

Spofforth CE Primary school SEND information report

November 2017 For the academic year 2017 - 2018

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'.

The information is easily accessible to parents via our school website and can be made available in printed form on request. It is set out in clear, straightforward language. If parents require any further assistance with understanding this report they should speak to our SENDCO Mrs Simpson.

Our SEND policy can also be accessed via our school website or in paper copy on request to the school office.

Our named SENDCO is Mrs Simpson she can be contacted via admin@spofforth.n-yorks.sch.uk or calling the school office to make an appointment 01937 590655.

The table below forms our school offer.

In addition to the school offer The North Yorkshire local offer can be found at:
<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

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Our SEND policy is available in the policies section of our school website. Paper copies are available on request via the school office. Translation services or other adjustments such as large print copies are also available on request to the school office.

Governors should describe:

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?	
<p>At Spofforth CE Primary school, all children are welcomed and included. The vast majority of additional needs can be effectively met through existing provision. Where any more significant adjustments are necessary we work closely with colleagues (in our school, the federation and the local authority) and families to ensure children are successfully included in our mainstream setting. 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. Both our school and the federation work to meet the needs of pupils with difficulties in communication and interaction, cognition and learning, social, emotional and mental health, as well as sensory and/or physical needs. The school plan provision for each of these areas of need through the use of Provision Maps, which allow parents to see what we can offer. Teaching assistants are deployed where the need is and this can be done on a lesson basis in order to respond flexibly and swiftly to need. If a specific allocated time is given to a child, then parents will be informed. This may be in the form of in class support or additional provision run outside of lessons. Some of the additional provision we can provide is 'Precision Teaching', 'Read, Write Inc.', 'Active Literacy Kit' (ALK). School provision maps show some of the things we can offer to children with specific needs. Through the School Development Committee of the governing body Governors will ask questions about the provision for all children and particular groups such as SEND and what impact they are having on the children. For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. We</p>	<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>

<p>can talk to you about this in more detail or you can contact the Parent Partnership service 0845 034 9469</p>	
<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>	
<p>SEND is one of the main headings on our website within the school information section. It provides information for prospective parents including the SEND policy and whole school provision map. The name of our SENCo is Mrs Rebecca Simpson and she can be contacted on the school telephone number 01937 590655.</p> <p>The school has a range of documentation available for parents including the Inclusion Policy which highlights how children's additional needs are identified and how the school will support these children. Provision Maps are also available on request which highlight some of the provision school can offer relating to the four main areas of need; communication and interaction, cognition and learning, social, emotional and mental health, as well as sensory and/or physical needs. In response to queries from parents regarding dyslexia we have added a specific dyslexia section to our school website. Some children may also have an Inclusion Passport which states the child's individual strengths and needs and the type of support they will need to help them to make progress. Progress is reviewed at least each term and for some children at more regular intervals. If the school feels a child may need additional support from outside agencies they will discuss this with parents and, if agreed, a Request for Involvement form will be submitted. Some children in school with more complex needs will have an Education, Health and Care Plan.</p>	<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 • 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>
<p>3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</p>	
<p>Regular contact with parents is really important for children with SEND. All parents have the opportunity to discuss their child's progress and targets at Parent / Teacher Consultation evenings and at review meetings. 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. Inclusion Passports are sent home in order for targets to be supported at home. These targets 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. The SENCo may also be invited into these meetings for monitoring and supportive purposes. Some children and their families will be part of the Learning Conversation programme which specifically targets academic and non-academic goals, long and short term. The Federation also benefits from a SEND governor who is informed of any changes to policy and contributes to the monitoring and evaluation of provision for</p>	<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

<p>SEND pupils. The school has alternative means of communication with parents, including Marvellous ME; a website/app which allows staff to share pupils' work instantly throughout the school day. Every week, Spofforth CE Primary School hosts a 'Sharing Assembly', where parents are invited to come to school and help celebrate children's achievements from both in and out of school. The website has a school blog which informs parents of latest events that the school has taken part in. All these methods of communication work alongside our traditional weekly newsletter as well as daily contact on the playground with parents at the start and end of the day.</p>	<p>informed of things that are going well or particular successes</p> <ul style="list-style-type: none"> • 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.
<p>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?</p>	
<p>The views of all children, including children with SEND, are obtained to alter, enhance and enrich provision at Spofforth CE Primary School. This is done via a school council in which pupils are represented from Year 1 to Year 6. Focus Groups also take place where children can share their views at an age appropriate level. Children with SEND are involved in completing their Inclusion Passport. The SENDCo holds discussions or questionnaires with pupils with SEND to gather their views on the teaching and learning in school and how they feel their own learning is progressing on a termly basis. In Year 6, ambassadors are selected to represent Spofforth CE Primary School and pupils with SEND are included in this process.</p>	<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 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>	
<p>When children enter primary school there are national expectations which are the average levels for children at the end of an academic year/key stage. If children do not achieve these national expectations, some additional support may be needed to help a child to make progress. Progress of all children is reviewed regularly to make sure that they are making expected progress. You will have the opportunity to discuss your child's progress at the parent/teacher consultation evenings and at review meetings. Regular contact with parents is really important for all children including those with a special educational need. In addition, parents can request to meet with the class teacher or SENDCo at any point during the academic year. 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. Each term all pupils' progress is monitored on Target Tracker. The SENDCo specifically focuses on progress of pupils with SEND and meets with class teachers to review this. The Head teacher shares with staff a whole school data report in which the progress of pupils with SEND is analysed</p>	<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. 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>individually. The SENDCo, along with the SEND governor, carries out Learning Walks, lesson observations and work scrutinies to assess and review provision for pupils with SEND across the school.</p>	
<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>	
<p>At Spofforth CE Primary School transition meetings for all children with SEND are well established. In Year 6, some children will have additional visits to their chosen secondary school prior to the Welcome Day which is for all children. At the transition meeting with parents, a careful plan is put in place to support an individual child's needs and to ensure that they have the best possible start at secondary school. Transition meetings and plans are organised throughout school for some children. In the Summer term before children enter Reception, children are invited to attend 'New Starter' days where they have the opportunity to meet their class teacher and other members of the school family. If required, additional transition days can be included in an individual plan to support the transition process.</p>	<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>	
<p>At Spofforth CE Primary School staff know the importance of high quality teaching to support the needs of all learners. Good, carefully planned universal provision is key for all children to be able to make progress with their learning. Lessons are carefully differentiated and some children may need additional resources or adaptations to be made in class. Additional provision is carefully monitored in order to ensure that they have an impact on children's learning. Additional provision is planned by the class teacher and usually carried out by a teaching assistant. Where an outside agency is involved there may be suggested interventions in place. 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. All additional provision is recorded each term as a minimum.</p>	<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"> • 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;

