

St Hilda's & Hovingham CE VC Federation: SEND Information Report: Reviewed January 2023

1. What Kinds of Special Educational Needs and Disabilities do we provide for?

All children are welcomed into our school. We are committed to an inclusive education for all pupils and aim to provide a learning environment which is flexible enough to meet the needs of all members of our school community.

Children and young people with SEND have different needs, but usually all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

If a parent of a pupil with an EHCP requests a place at the school, we will use our best endeavours to find strategies to meet their child's needs.

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

If you have any concerns you may initially wish to speak to your child's teacher.

Our SENDCO is Mrs Faye Dodds-Aston – F.Dodds-Aston@hshafed.uk

she can be contacted at school on (01439 788357)

3. 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. The school has a special needs and disability policy that sets out how the school will assess and meet the needs of pupils with SEND. Our safeguarding and admissions policy also takes careful and particular account of pupils with SEND.

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

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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 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 needs 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:

<https://cyps.northyorks.gov.uk/sites/default/files/SEND/SEND%20Assessment%20and%20Review/Banding%20process%20descriptors/Banding%20Process%20and%20Descriptors.docx>

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: eg: 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: eg: 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 eg: speech articulation difficulties; receptive or expressive language difficulties. Selective mutism Autism</p>	<p>Sensory, physical or medical needs: eg: Visual Impairment Hearing Impairment Multi-sensory impairment Physical disability Medical conditions which impact on their ability to access the curriculum</p>

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

4. How do we work with parents of children with SEND 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.

5. 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.

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6. 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 an 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.

7. 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.

8. The approach to teaching children and young people with SEND.

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High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37)

We are a fully inclusive school and we take reasonable action to ensure that your child can access all learning opportunities. Each child who is identified as working with a special educational needs and/or disability has an individual support plan which is updated regularly. This outlines your child's barriers to learning and how we intend to address them in order for progress to be made. Differentiation takes many forms including offering different levels of support, varying the task set, use of equipment, providing alternative ways of recording and planning for different learning styles. Where extra adult support is required, staff are trained how best to support pupils and to ensure understanding and engagement.

9. 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 may be in place so that your child is fully involved in learning in class.



Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

Specific strategies (which may be suggested by the SENDCO 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.

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10. How are staff trained and given the expertise to support children and young people with SEN? How is specialist expertise secured?

Staff and SENDCO attend relevant training to ensure they can provide children with SEND a broad learning experience.

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

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.

11. Evaluating the effectiveness of the provision made for children and young people with SEND.

The SEND monitoring, book looks, pupil and parent voice, alongside the school SEF is used to monitor the effectiveness of the provision made for pupils with SEND by regularly monitoring, evaluating and reviewing the provision and pupil progress.

12. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.

The school ensures that pupils with SEND are able to participate and engage appropriately in the activities available to all pupils.

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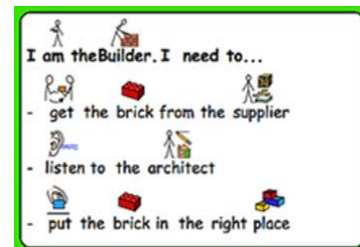
13. How do we support pupils in improving their emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying? The support for improving emotional and social development

Our school's vision statement is, "Where everyone grows" is rooted in "I have come that that they may have life, and have it to the full" (John 10.10) We believe that education must equip people of all ages with the skills to maximise their engagement with the world around them and education must develop academic, spiritual, emotional and personal growth.

Understanding that teaching your child beyond the rigours of the classroom is a fundamental part of delivering our vision. We understand that in order for embedded learning to take place, enjoyment and trust must be the drivers for delivering such. The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. Our Relationship and Behaviour Policy focuses on teaching pupils how to behave through forming excellent relationships and restorative practice. We have a clear anti-bullying policy in our school. Staff and children are trained in e-safety and this training is available to parents. All children are taught about bullying, friendship and staying safe (including e-safety) through PSHE, Circle Time and Worship. In every class there is a 'worry monster' for children to share their problems, anonymously if they choose to do so. The school has a team of designated safeguarding leads to deal with issues regarding safeguarding and child protection.

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 where possible they contribute their thoughts to help us manage times emotional stress.



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14. How the school involves 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.

Where appropriate, the school involves outside bodies in meeting pupils' SEND. Parents are consulted, consent is asked for and they are kept involved throughout the process. 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.

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

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Parents are encouraged to access additional support where necessary e.g.

North Yorkshire County Council provides a local offer with useful information for children and young people with special educational needs and disabilities (SEND) and their families. It is there to help families, individuals, groups and organisations find information, so you have more choice and control over what support is right.

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

Pupils and parents are informed of the service provided by SENDIAS that provides legally-based information, advice and support relating to Education, Health and Social Care for families of children and young people aged 0-25

<http://sendiassnorthyorkshire.co.uk/>

Parents are also encouraged to seek advice and support as required and are encouraged to use resources such as these below.

<https://www.northyorks.gov.uk/send-information-parents-and-carers>

<https://sendiassnorthyorkshire.co.uk/>

<https://www.northyorks.gov.uk/early-help>

<https://councilfordisabledchildren.org.uk/>

15. Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

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.

https://st-hildascofe.n-yorks.sch.uk/wp-content/uploads/2022/05/18_Complaints.pdf

All complaints should first be discussed with the class teacher, then SENDCO. They should then be directed to the executive headteacher. The policy sets out in detail how the complaints are dealt with. If concerns cannot be resolved then complaints should be made in writing to the SEND governor: Dr Jane Richardson

jane.richardson@hshafed.co.uk

16. The arrangements for admission of disabled persons as pupils at the school.

The school admissions policy sets out the arrangements for the admission of all pupils including those with SEND and ensures that these pupils are not treated less favourably than those without SEND.

Link to admissions policy: <https://st-hildascofe.n-yorks.sch.uk/parents/admissions/>

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17. The steps taken to prevent disabled pupils from being treated less favourably than other pupils.

In compliance with the Equalities Act (2010), all schools will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Details of this can be found on our website in our Equalities Scheme.

Our schools has an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.

As individual schools we are happy to discuss individual access requirements. Please refer to the school accessibility plan which can be found on our website.

SEND Policy: <https://st-hildascofe.n-yorks.sch.uk/about-us/send/>

Accessibility policy: <https://st-hildascofe.n-yorks.sch.uk/policies/>

Equalities Scheme: <https://st-hildascofe.n-yorks.sch.uk/wp-content/uploads/2022/03/Pol 6 Equality Scheme 2022.pdf>

18. The facilities provided to assist access to the school by pupils with SEND?

A notional SEND budget is allocated to individual schools each financial year in line with the SEND Code of Practice. This can be used to provide additional support or resources dependant on an individual's needs. Dependant on budget; additional support and resources may be deployed to aid children's learning. The level of support will vary dependant on the needs of the child. For example: we have provided specialist ICT, visual support, writing facilities, adapted chairs, quiet nurture spaces and grab rails for pupils with specific needs.

We aim to make our school as safe, secure and accessible to all. Whilst we do our best to accommodate pupils with limited mobility, our school is on a number of different levels though we do have ramp access to all buildings. We also have an accessible toilet for those who need it. There is disability parking available.

We will seek to gain advice where further reasonable adaptations may be needed for anyone with a specific need. Additional or different specialist equipment that is required will be sourced using designated SEND or EHCP funding within the school's means.

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



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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 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.