

Saxton 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 SEND. 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 SEND 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 SEND.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Saxton Primary School SEND information report

Date: 2016/17

This is what we provide in our school

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

1 What kinds of SEND are provided for in your school?

At Saxton Primary School, we welcome all children to our school regardless of their needs. We will use our best endeavours to meet the needs of children with SEND (Special Educational Needs and Disabilities). All needs are catered for in order to provide an inclusive education for all. All children with special educational needs are enabled, as detailed below, to engage as fully as they are able in the activities of the school. They have access to the full curriculum, including the national curriculum and work is appropriately differentiated according to need. All children with special educational needs have their needs reviewed and their progress regularly monitored.

Children and young people (CYP) with a wide range of SEND 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.

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?

The school SENDCo and Inclusion Manager is Mr Garland-Collins – contact 01937 557396.

We pride ourselves on our 'open door' policy. Parents and carers are encouraged to speak with their child's class teacher about any concerns they may have. They will be able to discuss any support your child is receiving. If you wish to discuss your child's needs further please contact the Headteacher, Mrs Good or Special Education Needs Coordinator (SENDCo), Mr Garland-Collins who will be able to talk about how we can support children with SEND. Children are assessed regularly to ensure that they are making the expected progress. In some case a child will be identified as needing extra help and support. The class teacher is usually the first person to notice that the child needs extra help. If this is the case then they will ask for a meeting with the SENDCO to discuss strategies. If these strategies are not working and the gap is becoming significantly wider than their peers in any area then a discussion with parents/carers about the possibility of putting the child on the SEND register will take place. Once a discussion has taken place, a final decision will be made by parents/carers, the class teacher and the SENDCO regarding the next appropriate steps. An Individual **Support Plan** will be written with specific targets and strategies to help your child make progress. This will also outline strengths, areas of need and record additional and different provision made. There will be meetings to discuss the progress of the targets. This will be arranged by the class teacher. Sometimes children may 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 (EHCP) may be made if parents and professionals supporting a child feel that the young person's needs cannot be provided from within the resources normally available to mainstream schools. An EHCP assessment will not always lead to an EHCP.

The name and contact number of the SENDCo 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 SEND 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 SEND and involving them in their child's education?

School communicates regularly with parents, once a term, to discuss how well their child is doing. For pupils with SEND it is 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 us in making the best provision for them. This should also take account of you and your child's hopes, personal goals and interests. This meeting will take place between parents, the child and the class teacher and the SENDCo may also be involved. This will allow us 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 stage at which your child is working. If you are not sure what these mean, don't be afraid to ask.

On-going communication with school may include: regular contact through a home-school communication book or by email 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.

Regular contact with parents is vital for our children with SEND. The school communicates with parents regularly throughout the year:

- Parents evening twice a year
- Meetings with parents to discuss Support Plan targets
- Review meetings with parents
- Meetings at request of parents

For some children, 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. In addition to this we will give information to parents about how to support their child at home.

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 SEND and how do you involve them in their education?

<p>Children with SEND will be involved in the creation of their 'My Support Plan' document, alongside their parents and class teacher. It is vital that their voice is heard in the discussions around their provision and targets. This is all part of the 'assess-plan-do-review'. Pupil voice forms an integral role in shaping our curriculum and all children's views are sought regularly throughout the academic year. We recognise that the views of pupils with SEND are vital in individualising provision and setting aspirational targets. At formal review meetings pupils' views will be included, and where appropriate, dependent upon age, children will be encouraged to participate in all or part of their review meetings.</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 SEND are listened to and they are supported to achieve their aspirations as far as possible. The school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
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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

<p>All children are regularly monitored through teacher assessments, testing and pupil progress meetings. Where a child is receiving an intervention, pre and post assessments are carried out in order to measure progress and impact. All children should make the expected progress in a year. Some children may need additional and different support in order to achieve this. Even with additional support some children may not fully meet these expectations but will still make progress. They are assessed regularly throughout the year in order to monitor the progress that they are making according to their individual starting points. Monitoring of progress towards identified outcomes will be undertaken by all the adults involved with the provision. Progress will be reviewed on an on-going basis and records/notes kept in the assessment folders and Support Plans. These are also used to communicate the provision and progress of children with SEND when accessing support from external services or when a child is going through a period of transition from or to another school. For those children with SEND, termly review meetings are held with parents. In these meetings, progress and targets will be reviewed and plans put in place for further intervention if required. New targets will be set alongside the child and their parents.</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. The 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. At Saxton we use a support plan. 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.</p>
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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>The SENDCO holds discussions with playgroups/nursery schools that pass on any relevant information regarding the child, and also holds consultations with parents and any agencies involved. If a child transfers from another school, and is identified as having special educational needs, the SENDCO will contact the previous school to gain any relevant information. If a child starting school already has a statement of special educational needs/ Educational Health Care Plan, the SENDCO arranges to meet the child's parents and discuss his/her needs and the provision that will be in place. The head teacher contacts the Responsible Officer to ensure that funding is in place. All pupils on the SEND register will have an Support Plan maintained as a record of on-going provision. Views of parents and pupils are sought during child-centred review meetings. These views help to inform and strengthen our home/school links. Support Plans are vital documents which support effective transition as pupils move onto new classes, Key Phases or schools and summarise the support which has been accessed over time. Our Transition Policy sets out how pupils with SEND are supported as they move onto secondary education. During Y6, the SENDCO/Inclusion Manager/Y7 Phase Leaders are invited to all SEN review meetings held during the Spring and Summer Terms to enable a planned and individualised programme of transition to be put into place. Dependent upon need, the SENDCO will work closely with parents as their child enters UKS2 to help inform decisions about secondary provision.</p>	<p>Your SENDCo 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>7. What is your School's approach to teaching children and young people with SEND?</p>	

