



SEND Information Report

Document Status

Date of Next Review	<i>September 2020</i>	Responsibility	<i>FGB</i>
Date of Creation <i>2014</i>	Adapted school written model <i>September 2019</i>	Responsibility	<i>Chair of governors</i> <i>James Bradley</i>
Date of Policy Adoption by Governing Body 2.10.19		Signed	
Method of Communication (e.g Website, Noticeboard, etc) website			
SENCO Tamsin Coventry Sharow CE School 01765605324 NASENCO to be awarded in 2021		SEN Governor Jacqui Whitaker	

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>

Link to SEN Policy ([hyperlink to your policy to make access easy for parents](#))

This is what we provide in our school

This is North Yorkshire LA's minimum expectations of good practice

1. What kinds of SEND are provided for in your school?

We welcome all children to our school regardless of their needs. We will use our best endeavors to meet the needs of children with SEN. All needs are catered for in order to provide an inclusive education for all. At our school our aim is to inspire and challenge our pupils to achieve their best and achieve their full potential. At our Federation we support children with a range of additional needs.

A child is defined as having SEND if they have a significant learning difficulty which requires special educational provision to be made for them or if they find it much harder to learn than children of the same age.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children the same age; **or**
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

We believe that all children can make good progress when provided with high quality differentiated teaching which takes account of specific learning styles.

Children are assessed regularly to ensure that they are making the expected progress and there is a shared responsibility for progress. Teachers meet termly

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.



with the headteacher to discuss pupil progress during which children identified as not making expected progress are discussed and interventions are planned. For the majority of children these ongoing conversations are sufficient to secure progress.

For some pupils however additional SEND support is required. A child can have SEND in one or more of the four areas of need (as identified in the 2014 SEN Code of Practice):

- Cognition and Learning Needs
- Emotional, Social and Mental Health Needs
- Communication and Interaction
- Sensory and/or Physical Needs

2. What policies do you have for identifying children with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?

In most cases your primary contact will be your child's class teacher. However, there may be times where the education of your child leads to involvement from the SENCo. This is currently structured as:

Miss Tamsin Coventry SENCo and can be contacted on **01765 605324**

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

Children with every type of need are supported at our school and we make every effort to ensure that every child makes good progress and is well prepared for their future learning. Need may be identified by the class teacher, teaching assistant or parent. The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by

- Early Year Foundation Stage profile results
- National Curriculum descriptors for the end of a Key Stage
- Screening and assessment tools provided by external agencies
- Observations of behavioural, emotional and social development

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:-

- 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 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.



- An existing statement of SEN or Educational Health Care Plan
- Another school or Local Authority which has identified or has provided for
- Additional Educational Needs

The Headteacher and SENCo meet teaching and support staff from each class for Pupil Progress meetings each term to discuss pupil progress. The SENCo is consulted if children are identified as not making expected progress and a meeting is arranged with parents, class teacher and SENCo to discuss concerns. Once parents have been a consulted a decision is made on next steps and level of support.

Parents will be asked to give written consent before the child is added to the SEN register.

An Inclusion Passport is set up to track interventions, set and review targets, record successful and less successful strategies and to pass information on during transition to other schools.

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 (EHCP).

For further information please see the SEND Policy. A paper copy can be provided if required, please speak to a member of staff.

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

In our federation, we recognise the importance for all parents to be consulted and informed as to the support that is being put in place progress that it being made planning for next steps. Staff talk to parents informally on a daily basis. For children with SEND we believe that this regular communication with parents is vitally important. All parents have the opportunity to discuss their child's progress at Parent/Teacher consultation evenings. Reports are sent home in summer

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



term, which inform parents of achievement levels relative to national expectations, effort and also targets for reading, writing and maths. Parents of children with SEND are also invited to (at least) termly meetings with the Class Teacher to review targets and determine new ones linked to the child's particular area of need. They will have their interventions recorded and their success established in order to identify and target next steps.

An Individual Provision Map and My Personal Learning Plan are created to be reviewed and updated at least termly (3 times a year) with parents/carers. If rapid progress is made then these can be reviewed with parents and the child more regularly. During the meeting with parents/carers, the targets and provision should be written with the parents and child (if applicable) to ensure the views of the parents **and** the child are included. The meeting is led by the Class Teacher and the SENCO can be invited to offer support if applicable. The meeting should review the current provision and its impact and set new targets.

An intervention book is set up to record interventions and the impact that they are making. This book should be filled in by any person who is completing the intervention with the child. This can then help to inform and update the Inclusion Passport.

An Inclusion Passport is set up to track interventions, record successful and less successful strategies and to pass information on during transition to other schools. This should be updated at least termly in preparation for a meeting with parents/carers of the child on the SEND Register.

your and your child's hopes, personal goals and interests. 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.

On-going communication with school may include:

- 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?

