

St Hilda's & Hovingham CE VC Primary School:

SEN Information Report: Reviewed October 2020

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 an 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**.

Staff are constantly reviewing pupil progress and specific needs. Where a pupil is encountering general or specific difficulties and are possibly falling behind their peers or the gap between them and their peers is getting bigger, staff will make careful observations and detailed assessments.

In the first instance, staff will consider how best to enable the pupil to access the full curriculum or to catch up with their peers. Strategies to adapt universal provision will be made using NYCC Mainstream and other specialist guidance. Upon reviewing pupil progress, staff will identify whether a child requires extra support that needs a learning plan that includes personalised additional or different provision.

Where such needs are identified, staff will inform parents and they will be invited to discuss what additional or different support is available to help their children make progress and to help them overcome any barriers to learning. In collaboration with pupils and parents, agreed additional or

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different support may be recorded on a 'SEN Support Plan' or 'My Plan' (for Emotional/Social/Mental Health needs). This will outline the outcomes being worked towards and strategies to be used to meet the child's special educational needs. Staff will use specialist tools, interventions and guidance to support pupils.

Eg:

<https://cyps.northyorks.gov.uk/sites/default/files/SEND/Specific%20Learning%20Difficulties/SEND%20Mainstream%20Guidance%201718.pdf>

When reviewing pupil progress at the end of a Plan/Do/Review cycle, the staff will refer to NYCC 'Ladder of Intervention'. North Yorkshire's guidance outlines what pathway the school should follow and the next steps at the point of review. Where pupils have received the support as outlined by the Ladder of Intervention, yet need more specialist support, they may be referred to the SEND Hub. **This would be discussed at the pupil's review, in discussion with the parents and parental consent will always be required before a referral is made.**

<https://cyps.northyorks.gov.uk/special-educational-needs-disabilities-send-and-inclusion>

If your child is identified as having SEND, North Yorkshire Guidance will be shared with you about the Ladder of Intervention and different bandings for provision for pupils with additional and different needs. A simple breakdown of this can be found here:

cyps.northyorks.gov.uk/.../SEND/SEND%20Assessment%20and%20Review/Banding...

Having followed the Ladder of Intervention and where appropriate, having gained specialist support and advice, a child with high-level or complex needs - may be referred (in consultation with parents) for statutory assessment in the form of an EHCAR - Education, Health and Care Assessment Referral.

<https://www.northyorks.gov.uk/all-about-education-health-and-care-plans-and-requesting-assessment>

Support plans are time-limited, and the targets should be reviewed at least termly. Pupils who make good progress and no longer need the additional or different provision will no longer need to be recorded as requiring SEN Support. This will be discussed with pupils and parents at the end of support cycle review.

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A child's SEN will be recorded under one or more of these headings:

<p>Cognition and Learning: e.g. Severe Learning Difficulties (SLD) Profound and multiple learning difficulties (PMLD) Moderate learning difficulties (MLD) Specific learning difficulties e.g. dyslexia, dyspraxia, dyscalculia, dysgraphia Understanding information</p>	<p>Social, emotional and mental health: e.g. Problems of mood (anxiety, depression) Problems of conduct Self-harming Eating disorders Difficulties making friends or relating to others Attention Deficit Disorder Attachment Disorder Autism</p>
<p>Communication and Interaction: Speech, language and communication needs e.g. speech articulation difficulties; receptive or expressive language difficulties. Selective mutism Autism</p>	<p>Sensory, physical or medical needs: e.g. Visual Impairment Hearing Impairment Multi-sensory impairment Physical disability Medical conditions which impact on their ability to access the curriculum</p>

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 will offer support and guidance to all parents about how best to support their child in 1:1 meetings and at our parent information evenings.

We understand that parents of pupils may have questions about their child's progress, difficulties and needs. We offer parents of children with SEND the opportunity to discuss their child's support and progress (at least termly) and to review the aspirations they have for their child's future but we also encourage an on-going dialogue and aim to work in partnership with pupils and parents.

Pupils and parents are informed of the service provided by SENDIAS
<http://sendiassnorthyorkshire.co.uk/>

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

Pupils are at the centre of all that we do and are involved in discussing their vision for the future and participate in setting their targets and desired outcomes and choosing their preferred strategies to reach them. Where possible, 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 and 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). Year 1 pupils will all undergo Phonic Screening and Times Table Test in Year 4. This is something the government requires all schools to do and the school results are published nationally.

The SENCO and Headteacher regularly monitor the provision and progress of children with SEND to ensure progress is happening.

Reviews are added to our support plans to track progress, achievements and share views.

The progress of children with a 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.

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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 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 Universal Provision. 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.

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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.

For children who require specialist support, outside agencies may be involved to recommend specialist provision.

These services include:

- Local Authority SEND Hub
- 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

This will help the school to 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 and SENCO attend relevant training to ensure they can provide children with SEND a broad learning experience.

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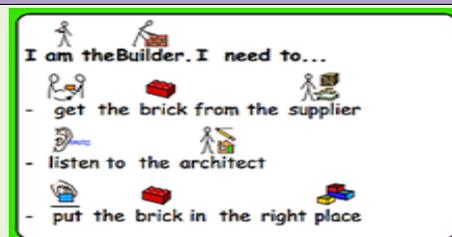
For staff members working with children with specific needs, additional training will be sought to ensure they can provide the most appropriate support.

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. The school has a Relationship and Behaviour Policy which adopts a restorative practice approach.



Additional pastoral support is provided for children requiring additional emotional support, such as classroom adaptations or Lego Therapy.

We regularly seek the children's opinions and views in discussions and reviews. Some children have a 'My Plan' which helps us manage times of emotional stress.

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, physiotherapists,

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vision support etc). Parental permission is always sought before involving anyone from outside 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 the 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 details of which can be found on the school website.

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>

The SEN report complies with section 69 (2) of the Children and Families Act 2014 regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

Our Single Equalities Scheme ensures our Accessibility Plan is in compliance with paragraph 3 of the schedule 10 to the Equality Act 2010.