

Aiskew, Leeming Bar Church of England Primary School
Provision for children with SEND

At Aiskew, Leeming Bar Church of England Primary School it is our aim :

- To provide an inclusive, broad, balanced and relevant curriculum that is accessible to all of our children and considers the whole child.
- To enable all our learners to have high aspirations and to experience success and maximum achievement academically and socially.
- To provide opportunities for our learners to experience a wide range of activities promoting life skills and leading to greater independence and decision making.
- For all our children to be happy, safe and confident and to demonstrate good personal development.
- For all children to be considered as individuals and their needs to be identified early to ensure they are able to reach their true potential.

The following information briefly outlines SEND provision at Aiskew, Leeming Bar Church of England Primary School, see attached SEN Policy.

	North Yorkshire 'offer'	School 'offer'
Inclusion Quality Mark	Many North Yorkshire schools have used our Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefiting different groups of learners, and how their outcomes are improving as a result of their work. A full list of North Yorkshire schools currently holding the IQM is available.	Aiskew, Leeming Bar school uses the LEA's Inclusion Quality Mark as a self assessment to monitor our progress and plan our next steps.
Universal Provision	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. 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. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.	All staff at Aiskew, Leeming Bar Primary school are committed to providing quality first teaching so that all our learners can develop a positive attitude to their learning and make good progress. Lessons are carefully differentiated to meet the needs of all and take into account individual learning styles. Adaptations are made to the learning environment, teaching approaches and resources used to support children's learning. The school places great importance on the fact that children learn in different ways. We have a named Governor for SEND who supports our SENCO in the coordination of SEN provision outlined in our provision map.
Recording Provision	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: <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; • the next date when your child's progress will be reviewed. 	Children who have been identified as needing support are involved, with their parents and teachers in writing an Individual Provision Plan or Behaviour plan detailing their specific targets and the work they will do to achieve them. These are reviewed at least termly and more often if needed. Some children may also have an inclusion passport which describes the child's individual strengths and needs and the type of support they will need to help them make progress.

Interventions	Schools use a range of 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.	At Aiskew, Leeming Bar Primary school we are able to offer a wide variety of interventions to support the needs of all our children. They are carefully monitored to ensure they have an impact on children's learning. We track progress and identify next steps and targets. The school takes part in regular training opportunities and is supported by a number of different agencies.
Extra Adult Support	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.	Aiskew, Leeming Bar school currently has three skilled teaching assistants who support both individual and groups of children throughout school. They work with the children directly and also by supporting other children in the class so the teacher is able to focus on target groups too. Support staff work closely alongside teachers to empower children to become independent learners. At times some children may need a high level of individual support but this is carefully planned and supported by our teaching staff.
Expected progress	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 with National Curriculum levels.	All children are assessed using age related expectations. Not all children will be able to achieve these national expectations, and so some additional support may be needed to help a child to make progress. All our children have clear personal targets to help them move their learning forward. Progress of all children is reviewed regularly to make sure that they are making expected progress. You will have the opportunity to discuss your child's progress at the parent/teacher consultation evenings and at review meetings and at Aiskew, Leeming Bar school we are happy to make additional appointments at parents' requests.

<p>Support from other 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>Sometimes it is helpful or necessary for a school to request some additional support from an outside agency, to work directly with a child or to provide support and advice to the school. At Aiskew, Leeming Bar school we have established strong working relationships with professionals from the following agencies:</p> <ul style="list-style-type: none"> • The Educational Psychologist & Early Years Support Service or School Nurse and Health Visitor • Educational Social Worker • Sensory, Physical and Medical Teaching Team • Speech and Language Therapist • Physiotherapist • Occupational Therapists • Paediatrician • EMS schools for Behaviour, Speech, Language and Communication and specific learning difficulties. • ASCOS – Autistic Spectrum Condition Outreach Service <p>School would only contact an outside agency after consultation with parents. Sometimes, if several outside agencies are involved, school will request a Common Assessment Framework (CAF)</p>
<p>On-going communication with parents</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. 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. You should be informed about the National Curriculum levels at which your child is working. If you are not sure what these mean, don't be afraid to ask.</p> <p>On-going communication with school may include:-• regular contact through a home-school book or by e-mail to keep you</p>	<p>Regular contact with parents is really important for children with SEND. All parents have the opportunity to discuss their child's progress and targets at Parent/Teacher Consultation evenings and at progress review meetings.</p> <p>For some children, regular communication takes place on a daily basis through the use of a home/school book or contact with the class teacher before or after school. We believe that it is by working in a partnership with our parents that we can achieve the best outcomes for our children. A range of leaflets are available in school to support parents with strategies, guidance and extra-curricular provision for children with SEND. Our school SENCO is also available to advise and support parents.</p> <p>As part of our review process it is important to gather the views, feelings and ideas of the child and therefore they are always invited to the review meeting along with parents. Similarly pupils</p>

	<p>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.</p>	<p>are asked questions about their views and thoughts before and after an intervention.</p>
Inclusion Passports	<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>At Aiskew, Leeming Bar school, Inclusion Passports and Individual Provision Maps are used for some children in order to summarise the support that has been provided for a child over a period of time. The documentation also highlights individual strengths and achievements and notes strategies which don't work as well as noting the difference particular support has made to the child's learning. This passport or provision map will follow the child as they move on to a new school.</p>
Parent Partnership	<p>A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p>	<p>The Parent Partnership Co-ordinator is available to offer advice, listen to worries or concerns, offer home visits, attend review meetings or support transition to a new school. Their advice is impartial and can be provided in the home setting. They can be contacted on 01609 536198 (Jane Clark).</p>
Statutory Assessment	<p>For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or a Parent Partnership Co-ordinator can talk to you about this in more detail.</p>	<p>Some children may still not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to request additional support to help meet a child's additional needs. A request for an Education, Health and Care Plan (EHC) may be made if parents and professionals supporting a child feel that the young person's needs "cannot reasonably be provided from within the resources normally available to mainstream schools." An EHC assessment can, but does not always lead to an EHC Plan. This is a statutory process which has taken / replaced former assessments for a statement of educational needs.</p>
Key contacts	<p>All mainstream schools have a SENCo. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.</p>	<p>At Aiskew, Leeming Bar school we operate an 'open door' policy. Parents and carers are encouraged to speak with class teachers about any concerns they may have. They will be able to discuss any support your child is receiving. Our Head teacher / Assistant Headteacher and SENCo are also happy to meet with parents to discuss individual needs and our SENCO often attends progress review meetings along with class teachers to offer further support and advice.</p>