The children are consulted in a variety of ways to gain pupil voice. We ask all children for their views on topics they have completed in class. Various other things to do with school life are discussed in class. In our federation, children are invited to share their views in the termly meetings between parents/carers and the Class Teacher. This ownership of targets has a positive impact on pupil

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



attainment. All pupils with SEN are included in discussions about their learning (where appropriate). Their views will be heard and this is a good opportunity for them to discuss things that help them in school as well as things that might not help. Their views are recorded on the My Personal Learning Plan. School will obtain the views of all children (pupil voice) to shape provision in school through the School Council.

child is consulted.

5. What arrangements are in place for assessing and reviewing children *progress towards outcomes*?

All additional provision in school is recorded and careful tracking of children's progress allows staff to evaluate the overall effectiveness of the different provisions being made. Baseline assessments and end of intervention assessments ensure progress can be measured.

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.

An intervention book is set up to record interventions and the impact that they are making. This book should be filled in by any person who is completing the intervention with the child. This can then help to inform and update the Inclusion Passport.

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.

An Inclusion Passport is set up to track interventions, record successful and less successful strategies and to pass information on during transition to other schools. This should be updated at least termly in preparation for a meeting with parents/carers of the child on the SEND Register.

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

We endeavor to make transition as seamless as possible for all of our pupils but will take extra steps as needed to ensure that our SEN pupils receive any extra support needed. Examples of the support available are additional visits, photograph albums to allow familiarity with the school building and/or teaching staff and 'meet the teacher' sessions. We are able to adapt the support given to the needs of the individual.

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.

The SENCo will meet with the SENCo of the next phase of education (where applicable) to discuss provision for the child.

7. What is your School's approach to teaching children and young people with SEN?



All staff in school are committed to providing quality first teaching so that all children can make at least good progress with their learning. We believe that all teachers are teachers of SEND. Each term a range of interventions are used to help children with SEND to make progress with their learning and emotional literacy. Teaching and learning is differentiated to meet the needs of all learning styles. Resources are allocated to meet the needs of all. Carefully planned universal provision is key for all children to be able to make progress with their learning and we offer provision that is at least good. Lessons are carefully differentiated and some children may need additional resources or adaptations to be made in class. In school we are able to offer a wide variety of interventions. 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. We see daily pre and post teaching as the best way to target support on a needs basis. Staff receive regular training and support provided by a number of different agencies. All interventions are recorded on an Additional Provision Map each term. Our teaching assistants are highly skilled and well trained and support both individual and groups of children throughout school. Although from time to time, children may need a high level of individual support, our aim is always to help children move towards independence.

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. 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:

- 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.

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

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 children may access a more personalised curriculum to meet their learning needs. Some children may need specialist resources and or technology to support their learning. Where possible, the school has provided support for children who have physical needs. Some children have a Health Care Plan in place so that all staff working with them are aware of their medical needs. Individual Risk Assessments are carried out for children who may need additional support on school trips.

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. 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.

9. What sort of expertise for supporting children with SEN do you currently have in school? How do you ensure that the expertise and training of



staff to support children with SEN is current? How do you access and secure further specialist expertise?

In Our Federation, we have a team of highly skilled support staff who support both individual and groups of children throughout school, delivering interventions and post teaching sessions. All staff receive regular training in different areas of SEND. 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.

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.

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

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Pupil interview to determine pupil confidence and point of view
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school
- The governing body evaluate the work of the school by:
- Appointing an SEN governor who is a champion for pupils with SEND

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 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.



Monitoring data with respect to vulnerable groups
Challenging the leadership through informed questioning
Undertaking learning walks in school with a focus on SEND
Meeting with parents and pupils
Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND

11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEN?

Our pupils with SEND are actively included in curriculum and extra-curricular activities including but not limited to school trips, pupil led activities, residential, school performances and sporting events.

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.

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

All pupils are treated as equals and are supported and encouraged to treat others in the same way. This is reinforced not only in our whole school ethos (We promise to flourish) and school values (community, courage, creativity, forgiveness, joy, love and respect) but also in our class teaching, during PSHE, Collective Worship, and simply in our daily interactions with our pupils.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

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 SEND and supporting their families?

We are well supported by Outside Agencies, taking the time to build good working relationships. We ask for support from outside agencies after consultation with parents.

Currently we are working with:

- Speech and Language Therapy
- Educational Psychologist
- Pediatrician

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.



- The Autism Team
- EMS (Enhanced Mainstream School) expertise
- Severe Learning Difficulties Team
- Prevention Services
- CAMHS (Child & Adolescent Mental Health Service)
- Counselling
- Healthy Child Team and Health Visitors
- Occupational Therapist
- Sensory, Physical & Medical Teaching Team
- Parent Support Services

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the 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 please contact the Headteacher/SENCO who will be able to talk about how we can support children with SEND. If you do not feel that the matter has been resolved to your satisfaction then the school's standard Complaints Policy should be followed. This is available on request from the school office.

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.