

Lealholm School SEN information report- November 2016

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>

Lealholm Primary School SEN information report

Date November 2016

This is what we provide in our school

1 What kinds of SEN are provided for in your school?

Children and young people (CYP) with a wide range of SEN are welcomed into the school.

Special Educational Needs refers to a child who requires additional and different provision from that usually provided within the classroom. Children can have special educational needs due to a range of reasons or circumstances.

Special educational needs comes under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

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?

Where the school feels that something additional or different is needed to support a child because they have SEND this will be discussed with the parent and the child. This information may well be recorded in an IEP. These should include:-

- details of any strategies being used to support the child in class;
- details of any extra support or interventions for the child
- child's learning targets and their long term desired outcomes
- the next date when the 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.

If parents need to talk to staff about the needs of their child they can contact the **SENCO (Special Educational Needs Co-ordinator)- Mrs Helen Ward** who has responsibility for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that parents are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing and monitoring how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

SEND Governor: The SEND Governor is Mrs Janet Smith

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

The child's class teacher is also always available to discuss the child's needs.

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

Parents and pupils are involved through regular meetings. IEP's / Passports* will be discussed and agreed with the parents and the child, if appropriate, will understand how they are going to be supported in order to make progress.

Formal meetings take place once a term, however, informal meetings take place as and when required.

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 class teachers and head teacher have an open door to all pupils. In addition to these class discussions, individual discussions take place to ensure all pupils including those with SEND have a voice.

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.

All pupils with SEND should make at least expected progress, in line with their peers. SEN provision is monitored by the SENCO/head teacher and designated governor. Adjustments to provision are discussed with parents and children, if appropriate. Children's progress and application to learning is continually monitored and reported to parents.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all involved with the child's education, including the child.

We meet to review their progress half way through the year too.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

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

Inclusion passports which include all pupils' data and intervention strategies that have been used during their time at school are sent to the next school in addition with discussions with teachers from feeder schools. For pupils starting school, information of their needs will be gained from previous providers and through discussions with parents.

When the children move from the infants to the juniors, discussions between staff take place.

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

Strategies employed will be recorded on an IEP* which will include information about: the short term targets, teaching strategies to be used, the provision to be put in place.

Class teachers are made aware of all students with specific needs and plan lessons according to all groups of children in their class, and will ensure that your child's needs are met.

Specially trained support staff work alongside class teachers to support the needs of your child where necessary.

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

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Personalised programmes (IEP's) may be needed for some pupils, alternative care and / or curriculum activities can be arranged on an individual need basis, the SENCO will discuss this with you and involve you and your child in the planning process should it be needed.

This process will be reviewed at least twice a year and targets / provision will be recorded. All staff will be involved in this process.

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

At Lealholm we provide a creative curriculum which is differentiated to meet the needs of every individual child. Targeted support is given to children with SEND and where appropriate specific intervention programmes will be put in place. Progress is monitored regularly and different strategies will be employed if required. If the support within school is not showing improvement for the child then additional agencies will be worked with for support, advice and guidance.

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?

The school will actively seek information, training and support for children with SEN when specific needs arise. Staff attend regular training to keep up to date with new initiative. Our school works closely with the Autism team. All staff attends training to ensure we all understand and are able to meet the needs of all our pupils.

How are the teachers in school helped to work with children with SEND and what training do they have?

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 SEND .

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Pastoral care is high on the agenda at Lealholm School, for all pupils, including those with SEND.

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

SEN provision is monitored by the SENCO/ head teacher and designated governor. Adjustments to provision are discussed with parents and children, if appropriate. Data is gathered termly and in depth conversations take place between staff.

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?

All children are able to attend extra curricula activities. They have equal opportunity to become involved in any other activity / sporting events or any other areas of the curriculum. Reasonable adaptations will be made to enable this.

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.

All children follow a PSHCE curriculum. For some children additional programmes may be necessary. Assemblies have a weekly SEAL theme allowing further social and emotional development.

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?

Additional help will be sought as required from a range of external providers. A range of agencies e.g. Education Psychologists, Education Social Work Services, Speech and Language services and Enhanced Mainstream schools, will be used when necessary.

Where further support is necessary, outside agencies will be involved to provide guidance and resources where appropriate. Class teachers and teaching assistant are highly skilled in meeting the needs of all pupils.

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

The designated governor for SEN in the school is Mrs Janet Smith 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.