

Castleton&Glaisdale Federation

Special Educational Needs and Disabilities Information Report

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

How we decide when a child needs to go on the SEN register

Special educational needs and provision can be considered as falling under four broad areas (2014 Code of Practice)

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

Children are assessed regularly to ensure that they are making the expected progress. Some children can be identified as 'stuck' and will therefore receive some extra help and support. The class teacher is usually the first person to notice that the child needs extra help. If this is the case then they will ask for a meeting with the SENCO to discuss strategies. If these strategies are not working and the child is becoming significantly behind their peers in any area then a discussion with parents/carers about the possibility of putting the child on the SEN register will take place.

Once a discussion has taken place, a final decision will be made by parents/carers, the class teacher and the SENCO regarding the next appropriate steps.

What arrangements do we have in place in school to consult with young people with SEN and how do we involve them in their education?

We will obtain the views of all children (pupil voice) to shape provision. Our school has a school council where pupils have the opportunity to share their views. 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. We will be able to describe how this is undertaken and the frequency with which the child is consulted.

What arrangements are in place for assessing and reviewing children and young *people's progress towards outcomes*. What opportunities are available to work with parents and young people as part of this assessment and review

All pupils with SEND should make at least expected progress, in line with their peers. We will be able to explain how it will be monitoring the 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.

We 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.

If you have any concerns regarding your child then please raise your concerns with the class teacher and/or the SENCO.

Support for learning and well being

What is our School's approach to teaching children and young people with SEN?

All children in school have access to quality first teaching. 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 the 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, we 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 the child more independent in lessons

We use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. We will explain to parents:

- what interventions their 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.

The school Governors also have a role in ensuring your child is supported where necessary. The Head Teacher and SENCO report back to the Governing body regularly. in addition to the SENCO meeting with the SEN Governor.

Expected progress, planning and keeping parents informed

All children, despite their level of need, are expected to make at least average progress each year.

All classes differentiate the learning according to the ability and needs of the child. Separate activities that are related to the child's IEP are also planned by the teacher. All interventions are extremely well planned by the TA delivering the intervention and are also structured to ensure progression is made.

Parents should be kept informed about their child's progress regularly. If any outside agencies are involved then they like to meet with parents to discuss the work they have been doing. This is arranged when convenient with the parent.

As a parent, you are entitled to an IEP review meeting every 3 months. If you would like a further meeting then please contact the class teacher and or SENCO.

Inclusion passports are one way in which we record all the interventions that are being done with a child. The inclusion passport is a key document for anyone working with a child as it contains all the necessary information about them.

Provision, Resources and Services

Lessons are differentiated for all learners, including those with SEND, in order for them to access the learning at their level and make progress.

The school has access to a wide range of professionals and outside agencies that we can contact for further support and advice. If we feel that outside agency input would benefit your child then we will have a meeting in school to discuss this with you.

We have access to:

- Speech and language therapists
- Educational Psychologists
- Parent Support Advisers
- Enhanced Mainstream schools for specific learning difficulties, communication and interaction and BESD
- Specialist teachers for hearing and visually impaired children
- Social care
- Looked after children workers

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

The progress and attainment of all children is carefully monitored and reported to parents. We will be able to explain how we track pupil progress in their school. If a child is provided with additional and different provision/interventions, we 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 their child or young person, we will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. We use Individual Provision Maps (IPMs) to capture this information, which is written during the meeting. This meeting with parents and their child is often described as a ‘learning conversation’.

We 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.

Access and inclusion

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 are a very inclusive school and every child is able to access the curriculum at their level.

All children will be included as far as possible into everyday school life including schools trips and extra-curricular activities

Our policies state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN are equally represented in positions of responsibility e.g. the school council. (see associated policies e.g. Accessibility policy; Inclusion policy; SEND policy)

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

We will explain some of the approaches that classroom teachers and other staff will be using throughout the day to help address the child's needs within lessons.

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.

Staff training

Staff who deliver focused interventions such as *Fresh Start* and *Write Away* have all had the necessary training. As a whole school, we have refresher training for all the different areas of need. All our staff are highly trained and they are observed delivering the interventions. In doing this we can ensure that all the staff are consistent in their approach.

Any staff who feel they need more training in a specific area have the opportunity to attend relevant training sessions.

Transition

Transition is very well planned for all children. We hold a meeting with the Secondary schools in the area to discuss individual children and their needs.

There is also a document called the inclusion passport that is passed on to the next school. This documents all the interventions that have happened in primary school along with other information such as interests, levels and recent achievements.

Children with SEND will also have extra visits to their new setting in order for them to become familiar with the routines of the day.

Once the secondary school place has been confirmed then a meeting will be set up with parents, the current school SENCO and the SENCO from the secondary school to discuss how the transition for the child will take place to ensure a smooth and relaxed change occurs.

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

There is a designated governor for SEN in the school (Mrs. Sue Barlow) 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, Mrs. Delia Liddle.

Further information

The Parent Partnership coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attend meetings with you. They may also be able to put you in touch with other organisations or parent support groups.

A Parent Partnership Co-ordinator can be contacted through North Yorkshire on **0845 034 9469**.

Should you require any extra information then please do not hesitate to come and see me in school.

Jane Douglass, SENCO