

Middleham C of E (VA) school SEN information report

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 - November 2016

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?	
All children are welcomed to our school	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.
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 – Mrs Rowena Sykes</p> <p>For children requiring SEN support we will provide a written individual Education Plan (IEP). This will include details of area of need, targets, interventions to be used, review dates, input from parents/carers and intended outcomes.</p> <p>Children requiring high levels of support will be referred for an Education, Health Care Plan (EHCP)</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>
3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?	
In Middleham C of E Primary we endeavour to create trusting, supportive	Schools communicate regularly with parents, usually once a term, to

<p>and positive relationships with all parents and carers. Parents and carers of SEND children are invited into school at a convenient time at least once a term to discuss their child's progress, aspirations and future needs. We will offer suggestions and guidance on how to help at home and give regular formal and informal feedback.</p>	<p>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 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.
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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>Children with SEND have a number of opportunities to be involved in their education. Children are encouraged to have an input in their statutory review meetings through identifying their strengths and areas for development and suggesting how improvements can be implemented. This can be from either a pastoral or academic point of view.</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>
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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>We monitor all SEND carefully to ensure progression. We use inclusion passports for some children where they are appropriate We encourage parents and carers to share the children's achievements out of school, to enable us to build up the most comprehensive picture of a child possible. Parents, families and children will be at the heart of any plans and will be involved at all stages.</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</p>
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which they can share with staff and which can help to explain their 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

As children enter Reception, we will liaise with parents /carers and any childcare setting that the child may have attended. Any necessary adaptations to the provision can then be put in place prior to the child joining our school.

We liaise closely with the High Schools (Wensleydale, Richmond and SFX) when children move into KS3, this includes extra visits with members of staff/support workers, arranging meetings between parents and new teachers, working closely with the new school to share information and records.

When children move to other educational establishments we arrange pre-visit/s for parents, children and existing support workers to gather information on how best to support them in school.

Children who work 1:1 with members of staff – we endeavour to maintain continuity for children as they move through the school.

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 you School's approach to teaching children and young people with SEN?

Class teachers are responsible for ensuring all lessons are differentiated to remove any barriers from learning within the classroom: known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in the class
- That all teaching is based on building on what your child already knows, can do and can understand
- Different ways of teaching are in place to enable your child to be fully involved in their learning
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child's learning
- All children in the school will receive quality first teaching as part of excellent classroom practice.

The school may also suggest that your child would benefit from some individual support in the school

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)

	<ul style="list-style-type: none"> • 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>All work is differentiated to meet the needs and capabilities of all the learners The classrooms are stimulating and ensure that a range of skills are celebrated We encourage children to be independent learners by ensuring they can access support materials freely and independently – learning walls, word banks, maths equipment, etc If needed work is presented in a different format (i.e coloured backgrounds, enlarged etc)</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. 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>All staff receive training in how best to support SEND children SENCo attends regular network meetings to keep up to date with current legislation and the latest ideas and initiatives Staff supporting children with very specific needs have access to extra training and external agencies</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>In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the academic year. This is done in the form of parent and pupil questionnaires, discussion and through progress meetings with parents. Pupil progress will be monitored half termly SEND provision and interventions are recorded in personal files. These are updated by the class teacher and monitored by the SENCO. Interventions are monitored and information is fed back to the staff, parents and Governors which helps identify whether provision is effective.</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 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</p>

	<p>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>Children with SEND are represented equally in all that we do in the school – trips, school performances, plays, assemblies etc</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>We have a clear anti-bullying policy in our school Children’s views are sought, through the school council</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>We work closely with a range of outside agencies to support SEND children (Speech and Language Therapist, Educational Psychologists, Autism outreach, etc) We always seek parental permission before we involve any outside agencies</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>Designated SEND Governor – Mrs F Anderson (contact through school) We endeavour to resolve any disputes or problems quickly and to the satisfaction of both parties, failing that, we have a clear complaints policy</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>

