

Leeming and Londonderry C.P Primary School

SEND 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:

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

Leeming and Londonderry C.P School SEN information report

Date - March 2020

This is what we provide in our school

This is North Yorkshire LA's minimum expectations of good practice

The kinds of SEN that are provided for:

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.

Policies for identifying children and young people with SEN and assessing their needs, including the SENCo's name and contact details.

SENCo – Mrs R Sykes (01677 422160)

- All children in the school have access to personalised, targeted support through quality first teaching.
- If a child requires further support, the class teacher, in conjunction with the SENCO, will put in extra provision or interventions in place. If your child is receiving extra support, you will be informed of this by your child's class teacher.
- Individual Provision Maps (IPM's) are used for children who are receiving additional support with their learning or behaviour. IPM's include current targets and provision including strategies to support the child in class and at home.
- Children requiring high levels of support will be referred for an Education Health Care Assessment Referral (EHCAR). This would require reports from external agencies before a request could be made.

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.

Arrangements for consulting parents of children with SEN and involving them in their child's education	
<ul style="list-style-type: none"> • We have an open door policy in our school and endeavour to create trusting, supportive and positive relationships with all parents and carers. • Parents and carers of SEND children will be invited into school at a convenient time at least once per 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>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.</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.
Arrangements for consulting young people with SEN and involving them in their education	
<p>Children with SEN have a number of opportunities to be involved in their education. Children are encouraged to have an input into their statutory review meeting 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>All children will have personalised targets which will be worked on in class, individually or in small groups. Each term (or sooner if necessary) pupil's targets will be reviewed and shared with parents and new targets set. Parents are given a copy of the targets to take home and comment on ideas of how to support their child.</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>
Arrangements in place for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of this assessment and review	
<p>We monitor all SEND children carefully to ensure that they are progressing. The school uses Target Tracker to regular monitor pupil progress and support class teachers to set personalised targets. Pre and post assessment tasks are used regularly to identify gaps in learning and ensure progress is being made by every child.</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.</p>

<p>We use inclusion passports for some children where they are appropriate.</p> <ul style="list-style-type: none"> • We encourage parents and carers to share the childrens' achievements out of school, to enable us to build up the most comprehensive picture of a child as possible. • Parents, families and children will be at the heart of any plans and will be involved at all stages. 	<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 interests and things that help them learn and to enjoy school.</p>
<p>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood the outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>	
<p>As children enter Reception, we will liaise with parents/carers and any childcare settings 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.</p> <p>We liaise closely Bedale High School (where the majority of our children go) 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.</p> <ul style="list-style-type: none"> • When children move to other educational establishments we arrange pre visit/s for parents, children and existing support workers. We ensure that records are transferred in a timely manner. • SEND children transferring into our school -Meetings are set up with parents, existing staff and 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. 	<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>The approach to teaching children and young people with SEN</p>	
<p>Class teachers are responsible for ensuring all lessons are differentiated to remove any barriers from learning within the classroom; known as Quality First Teaching.</p> <p>For your child this would mean:</p> <ul style="list-style-type: none"> • That the teacher had the highest possible expectations for your child and all pupils in the class 	<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 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</p>

<ul style="list-style-type: none"> • 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 you 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. <p>The school may also suggest that your child would benefit from some individual support in the school.</p>	<p>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</p> <p>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"> • 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.
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>	
<p>The school ensures quality first teaching. All staff are involved in drawing up our 'Whole School Provision' which is a document that details agreed good practice for teaching and learning, communication and interaction, Sensory and Physical, Mental, Social and Emotional needs.</p> <ul style="list-style-type: none"> • All work is differentiated to meet the needs and capabilities of all learners. • The classrooms are stimulating and ensure that a range of skills are celebrated. • We encourage our 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 different formats (i.e. coloured backgrounds, enlarged, etc.) 	<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>The expertise and training of staff to support children and young people with SEN including how specialist expertise will be secured</p>	
<p>All staff receive training on how best to support SEND children and the 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.</p>

<p>Our school works closely with the Bedale Enhanced Mainstream School and Richmond EMS.</p>	<p>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>Evaluating the effectiveness of the provision made for children and young people with SEN?</p>	
<p>In order to make consistent continuous progress in relation to SEN 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.</p> <p>Pupil progress will be monitored half termly</p> <p>SEN provision and interventions are recorded and updated when the intervention is changed. These are updated by the class teacher or TA and monitored by the SENCO.</p> <p>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 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>How 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 our 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>Support for improving emotional and social development including 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.</p> <p>Children’s views are sought, through the school council and from all children during circle time and PSHCE sessions in class.</p> <p>Children are able to give their views and opinions through pupil voice</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>A worry box/monster is used as a way for children to express their feelings and emotions in a positive way, which is monitored and followed up with a 1:1 session where necessary.</p>	
<p>After school clubs are available</p>	
<p>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</p>	
<p>We work closely with a range of outside agencies to support SEND children These include: Speech and Language Therapists (SALT), Educational Psychologists (EP), Autism outreach (ASCROSS) and Early Years Advisory Teacher. In addition we work closely with the Bedale and Richmond Enhanced Mainstream Schools (EMS). 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>Arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	
<p>Designated SEND Governor – Mrs A Smith (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>

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Chair of Governors: Mrs A Smith

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