

Carnagill Community Primary School SEN information report Sept 2017

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>

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Date September 2017

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>Children and young people with a wide of needs are welcomed into our school including:</p> <ul style="list-style-type: none"> • Specific Learning Difficulties (English or Maths) • Moderate Learning Difficulties • Communication & Interaction difficulties • Social, mental & emotional health difficulties • Sensory difficulties including Hearing Impairment and Visual Impairment • Physical disabilities 	<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 – Miss Young Headteacher 01748 833622</p> <ul style="list-style-type: none"> • The school's provision maps outline the support that has been put in place to meet the needs of a range of children across the school. • Children whose progress is significantly <i>behind</i> that of their peers will be highlighted on the school's SEN Register. Details of the support that is in place for these children will be outlined in a provision map or on IEP with targets set. This will be shared with parents, children and professional, working, if agreed by parents with, the child and family and reviewed regularly. • A child with complex needs will be referred for an education, health and care plan. • Children are always consulted as part of the annual review process and we obtain children's views when completing any reviews. 	<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>
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"> • Class teachers meet with parents termly to discuss their child's 	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have</p>

<p>progress, but are also available at other times to meet with parents if necessary.</p> <ul style="list-style-type: none"> • The class teacher and SENCO meet with parents of children on the SEN register termly to discuss progress and targets. 	<p>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.
<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>	
<ul style="list-style-type: none"> • Teacher regularly talk with children about their progress. • They set targets and review them. • Children attend parents evening and are a part of the discussion • Children are asked for their comments prior to any reviews. • As appropriate they may attend reviews. 	<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. You 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 <i>people's progress towards outcomes</i>. 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 are assessed termly against expectations on Target tracker • Children on the school's SEN register are also assessed according to their personal targets. • Children with complex needs may be assessed using PIVAT's materials to track small steps of progress in specific areas. 	<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</p>

interests and things that help them learn and to enjoy school.

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

Transition between preschool and nursery, between secondary schools, Risedale, Richmond and SFX and other schools where mid-year transfer due to rebasing takes place is very carefully managed for children with special educational needs:
Transition meetings are held between the schools and/or parents.
The SENCO and class teacher liaise closely with the secondary school staff.
Additional visits for the pupil and/or parents are organised to assist with transition.

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.

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

Teaching Assistants are used to support class teachers in meeting the needs of all learners in the classroom.
The school's provision maps set out a clear and detailed programme of intervention groups and one to one work to support pupils and is reviewed regularly.

- Current intervention work:
- Talk boost
- Small group Phonics support
- Fine motor skills & handwriting support work
- One to one work supporting basic skills

In addition to the interventions previously taking place, from September 2017 an additional appointment of a TA with training in a range of SEN 3 days per week will support the SENDCo and other staff in the identification of pupils with a range SEND. The TA will support the teaching on a 1-1 or small group intervention supporting the specific SEND

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?

<p>Planning within the mixed age classes is differentiated, with children being taught at a level appropriate to their learning needs. Resources are provided in the classroom to support children with their learning ie: Numicon resources, word mats, sound mats.</p> <p>In addition to the differentiation previously taking place, from September 2017 an additional appointment of a TA with training in a range of SEN 3 days per week will support the teaching on a 1-1 or small group intervention supporting the specific SEND</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>
<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>	
<p>The school ensures that teachers and teaching assistants access training as appropriate. SEN funding is used to support children in a range of ways. Pupil premium funding is allocated to supporting vulnerable learners in a variety of ways (see pupil premium spending on school website).</p> <p>From September 2017 an additional appointment of a TA with training in a range of SEN 3 days per week will support the SENDCo and other staff in the identification of pupils with a range SEND. The TA will support the teaching on a 1-1 or small group intervention supporting the specific SEND and in doing so other staff may be part of this work and share and learn from the good practice being modelled.</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>
<p>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	
<p>Half termly assessment and end of year assessment tracks both the attainment and progress of all children and groups.</p> <p>SEND is identified and attainment and progress evaluated.</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 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</p>

	<p>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'.</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>	
<p>The school ensures that all pupils have equal access to all activities in school, including extra- curricular clubs and activities.</p> <p>Additional arrangements are made to enable participation for all when necessary.</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>The 'School Buddy' system encourages good social and emotional development.</p> <p>'Nurture' groups and 'Time to Talk' intervention groups support social skills.</p> <p>The Home School Support Adviser working with children and families provides support and 1-1 sessions for those children who may be vulnerable.</p> <p>In addition from September 2017 an additional appointment of a TA with training in a range of SEN 3 days per week will support and enhance the above.</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>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>The school works with a wide range of outside agencies:</p> <ul style="list-style-type: none"> • Service Pupils Champion • Army Unit Welfare Officers • CAMHs • Educational psychologist 	<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</p>

<ul style="list-style-type: none"> • EMS for Specific Learning Difficulties • EMS for behavioural support • EMS for Communication & Interaction • Hearing Support Service • Home School Support Adviser • Hospitals • Occupational Therapists • Parent Partnership • Prevention service • Speech & Language Therapists • School healthy Child Team • Social care 	<p>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>The SEN Governor is Mrs M Featherstone The school has a clear complaints procedure available on the school's 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>