

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive, if you choose Sutton-on-the-Forest school for your child.

### **What kinds of SEND do we provide for in our school?**

We welcome all children including those with SEND. We make our very best endeavours to meet the needs of all children including those with physical, learning, communication, emotional and social difficulties. Our school is accessible to children and adults with physical disability via step-free entrances. We ensure that equipment used is accessible to all children regardless of their need.



### **What is the SENCO's name and how do I contact them?**

Our SENCO is Jo Fineran. She can be contacted via the school office on 01327 810 230 or by email on [senco@sutton-on-the-forest.n-yorks.sch.uk](mailto:senco@sutton-on-the-forest.n-yorks.sch.uk) and is always happy to talk to any parents both current and prospective about their children's needs or to answer any questions that may arise. Please don't hesitate to get in touch to have a chat.

### **How do staff at Sutton-on-the-Forest school support SEND children on a daily basis?**



The size of our school (c.90 children) means that all staff know every child in school well and that support can be truly tailored to their needs. Class teachers and teaching assistants are all experienced in working with children with a wide range of SEND and participate in ongoing training to continually improve and tailor our expertise to the needs of our SEND children.

In addition, we also have a specialist teacher who works with children either individually or in small groups and is highly qualified in supporting children with literacy and numeracy difficulties (particularly dyslexia and dyscalculia).

Emotional and wellbeing support is at the heart of our approach at Sutton school and this support is managed by our Senior Mental Health Lead (Mrs Michelle Carter). Support is always on hand to support children requiring emotional support as part of a regular programme or to provide urgent support if a child is experiencing particular difficulties for any reason.

## **What policies do we have for identifying children and young people with SEND?**

### **How do we assess their needs?**

The class teacher will closely monitor the progress of your child and this will be discussed at regular pupil progress meetings with the head teacher and SENCo. In addition the class teachers, supported by the SENCo and the leadership team, carefully monitor all pupils' wider developmental and social needs. Your child's teacher will carefully check your child's progress. If your child has a gap in their understanding and needs extra support to help them make the best possible progress, the teacher will discuss this with the SENCo and head teacher. Any pupil not making expected progress will be identified and support, adaptations or interventions will be put in place. We will seek your views and those of your son/daughter.

If, after one term, your child is still not making the expected progress the SENCO will become more formally involved and a formal identification of SEND will be made. You will be informed at every step. We have a wide range of diagnostics and formative assessments which we use to help us identify any child's barrier to learning or development.

If you have any concerns about your child don't hesitate to contact your child's class teacher to discuss this or ask any questions you may have.

### **What happens next?**

School may feel that your child has additional needs, which means they have been identified by the class teacher as needing some extra support in school (Booster/Catch up groups/ Interventions).

For your child this means:

- In discussion with you, a plan may be put in place called 'My Support Plan' which details your child's strengths, barriers to learning, desired outcomes and the type of support they will need to help them to make progress. This will be reviewed each term.
- From time to time, children may not make progress despite receiving additional support in school. If this is the case, school will liaise with external agencies to look for ways in which school can further support your child.
- If, despite these actions, your child still requires further support to secure expected progress, the school, in consultation with parents and other agencies, may decide to submit an ECHAR (Education, Health and Care Assessment Request) in order to provide the long-term support a child may need. School is not the only organisation who can request an ECHAR, parents can also make a request to the local education authority. Should this be successful then you and your child will have the support of an EHCP (Education, Health and Care Plan) The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

## **What are our arrangements for consulting with parents of children with SEND and involving them in their child's education?**

At Sutton-on-the-Forest School we operate an 'open door' policy in which we want to work closely with you as a team in order to support you and your child. Parents' evenings are held termly and all parents have the opportunity to discuss their child's progress and targets. **However, there is no need to wait until a formal parents' evening as parents and carers are encouraged to speak with class teacher about any concerns they may have at any time.** Class teachers are available most days after school for any questions, or if you would like a more detailed conversation, appointments can be made any time through the school office.

Class teachers are happy to discuss with you any support your child is receiving. We value our conversations with you as this enables us to provide appropriate support as early as possible for your child.

