

## Aiskew, Leeming Bar CE 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: July 2018

Link to SEN Policy <http://aiskewleemingbar.org/wp-content/uploads/2015/11/SEND-Policy-Nov-2015.pdf>

Governors should describe:

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
<b>1 What kinds of SEN are provided for in your school?</b>	
We welcome children with a broad range of needs to our school. Special educational needs and provision falls under four broad areas: <ul style="list-style-type: none"><li>o Communication and interaction</li><li>o Cognition and learning</li><li>o Social, mental and emotional health</li><li>o Sensory and/or physical</li></ul>	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>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?</b>	

<p>The named SENCO for our school is Bethany Stanley. She can be reached on the school telephone number. (01677 422403) Please read our SEND policy alongside this document. 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. If your child is receiving extra support, you will be informed of this by your child's classteacher. Individual provision maps (IPMs) or individual behaviour plans (IBPs) are used for children who are receiving additional support with their learning or behaviour. These will be time limited and include a date for review.</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</li> <li>• 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>
<p><b>3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</b></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 IEP / IBP progress review meetings. 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. Our school communicates regularly with parents in the following ways:</p> <ul style="list-style-type: none"> <li>- Home school planner</li> <li>- At the beginning / end of the school day</li> <li>- IPMs / IBPS</li> <li>- During Parent Teacher Consultation evenings – in which pupil progress is discussed and targets shared and discussed</li> <li>- Annual reports</li> <li>- School arranged review meetings, or meetings requested between parents and staff through the school office</li> <li>- Information booklets</li> <li>-Parent drop ins and open days</li> <li>- Regular newsletters</li> <li>-Website information/news</li> </ul>	<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. 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:</p> <ul style="list-style-type: none"> <li>• regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes</li> <li>• more regular meetings to update you on your child's progress and whether the support is working</li> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>

**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?**

The ethos within our school appreciates everyone's uniqueness – that we all have our own strengths and weaknesses. Work carried out within classes, assemblies and when issues arise reinforce this ethos. The views of our children are listened to.  
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 feed in, and if appropriate, take part in the review meeting along with parents. Similarly pupils are asked questions about their views and thoughts before and after an intervention.

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**

Target Tracker is used by teachers periodically to document key learning and support with identifying pupil gaps and track progress. For children not yet accessing the National Curriculum, we use P-scales.  
We meet termly with parents of children with SEN to hold reviews and more often, informally, as required. This may be a quick chat on the playground, or a message via text, telephone or email.  
Formal assessments take place each term and in KS2 are often in the form of tests.  
Individual provision maps are updated and shared with you and children termly, as outlined above.

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**

<p>Transition reviews for children with SEND are organised before moving. Staff from the receiving school are invited to reviews. If they are unable to attend, the SENCO will contact the child's new school with the relevant information. Transition visits are arranged for pupils moving to High School. Transition packages usually take the form of additional visits, but their format may be different dependent upon the pupil. For example, some children are introduced to a key member of staff and spend some time completing art activities in a series of sessions before moving up to secondary school. Other children are tasked with creating a poster or photo book about the new school to share with their current class. Other children require visits to simply familiarise themselves with the site</p>	<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>
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**7. What is your School's approach to teaching children and young people with SEN?**

<p>All children at our school have access to wave 1 provision which is personalised, targeted support through quality first teaching. If your child is receiving extra support, you will be informed of this by your child's classteacher.</p> <p>TAs may support classes during the morning sessions and some afternoons (depending on the needs of the children). This enables more target group work during mathematics, English and guided reading. TA support is evidenced on each class-teachers planning and aims to support groups across the ability range, therefore encouraging independence in some lessons.</p> <p>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.</p> <p>If a child with more complex needs requires more specialist support, we may seek to involve external agencies from a range of services available to us, including Enhanced Mainstream School staff, Educational Psychologists or Speech and Language Therapists. We would always discuss this with you and seek your written consent before involving such agencies. Should a child be still making limited progress, and the gap between him/her and their peers is continuing to widen, we would discuss with you the possibility of submitting an Education Health and Care Assessment Request. We would involve you fully in this process and you could also be supported in this process by Jane Clark, from the Special Educational Needs Information and Advice Support Services, or by the Independent Supporters team</p>	<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 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"> <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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<p><b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b></p>	
<p>Adaptations are made wherever needed within the classroom, for example:</p> <ul style="list-style-type: none"> <li>• changing the colours of interactive whiteboards</li> <li>• providing a visual timetable in each class which is updated daily</li> <li>• paired work or small group teaching</li> <li>• providing coloured overlays</li> <li>• chewellery (chewable jewellery)</li> <li>• social stories</li> <li>• different styles of reading books</li> <li>• adaptations to homework</li> <li>• use of ear defenders</li> <li>• use of ICT to record ideas</li> </ul> <p>Relevant care plans, Health care plans and risk assessments are implemented for children who have a high level of need in discussion with Parents and relevant professionals</p>	<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><b>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?</b></p>	
<p>All staff receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants have regular generic training and specific training to meet individual needs as necessary. If a pupil has particular needs and the school has exhausted its repertoire, specialist support is sought promptly from relevant professionals.</p> <p>The SENCO also accesses the termly NYCC Senco Network meetings.</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. 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><b>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</b></p>	

<p>Aiskew, Leeming Bar school is at present working towards achieving the LEA's Inclusion Quality Mark (IQM). We are committed to meeting the needs of all our learners and the IQM helps us to monitor our progress and plan our next steps.</p> <p>As outlined in other sections, we carefully monitor and track progress of children using Target Tracker and, where necessary, P-scales. We also use individual provision maps which are reviewed after a term with parents and pupils, leading to new targets being set.</p> <p>Assessments help the teacher, pupil and parent to be aware of any specific areas of difficulty and they provide a baseline against which to measure progress. Where packages have an integral parent feedback system, the certificates/postcards are used to celebrate sometimes the smallest of steps. These are celebrated in assemblies and are provided for parents to demonstrate this progress and some "things to remember"</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. 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><b>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?</b></p>	
<p>We provide a huge range of opportunities for all of our children, irrespective of gender, ethnicity, SEN or disability, to engage in activities. This is further outlined in Section 4.</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><b>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.</b></p>	
<p>PSHE lessons target this area and targeted work is carried out by class teachers and TAs as required.</p> <p>The school is accessing training and support from Compass Buzz and other EMS professionals with additional expertise in meeting the needs of pupils with SEMH issues.</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><b>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?</b></p>	

<p>We work closely with a range of external agencies to help meet your child's needs. This includes the Prevention Service (which has a team of Family Outreach Workers who can support you at home), the EMS teams, the Healthy Child Practitioner team, educational psychologists and Speech and Language therapy services. If we feel that we require some additional support to meet your child's needs, we will always speak to you first and seek your written consent.</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><b>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</b></p>	
<p>Complaints about SEN follow the general complaints procedure. Please see your child's class teacher in the first instance, to see if your concerns can be immediately addressed. Should there be no improvement, please do make an appointment to see either Mrs Stanley (Headteacher). 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 Mrs Richardson (chair of governors) at the school.</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>

#### Appendix - Core Guidance from SEN Code of Practice

The SEN Code of Practice, point 6.79 states: '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.

6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

6.81 Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.

6.82 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.