

Weaverthorpe CE (VC) Primary 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: January 2018

Link to SEN Policy ([hyperlink to your policy to make access easy for parents](#))

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>Weaverthorpe CE (VC) Primary School has facilities to accommodate children with special educational needs, including access for wheelchairs. The main school is on one level.</p> <p>Children with learning difficulties are identified early by the staff and the Special Educational Needs co-ordinator (SENCO) liaises with all involved. Individual programmes of work are in place as appropriate to help pupils with SEN access the curriculum at their level in line with the Code of Practice. Where possible this occurs within the normal classroom framework but may include withdrawal on occasions to provide more intensive individual support. School accesses guidance from the NYCC's Educational Psychology Service and also the Enhanced Mainstream Schools provision as appropriate, and may, with professional advice, put forward pupils to be allocated additional funding by the LA in order to facilitate the educational provision. This is done with full consultation and permission of the parents concerned. Whilst recognising difficulties in funding for pupils with SEN, school is committed to providing for such pupils. Similarly school adheres to the LA's Inclusion Policy. Staff understand the importance of differentiation of work to ensure that more able pupils are extended and less able pupils are provided suitable support. Each pupil works at his/her own level and pace within a group situation so that each has equal opportunity to make the most of their own particular skills in various learning situations.</p>	<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>

Educational inclusion

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- have different physical needs;
- have different emotional needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- providing support for children who need help with all areas of the curriculum;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma, grief or stress, and to take part in learning.

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?

SEN Policy [Link to SEN Policy](#)

Miss Janette Wilkinson (Head teacher/SENCo)

admin@weaverthorpe.n-yorks.sch.uk

Mr Femi Shellard (Chair of Governors)

admin@weaverthorpe.n-yorks.sch.uk

We will carry out the appropriate statutory assessment of pupils who we believe to be in need of additional funding by the LA in order to facilitate the educational provision. This is done with full consultation and permission of the parents concerned.

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:-

- 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.

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.

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

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings/contact each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The class teacher, SENCo/Head teacher is always available to you for advice and support.

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 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.

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.

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?

School will obtain the views of all children (pupil voice) to shape provision in school. 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. This is undertaken as we review Individual Provision Maps termly.

We develop the use of Individual Provision Maps with our pupils. These are used to help create an Inclusion Passport if/when the need arises. All information on needs, and interventions with the level of impact is documented to ensure the best possible outcomes for our pupils.

Any statutory assessment fully represents the pupils' view and aspirations.

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.

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

As part of our whole school practise we continually assess the achievements of the children and their rate of progress. This is done in a formal manner at the end of each term. If a child has not progressed as well as expected we automatically look at what factors may be preventing a child to progress. Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. The SENCo works closely with parents and teachers to monitor and help plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Individual Provision Maps(IPM), which employ **a small-steps approach**, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. **All** children on the special needs register have an IPM.

Our IPMs have been developed to include the child's own thoughts and wishes. The child and class teacher will discuss the child's strengths, areas for development and how the child 'learns best'. This information is used to create an IPM.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings/contact each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

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 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

The SENCo arranges an appropriate transition review in plenty of time before any move. Staff from the receiving school is invited to attend. Transition meetings are arranged for the pupil, and if appropriate accompanied by a well-known member of staff. The pupil will receive as much transition work as both schools feel necessary.

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?

We recognise that all children are unique and individual. This school provides a broad and balanced curriculum for all children. The National Curriculum Sept 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Our aim is to ensure that our children will be confident, rounded individuals who feel they have had a positive inclusive educational experience.

The aims of our SEND provision are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

The creation of the IPM includes any interventions the child is going to use

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.

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- 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.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate. There is a governor who is responsible for SEN provision.

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

There are many approaches class teachers and other staff use during the day to help address all children's need. These include:

- Multi-sensory approach
- Differentiated Planning
- Balance of Teacher / TA Support
- Modelling
- Visual aids / timetable
- Partner work (talk partners)
- Shorten sentence to keywords
- Writing frames
- Artefacts and objects
- Simmering Pot
- Individual Whiteboards
- Songs, chants and rhymes
- Strategies to support the learning of spellings eg Tricky words cards, Cued Spelling

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.

- Marking and quality feedback (inc oral feedback)
- Fine motor skills activities to improve pencil control, co-ordination and finger grip
- Challenge Boxes – for independent thinking and problems solving
- Alphabet arcs or strips
- Shared learning in groups
- Use of a scribe (normal way of working)
- Time for recall
- Thrass Chart of phonemes

Individual Provision Maps(IPM), which employ a **small-steps approach**, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. **All** children on the special needs register have an IPM.

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?

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

If some additional small group or one to one support within lessons is planned, we 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. This is all discussed when we are creating the IPM. Most importantly, this support is aiming to make your child more independent in lessons.

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

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>informed and asked to give your consent. We also use the Local Authorities range of specialist support for advice and training.</p>	
<p>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	
<p>As part of our whole school practise we continually assess the achievements of the children and their rate of progress. This is done in a formal manner at the end of each term. If a child has not progressed as well as expected we automatically look at what factors may be preventing a child to progress. Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCo assess and monitor the children’s progress in line with existing school practices. The SENCo works closely with parents and teachers to monitor and help plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.</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 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>Educational inclusion Through appropriate curricular provision, we respect the fact that children:</p> <ul style="list-style-type: none"> • have different educational and behavioural needs and aspirations; • have different physical needs; • have different emotional needs; • require different strategies for learning; • acquire, assimilate and communicate information at different rates; • need a range of different teaching approaches and experiences. 	<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>

- Teachers respond to children's needs by:
- providing support for children who need help with communication, language and literacy;
- providing support for children who need help with all areas of the curriculum;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma, grief or stress, and to take part in learning.

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.

School will obtain the views of all children (pupil voice) to shape provision in school. 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. This is undertaken as we review Individual Provision Maps termly.

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

Anti Bullying Policy Please see the policy

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

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?

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. We also use the Local Authorities range of specialist support for advice and training.

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

We value the partnership between parents/carers and school, but should a problem arise, parents/carers are encouraged to discuss this fully with the class teacher or Head Teacher. Any complaints will be treated in accordance with our complaints procedure.

[Complaints Procedure](#)

[Complainant's Leaflet](#)

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.