<p>Challenging targets are set for SEND learners, which are shared with parents and reviewed regularly throughout the school year. Annually, the Head teacher and SENDCO review the strategic deployment of support staff in line with the needs of pupils identified with SEND. At Saxton School, all pupils with SEND will have their provision, which is additional to or different from that of their peers recorded in their support plan. Additionally, teachers will identify how their teaching has been modified to support SEND pupils to access whole class teaching. Progress towards targets will be shared with parents and pupils and reviewed regularly, and at least three times per academic year in line with the 'SEND Code of Practice: 0 to 25' Pupil Premium Funding and SEND school funding is used flexibly to fund the delivery of a range of interventions to support SEND pupils. Interventions can support academic progress as well as progress towards behavioural, social and emotional targets. Parents will be advised if their child is taking part in an intervention and it will be detailed in their Support Plan. The impact of any intervention will be shared with parents at the SEND review meetings. All interventions are time limited and assessed to ensure accelerated progress is made.</p> <p>Staff training, which includes our teaching assistants and where appropriate midday supervisors is linked to the current needs of pupils on the SEND register; training needs are reviewed annually as part of the school's strategic development of SEND, which is supported through quality continuous professional development. Additional adult support is always used flexibly throughout school and is driven by the needs of the pupils on the SEND register. The focus is always on ensuring pupils on the SEND register can access high quality lessons and is built on the premise of fostering independent learning.</p> <p>The school has a named governor who holds the school to account for making good provision for pupils with SEND.</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"> • 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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8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

<p>Where we feel that something additional or different is needed to support your child because they have SEND we will discuss this carefully with you. This information will be recorded in your child's 'My Support Plan'. Their provision and any interventions they are receiving will be also be recorded in their support plan along with your child's targets, strengths and aspirations and these will be shared with you and your child. This document will 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; the next date when your child's progress will be reviewed.</p> <p>For very few children more support will be needed than is normally available through school's own resources. If this is the case, we will liaise carefully with parents and other agencies and may decide that it is necessary to request an Education and Health Care Plan through the local authority. School, or a Parent Partnership Co-ordinator can talk to you about this in more detail.</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>
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9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?

<p>Staff training, which includes our teaching assistants, Learning Mentor and where appropriate midday supervisors is both generic and linked to the needs of pupils on the SEND register; training needs are reviewed annually as part of the school's strategic development of SEND and a register of continuous professional development (CPD) is maintained.</p> <p>The SENDCo holds the National Award for Special Educational Needs Coordination and a Post Graduate Certificate in Vulnerable Learners and Inclusion. The SENDCo also attends regular network meetings for training and SEN national and local updates. Staff are regularly updated and trained by the SENDCo in SEND practice.</p> <p>Teaching assistants receive regular training and updates with regard to interventions and specific needs: autism, speech, language and communication training.</p> <p>We value the support of specialists from education, health and social care and work closely with partner agencies. However parental/carers consent will always be sought before any outside agency is asked to support SEND pupils. In addition, we endeavour to support families with children on the SEND register by signposting to support services, which may be of benefit to the individual child or whole family.</p>	<p>All staff should receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary.</p> <p>Schools must make good use of their SEND 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>10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?</p>	

<p>The SENDCO, together with the Head teacher, have termly meetings to assess and review the impact of the provision and interventions made available to children with SEND.</p> <p>The SENDCO regularly attends network meetings so as to keep up to date the local and National picture of attainment and progress.</p> <p>New interventions and types of provision are always being sought and evaluated and where applicable, tried and tested within school.</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 (Sheffield Stat.) 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. Saxton Primary use Support Plans 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>
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11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

<p>No child is discriminated against at our school and all children are included in school life. All children are welcome to access a wide range of after school clubs and attend trips and residential visits. Extra-curricular activities are available to all pupils irrespective of need and school trips are planned to be inclusive of need. Where necessary, pupils with SEND will be signposted to particular extra-curricular activities.</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 SEND should be equally represented in positions of responsibility e.g. the school council.</p>
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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 SEND and measures to prevent bullying.

<p>Quality PSHCEE/PSED teaching is an entitlement for all pupils however we recognise that some SEND learners may have additional/different needs, which requires more individualised support. Our Pastoral Leader Mrs Bell, is trained in the delivery of a range of high quality interventions, which support the development of social and emotional well-being. The interventions are quality assured and allow ratio gain analysis to be undertaken. Class teachers will always discuss concerns with parents/concerns before any intervention begins. We have high quality displays around the school identifying how all pupils can stay safe and ask for help and support. Pupils with SEND are included when our anti-bullying policy is reviewed.</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>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 SEND and supporting their families?</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>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>14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.</p>	
<p>Should you have any queries regarding your child’s provision within school the class teacher or the SENDCo is the first person to speak to. Following this, an appointment can be made to speak to the Head teacher. Should you have a complaint that cannot be dealt with by the Head teacher, then our complaints procedure should be followed. This can be found on our website. Our designated governor is Sue Williams.</p>	<p>There must be a designated governor for SEND in the school and complaints about SEND 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>