### **What are the arrangements at Sutton-on-the-Forest school to consult our young people with SEND and how do we involve them in their education?**

Our young people are at the centre of the support we develop for SEND children. All children on the SEND register have a pupil passport which is updated regularly. This document is written in consultation with each child and takes close account of their ideas, feelings and aspirations. Children express what they are good at, what they find difficult, things that they find help them and what targets they would like to set for themselves. Their responses in this conversation form the foundation of the support we offer them and our support plans are then built from this.



Our SENCo meets regularly with SEND children to chat to them about how they are finding things, what they feel is working well and anything new or different they need to support them in their learning. This information is then added to their Support Plan so that class teachers can take account of this in the classroom environment.

### **What are the arrangements for assessing and reviewing children' progress towards outcomes? What opportunities are available to work with parents and young people as part of this assessment and review?**

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term and a formal assessment given in reading, writing and maths. If your child is in the final term of Year 1 and above, but is not yet at age related expectations, a more detailed assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.





At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. The SENCO will ensure that reasonable adjustments are made to enable your child to access these tests.



**What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?** Support is provided through a graduated response. This means that support for your child is very specific to their needs and is constantly reviewed and adapted to ensure that every child receives the best possible support to ensure they thrive. All aspects of a child's learning are considered in developing the best possible approach including: learning environment, tools to support in the classroom, use of IT, teaching methodology, in-class support, interventions, emotional wellbeing.

Interventions are delivered by highly-skilled teaching assistants or teachers and are carefully monitored in order to ensure that they help to accelerate your child's progress.

All interventions currently used at Sutton are recorded on our Whole School Provision Map, which outlines provision available in school for children with:

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

**Our whole school provision map can be accessed on our website**



**How do we evaluate the effectiveness of the provision made for children with SEND?**

The effectiveness of our SEND provision is evaluated by:

- Monitoring and evaluating the progress of children and using this information to inform next steps for children.
- Learning walks and pupil interviews to evaluate the effectiveness of our provision.
- Views of children and parents.

The governing body evaluate the work of the school by:

- 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 for all staff and governors.

### **Who is the School Governor for SEND?**

Our School governor for SEND is Denise Craig. She is a champion for pupils with SEND and is responsible for making sure that the necessary support is made for any child with additional needs.

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

Sutton-on-the-Forest School committed to being a truly inclusive school. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are equipped to meet the challenges of education, work and to achieve positive outcomes in life.



The school runs many extra-curricular clubs and activities to which all children are encouraged to participate. We work very hard to make all reasonable adjustments to ensure that this can happen. Educational visits including residential are accessible and encouraged to all children. Extra risk assessments, arrangements and planning will take place as required on an individual basis.

### **How do you support children with SEND to improve their emotional and social development?**

At Sutton-on-the-Forest school we foster a caring environment for all our children. The emotional wellbeing of children with SEND is at the heart of our approach and we take steps to regularly review each child's wellbeing and put in additional support if needed.

Our caring staff team have embedded expertise in listening to pupils in order to explore the reasons / triggers for any emotional and social difficulties. Although, from time to time a child may need a high level of individual support, our aim is always to help children to be more independent in lessons and feel happy, confident and safe.



**How does our school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children with SEND and supporting their families?**

Sometimes it will be helpful for school to request some additional support from an outside agency. Sutton-on-the-Forest School has established excellent working relationships with professionals from the following agencies:

- Educational Psychologist
- Healthy Child Team
- Prevention Services
- Sensory, Physical and Medical Team
- Speech and Language Therapist
- Physiotherapist
- Occupational Therapists
- Paediatrician

Team Professionals from all the above agencies regularly support staff and children in school. School

#### **North Yorkshire County Council SEND Local Offer**

<https://www.northyorks.gov.uk/send-local-offer>

#### **What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?**

If you have reason to complain about part of your child's education or the action of another adult, then please follow the procedures outlined below.

The Headteacher should be informed in all instances of a complaint being made. The Headteacher will attempt to solve the problem and all concerned parties will be kept informed of developments.

Our full complaints procedure can be viewed on our website