

## St Hilda's and Hovingham CE VC Primary School SEN Information Report: Reviewed March 2017

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

Link to School's websites and SEN Policy:

<http://hovingham.n-yorks.sch.uk/data/documents/SEND-Policy-2014.pdf>

<http://st-hildascofe.n-yorks.sch.uk/data/documents/SEND-Policy-2014.pdf>

### What Kinds of Special Educational Needs do we provide for?

- ✓ All children are welcomed into our school. We provide an inclusive education for pupils with a wide range of needs.
- ✓ If a parent of a pupil with a EHCP requests a place at the school, we will try to find strategies to meet their child's needs.

### Who is the Special Educational Needs Co-ordinator and how can I contact them?

- ✓ Our SENCo is Mrs Faye Dodds-Aston - f.dodds-aston@hshafed.uk
- ✓ She can be contacted at school on (01439 788357)

### How do we identify children and young people with SEN and assess their needs?

- ✓ Special Educational Needs (SEN) is a **legal** term. It describes the **needs** of a child who has a difficulty or disability which makes **learning harder** for them than for other **children their age**.
- ✓ Through careful observations, detailed assessment and an analysis of progress, Staff will identify when a child requires a learning plan that includes personalised additional or different provision.
- ✓ For children who require additional or different support a support plan may be written to outline the provision being put in place and the outcome hoped for as a result.
- ✓ If a child needs further specific support an Individual Provision Plan may be provided in order to outline provision and indicate time scales for achievement of targets.
- ✓ For some pupils, the school may consult with specialist support from our Enhanced Mainstream School, Educational Psychologist or the medical services for a more specialist assessment of a pupil's educational need.
- ✓ Any child who requires high levels of support, in consultation with parents, referrals will be made for statutory assessment in the form of an EHCAR - Education, Health and Care Assessment Referral.

#### **How do we work with parents of children with SEN and how do we involve them in their child's education?**

- ✓ At St. Hilda's and Hovingham C of E VC Primary Schools we have an open door policy and parents are always welcome to speak to members of staff about their children.
- ✓ We meet with parents of children with SEND regularly (at least termly) at a time convenient to them to discuss their child's progress towards their targets and what aspirations their child has for the future.
- ✓ We will offer support and guidance to all parents about how best to support their child in 1:1 meetings and also at our parent information evenings.
- ✓ Involvement of parents/carers and children is always sought.
- ✓ Pupils and parents are informed of the service provided by SENDIAS  
<http://www.northyorks.gov.uk/article/31690>  
 Angela Cavill 01609 534611 - [angela.cavill@northyorks.gov.uk](mailto:angela.cavill@northyorks.gov.uk)

#### **How do we involve young people with SEN in their education?**

- ✓ Pupils are involved in setting their targets and goals and choosing their preferred strategies to reach them.
- ✓ Reviews follow a pupil centred format.

**How do we assess and review the progress of pupils with SEN have made towards outcomes and how are they and their parents involved in this?**

- ✓ Your child's progress is continually monitored by his/her class teacher in a variety of ways:
- ✓ His/her progress is reviewed formally every term through teacher assessment.
- ✓ Class teachers use an internal system of class provision maps which assess the whole child including their physical or social and emotional needs. This information is used to ensure that teaching is personalised.
- ✓ If your child is in Nursery or Reception their progress will be monitored against the Early Learning Goals.
- ✓ At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the school results are published nationally.
  
- ✓ The SENCo regularly monitors the provision and progress of children with SEND.
- ✓ All children with SEN are monitored closely to ensure progress is happening.
- ✓ Some children have a support plan, where appropriate, to demonstrate the support

they have been given and the impact it has had on their learning.

- ✓ For pupils with a support plan, a pupil centred review will be held with parents at the end of an intervention.
- ✓ In order to gain a full picture of the child we encourage parents to share achievements outside of school.
- ✓ Reviews are added to our support plans to track progress, achievements and shared views,
- ✓ The progress of children with a statement of SEND/ Education, Health and Care Plan is formally reviewed at an annual review meeting where all of the professionals involved in your child's education are invited to attend.

**What arrangements are there for supporting children in moving between phases of education and in preparing for adulthood? How does this help young people prepare for adulthood? Do our outcomes should reflect pupils' ambitions, including higher education, employment, independent living and participation in society?**

- ✓ When children with SEND move to another school staff involved with the child liaise closely with members of staff at the new school.
- ✓ We ensure the child and parents have a smooth transition by setting up meetings with staff from new schools and arranging pre visits for the child so that they can be best prepared for their move.
- ✓ Relevant paperwork will be shared ahead of move to ensure that there is time for clarifications to be sought prior to the child's move.
- ✓ For SEND children moving into our schools, meetings will take place prior to the move so that staff involved can have a clear picture on how best to support the child in their new setting.
- ✓ In our pupil centred reviews, the pupil is given the opportunity to set their own goals and discuss their ambitions for the future. This will be used to inform future outcomes.

### **How do we adapt the curriculum and the learning environment of children and young people with SEN?**

Most children with SEN can be best supported inclusively through Quality First Teaching. This means:

- ✓ Personalised learning planned and delivered by the class teacher in an ordinary classroom setting.
- ✓ Different ways of teaching are in place so that your child is fully involved in learning in class.
- ✓ Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- ✓ Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. All children in school are entitled to this as a part of excellent classroom practice.

On rare occasions when a programme of study is proven to make accelerated progress we may use intervention groups, these involve:

- ✓ A targeted programme of study designed to close gaps in learning.
- ✓ Time out of class to attend the group for a limited period of time (usually half an hour for several days for six to eight weeks)
- ✓ For children who require specialist support, outside agencies may be involved to recommend specialist provision.

These services include:

- ✓ Local Authority central services such as the Enhanced Main Stream Provision (schools who specialise in SEND)
- ✓ Outside agencies such as the Speech and Language Therapy (SALT) Service.

This would mean:

- ✓ You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- ✓ You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself better understand your child's particular needs.
- ✓ The class teacher would make changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better.

**How are staff trained and given the expertise to support children and young people with SEN?**

**How is specialist expertise secured?**

- ✓ Staff attend relevant training to ensure they can provide children with SEND a broad learning experience.
- ✓ SENCO attends regular networks and liaises with other SENCOs in area regularly.
- ✓ For staff members working with children with specific needs, additional training will be sought to ensure they can provide the most appropriate support.

**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?**

- ✓ All children with SEND are enabled to access our curriculum and extra-curricular activities as much as is possible. Reasonable adjustments will be made to ensure inclusion.

**How do we support pupils in improving their 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?**

- ✓ We have a clear anti-bullying policy in our school.
- ✓ Additional pastoral support is provided for children requiring additional emotional support, such as Lego Therapy.
- ✓ We regularly seek the children's opinions and views in discussions and reviews.
- ✓ Our Christian ethos is evident in all that we do at St Hilda's and Hovingham Federated CE VC Primary Schools.

**How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, to help children with SEN and support their families?**

- ✓ We work with a range of outside agencies when supporting children with specific difficulties (speech and language, educational psychologists etc).
- ✓ Parental permission is always sought before involving anyone from outside of school.

**What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school, including the arrangements for supporting children who are looked after by the authority and have SEN?**

- Designated SEND governor - Dr Jane Richardson, can be contacted through either school office
- ✓ Disputes and complaints are endeavoured to be dealt with quickly so that both parties are satisfied with the outcome.
- ✓ We have a clear complaints policy.

#### 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>