



# SEN Offer

## December 2018

What we offer at Sutton-on-the-Forest CE Primary School	North Yorkshire LA expectation of good practice
<b>The kinds of SEN that are provided for</b>	
All children are welcomed into 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.
<b>Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)</b>	
<p>• <b>SENCo is Helen Pye -01347 810230</b></p> <p>• <b>SEN Governors are Denise Craig and Helen Morris – 01347 810230</b></p> <p>For children requiring SEND support we will provide a written Individual Provision Map (IPM). This will include details about areas of need, SMART targets, interventions to be used, review dates, progress against targets, input from child and parents/carers and intended outcomes. The IPM will be reviewed termly in consultation with the child and the parents/carers. 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"> <li>• details of any strategies being used to support your child in class;</li> <li>• details of any extra support or interventions for your child</li> <li>• your child's learning targets and their long term desired outcomes the next date when your child's progress will be reviewed.</li> </ul> <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>

### Arrangements for consulting parents of children with SEN and involving them in their child's education

- The school prides itself on having an 'open door policy' and this is borne out through good open communication and links with parents.
- Termly meetings are held with parents and carers, and more often if required, to review child's progress in all areas of school life.
- Involvement with parents is encouraged and feedback requested e.g. Tapestry online Learning Journals EYFS from an early age.
- Progress levels are shared with parents and children on a regular basis e.g. Individual Provision Maps (IPM) and end of year academic report.
- Explanations of levels and expected progress are shared with parents each time information is shared.
- Progress information and comments are made to parents in a termly meeting as well as the impact of any interventions, and advice is given on how best parents can support their child's learning.
- For children with an EHCP, an Annual Review is used to review and celebrate progress made and discuss ways in which parents can support their child's learning at home. Reviews can occur at any time through the academic year.
- We will offer support and guidance on how you may help your child at home and give regular formal and informal feedback.

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. 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. 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.

### Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

- We monitor all SEND children to ensure that they are progressing. If appropriate progress will be measured in small steps using the Performance Attainment targets (P-scales).
- For some children, Inclusion Passports will be used to measure the impact of SEND strategies that have been put into place.

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

<p>Parent/carers and children's opinions is included in this and we encourage parents/carers to share their children's achievements out of school, to enable us to build a picture of the whole child.</p> <ul style="list-style-type: none"> <li>• Parents/carers families and children will be at the heart of all we do and will be fully informed at all stages.</li> </ul>	<p>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.</p>
<p><b>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</b></p>	
<ul style="list-style-type: none"> <li>• Inclusion Passports are in place for all children with SEN and are transferred to your child's next school.</li> <li>• Parents/carers and pupils have the opportunity to add their own comments when a pupil transfers schools.</li> <li>• Children who work 1:1 with members of staff – we will endeavour to maintain continuity of staffing as they move through the school.</li> <li>• We liaise strongly with local playgroups and nurseries to ensure smooth transitions. This will include extra visits with members of staff, arranging meetings with parents and any other agencies involved. This will vary on the needs of the individual child.</li> <li>• Children may be visited in their home and or nursery setting and information is gathered on how best to support your child in school.</li> <li>• When transferring to other schools transition meetings will be arranged so that all concerns can be identified and all information shared to ensure your child is well supported.</li> <li>• Parents/carers and the child's views are carefully listened to.</li> <li>• Additional visits with members of staff and or a friend can be arranged to facilitate a smooth transition.</li> </ul>	<p>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.</p>
<p><b>The approach to teaching children and young people with SEN</b></p>	
<ul style="list-style-type: none"> <li>• We believe that high quality first teaching is the most effective way of supporting children in their learning.</li> </ul>	<p>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</p>

<ul style="list-style-type: none"> <li>• Additional needs are quickly identified and addressed.</li> <li>• All three classes have a dedicated Teaching assistant who will work alongside and support individuals and small groups during the mornings. Class 1 has a full-time TA</li> <li>• Interventions are closely chosen to match the needs of the children, and implemented by the teacher or teaching assistants.</li> <li>• Interventions are bespoke to individual's needs.</li> <li>• Your child's IPM will identify and detail interventions and progress and attainment will be reviewed with parents/carers termly.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>• what interventions your child is receiving and what are the intended learning outcomes;</li> <li>• when during the week any interventions will be delivered and for how many weeks;</li> <li>• who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or the helping room)</li> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>
<b>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</b>	
<ul style="list-style-type: none"> <li>• All staff are involved in the drawing up of our Whole School Provision Map, which is a document detailing agreed good practices.</li> <li>• All work is differentiated to meet the needs and learning styles of the individual child.</li> <li>• Work, if needed, can be provided for in different formats.</li> <li>• We encourage all children to be independent learners through the use of visual timetables, informative working walls and displays.</li> <li>• Teaching assistants will work alongside and support individuals and small groups within class and outside of the class.</li> </ul>	<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 may require a care plan or health care plan which may require a risk assessment. 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</p>

<ul style="list-style-type: none"> <li>Interventions are closely chosen to match the needs of the children and implemented by highly qualified and effective Teaching Assistants.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>what interventions your child is receiving and what are the intended learning outcomes;</li> <li>when during the week any interventions will be delivered and for how many weeks;</li> <li>who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>how the interventions will relate to and support learning in the classroom;</li> <li>how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>
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**The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

<ul style="list-style-type: none"> <li>All staff receive training on how best to support SEND children.</li> <li>Where a particular need is identified specific training and advice from other agencies will be sought.</li> <li>The school is very proactive at involving other agencies to ensure that children receive additional support from an early age to support their learning.</li> <li>The school receives support from educational psychologists, speech and language therapists, Child and Adolescent Mental Health Service (CAMHS) and Enhanced Mainstream Schools (EMS) to provide additional support and interventions.</li> <li>The school always gains parental consent prior to any involvement from outside agencies.</li> <li></li> </ul>	<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>
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**Evaluating the effectiveness of the provision made for children and young people with SEN -how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

- Children with SEND are represented equally in all we do in school and are included in everything

The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.

**Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

- The school's Christian ethos underpins all we do in school and is central to our behaviour and anti-bullying policies.
- Reflection areas, PSHCE allows children time and space to reflect and offer suggestions or highlights concerns anonymously if they wish.
- We have a fully trained ELSA (Emotional Literacy Support Assistant) who delivers interventions weekly.
- All staff have Level 1 Compass Buzz training. One TA has Level 2/3 Compass Buzz training. The Headteacher has Level 4 Compass Buzz training.  
[www.compass-uk.org/northyorkshirehealthandwellbeingproject/](http://www.compass-uk.org/northyorkshirehealthandwellbeingproject/)

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

**How the school involves 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**

- The school receives support from educational psychologists, speech and language therapists, Child and Adolescent Mental Health Service (CAMHS) and Enhanced Mainstream Schools (EMS) to provide additional support and interventions.
- The school always gains parental consent prior to any involvement from outside agencies.

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.

<b>Arrangements for handling complaints from parents of children with SEN about the provision made at the school.</b>	
<p>We endeavour to resolve any concerns quickly. We would advise parents/carers to speak firstly with their child's class teacher, or SENCo. If the matter cannot be resolved to the satisfaction of all, there is a complaints policy that can be followed. This is detailed on our school website. Denise Craig and Helen Morris are our named governors with responsibility for SEND</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 head teacher 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.</p>