	<ul style="list-style-type: none"> • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?	
<p>At Spofforth 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. Some changes are universal and will benefit all children, including clearly organised displays, high quality, concrete maths resources, such as Numicon and Deines. Other, more specific changes include the colour of displays; using neutral tones to make them more easily accessible for children with dyslexia, seating positions; ensuring the board is clearly visible, other pupils don't have their backs to children with SEND, pencil grips and 'wobble cushions'; for children with physical needs. These adjustments are referred to as 'reasonable adjustments'. Some children may need specialist resources and or technology to support their learning. Where possible, these resources are kept in school and both staff and pupils are trained in how to maximise their potential within the classroom environment. Individual Risk Assessments are carried out for children who may need additional support on school trips.</p>	<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>
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>Spofforth has a small but highly skilled staff team who support all children throughout school including children with SEND in both individual and group work. Support staff receive training in different areas of SEND including Lego therapy, social stories, reading interventions, maths interventions and local updates. 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. SEND training is part of the whole school development plan and as such all staff receive training in carefully identified areas of SEND each year.</p>	<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>
10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?	
<p>Progress of all children is reviewed regularly to make sure that they are making expected progress. At Spofforth CE Primary School, we use statements related to year group objectives recorded in 'Target Tracker' as a means of assessing and tracking pupils. Assessment information is explained to parents during the first parent consultation meetings of the academic year both in a booklet and verbally by class teachers. At further</p>	<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</p>

<p>parent consultation meetings, parents will be informed of their child's progress. This will be summarised in an end of year report. Additional meetings can be requested by parents and/or teachers if felt necessary. Additional provision is monitored closely and reviewed each half term or more regularly, depending on their nature. The effectiveness of additional provision and interventions is decided on by; looking at pupils' work, checking progress on Target Tracker, looking at record forms, as well as having discussions with the pupil and parents. Pupils with SEND have personalised Inclusion passports which detail the provision they are receiving. Whole school Provision Maps are also in place to inform parents and staff of what provision is on offer. Pupils and their parents may be invited to take part in Learning Conversations with the class teacher where targets are set and reviewed together. The SENDCo and SEND Governor carry out Learning Walks to get a clear picture of the provision used in class on a day to day basis.</p>	<p>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 capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. 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>	
<p>All children, including children with SEND are encouraged to attend a wide range of extra curriculum and extracurricular activities. Where reasonable adjustments are to be made during the school day, external providers are aware of these adjustments that need to be made. Through the support of the SENDCo this enables all children to be actively involved in every aspect of the school life. Each child at Spofforth CE Primary School has a position of responsibility within school life; this is also true of children on the SEND support register. Uptake of children to participate in extra curriculum and extracurricular activities are recorded and tracked and shared with the head teacher.</p>	<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>	
<p>Spofforth CE Primary School is committed to providing high quality PSHE (Personal, Social and Health Education). PSHE lessons contribute to children making good progress in this area of their learning. Some children need further support and additional provision is tailored to meet and improve children's social and emotional well-being for example 'Time to Talk'. If teachers feel it is necessary we have links to Grove Road EMS for social, emotional and mental health support which can be accessed by a referral. On Autism awareness day we promoted differences within all children, displayed simply by wearing an odd pair of shoes. We had a whole school assembly in</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>

<p>which teachers promoted differences to be an important part of society. Teaching assistants working with pupils with SEND are maintained as consistently as possible.</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>	
<p>Sometimes it will be helpful for school to request some additional support from an outside agency.</p> <p>Spofforth CE Primary school has established excellent working relationships with professionals from the following agencies:</p> <ul style="list-style-type: none"> • The Educational Psychologist • The Healthy Child Programme 5–19 years • School Nurse and Health Visitor • Speech and Language Therapists • Occupational Therapists • Pediatrician • EMS schools for Communication and interaction, social, emotional and mental health and specific learning difficulties. • EMS outreach at Springwater special school • ASCOSS – Autistic Spectrum Condition Outreach Service <p>Professionals from all the above agencies regularly support staff and children in school. School would only contact an outside agency after consultation with parents.</p> <p>We also have access to Enhanced Mainstream (EMS) schools that can provide specialist advice, support and training for specific areas of need such as communication and interaction and dyslexia.</p> <p>If parents need support outside school, they can contact the Parent Partnership service on 0845 034 9469.</p>	<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 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>	
<p>At Spofforth CE Primary 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 further, please contact the head teacher or SEND Co who will be able to talk about how Spofforth CE Primary School can support children with SEND. Our complaints policy clearly identifies systems for responding to complaints and can be found on the school website.</p>	<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>