at their own ability and pace. 	<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>

<ul style="list-style-type: none"> ➤ Learning walls are provided to ensure that all children have the best learning environment as possible. Support from EMS for SPLD has been used to maximise the use of learning walls. ➤ Coloured paper and overlays are used as necessary. 	
<p>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</p>	
<ul style="list-style-type: none"> ➤ Speech and language expertise, particularly in EYFS ➤ Socially speaking expertise in FS, KS1 and KS2 ➤ 1stClass@Number trained TA and Teacher ➤ Numicon training for all TAs and Teachers ➤ All staff have received Attachment training ➤ All staff have received training on Sensory Processing ➤ Headteacher trained in Precision Teaching ➤ TAs trained in Lego Therapy ➤ Staff attend relevant training to ensure they can provide children with SEND a broad learning experience. ➤ SENCO attends regular networks and liaises with other SENCOs in area regularly. MAT SEN network to share expertise across similar and like-minded schools. ➤ For staff members working with children with specific needs additional training will be sought to ensure they can provide the most appropriate support. ➤ Support and training has been provided directly from Teaching Schools, EMS, EP, directly sourced from companies (e.g. Numicon) 	<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. 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>
<p>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	
<ul style="list-style-type: none"> ➤ Termly progress updated followed by pupil progress meetings between staff, Headteacher and SENCO. A governor also has an overview of progress of children with SEN. ➤ Progress is tracked using Target Tracker. Statements for year group expectations are used to plan effectively to the child's next steps. ➤ Meetings with parents focus on next steps and how these will be achieved. ➤ Individual provision maps are used to track progress against targets set. 	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to</p>

	<p>capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
<p>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?</p>	
<ul style="list-style-type: none"> ➤ All children with SEND are able to access our curriculum and extra-curricular activities. ➤ All children in school are treated equally 	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
<p>12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</p>	
<ul style="list-style-type: none"> ➤ Our Christian ethos underpins all that we do in school with key values of forgiveness, trust and respect at the heart. ➤ All staff and a governor representative are trained in supporting children with attachment difficulties. ➤ Socially speaking programmes are used as appropriate ➤ Visual timetables and social stories are used effectively ➤ School council seek views from the children ➤ Monitoring focuses on the children's views about their learning. ➤ Pastoral support is available for those who require it on an individual basis 	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
<p>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 SEN and supporting their families?</p>	
<ul style="list-style-type: none"> ➤ Occasionally it is beneficial for school to request some additional support from an outside agency. We work with a range of outside agencies when supporting children with specific difficulties ➤ We have established excellent working relationships with 	<p>The Local Authority offers a range of specialist support and outreach services, 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</p>

<p>professionals from</p> <ul style="list-style-type: none"> - The Educational Psychologist - School Nurse - Sensory, Physical and Medical Teaching Team - Speech and Language Therapist - Physiotherapist -Occupational Therapist - Paediatrician -CAMHS Practitioners - PAC-UK - EMS schools for Speech, Language and Communication, Specific Learning Difficulties and SEMH - ASCOSS – Autistic Spectrum Condition Outreach Service <ul style="list-style-type: none"> ➤ This type of advice is requested with parental permission 	<p>involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p>
<p>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	
<ul style="list-style-type: none"> ➤ We have an open door policy and all parents 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. ➤ The Headteacher/SENCO are also available on request to discuss any concerns you may have. ➤ We have a clear complaints procedure 	<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 Headteacher 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>