

**Learning Challenge Partnership
Follifoot, Goldsborough, Sicklinghall, Spofforth Schools**

Special Educational Needs and Disability (SEND) Information Report

Date November 2018

For the academic year 2018 - 2019

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 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>

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Our SEND policy is available in the policies section of our school website. Paper copies are available on request via the school office. Translation services or other adjustments such as large print copies are also available on request to the school office.

Governors should describe:

This is what we provide in our schools

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

SEND Provision in school

1. What kinds of SEN are provided for in your school?

At Follifoot, Goldsborough, Sicklinghall and Spofforth Primary school all children are welcomed and included. The vast majority of additional needs can be effectively met through existing provision. Where any more significant adjustments are necessary, we work closely with colleagues (in our schools across the Learning Partnership and the local authority) and families to ensure children are successfully included in our mainstream setting. 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. All of our schools within the Learning Partnership work to meet the needs of pupils with difficulties in communication and interaction, cognition and learning, social, emotional and mental health, as well as sensory and/or physical needs. The schools plan provision for each of these areas of need through the use of Provision Maps, which allow parents to see what we can offer. Teaching assistants are deployed according to need and this can be done on a lesson basis in order to respond flexibly and swiftly to need. If a specific allocated time is given to a child, then parents will be informed. This may be in the form of in class support or interventions run outside of lessons. Some of the interventions we run in school are 'Precision Teaching', 'Read, Write Inc.', 'Active Literacy Kit' (ALK), 'First class at number' and Power of 2. Through the School Development Committee of the governing body Governors will ask questions about the provision for all children and particular groups such as SEND and what impact they are having on the children. For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. We can talk to you about this in more detail or you can contact the Parent Partnership service 0845 034 9469.

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.

Policies and SENCO

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?

SEND is one of the main headings on our websites with information for prospective parents. The name of our SENCO for the Learning partnership is Mrs Zara Chantler and she can be contacted on the school telephone number:

Goldsborough 01423 862617

Sicklinghall 01937 582494

Spofforth 01937 590655

Follifoot 01423 872580

The school has a range of documentation available for parents including the SEND/Inclusion Policy which highlights how children's additional needs are identified and how the school will support these children. Provision Maps are also available on the school website which highlight some of the provision school can offer relating to the four main areas of need; communication and interaction, cognition and learning, social, emotional and mental health, as well as sensory and/or physical needs. In response to queries from parents regarding dyslexia we have added a specific dyslexia section to our school website. All schools closely monitor the interventions taking place each term and these are reviewed regularly and the impacted measured. Some children may also have an Inclusion Passport (Spofforth and Follifoot) or a personal Provision Plan (Goldsborough and Sicklinghall) which states the child's individual strengths and needs, learning outcomes and the type of support they will need to help them to make progress. Some children may have an Individual Provision map which shows Quality First Teaching, additional and different booster catch up provision as well as more personalised provision made for the named child. Progress is reviewed at least each term and for some children at more regular intervals. If the school feels a child may need additional support from outside agencies, they will discuss this with parents and, if agreed, a Request for Involvement form will be submitted. Some children in school with more complex needs will have an Education, Health and Care Plan.

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: -

- 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 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.

Consulting with Parents and Carers

3. What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

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 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. Inclusion Passports/Personal Provision Plans are sent home in order for learning outcomes to be supported at home. These learning outcomes are then reviewed in partnership with the child, class teacher and

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

<p>parent in order for achievements to be celebrated and next steps to be identified. The SENCO may also be invited into these meetings for monitoring and supportive purposes. A questionnaire is sent out in order to review policies and procedures so that practice can be further developed and modified to meet our learners needs. Some children and their families will be part of the Learning Conversation programme which specifically targets academic and non-academic goals, long and short term. The Federation of Spofforth and Follifoot and the Federation of Sicklinghall and Goldsbrough also benefit from a SEND governor who is informed of any changes to policy and contributes to the monitoring and evaluation of provision for SEND pupils.</p> <p>The schools have alternative means of communication with parents, including Marvellous ME; a website/app which allows staff to share pupils' work instantly throughout the school day. Similarly, the website Pobble publishes children's writing which staff upload, and parents are notified. All four schools host a 'Sharing Assembly', where parents are invited to come to school and help celebrate children's achievements from both in and out of school. The school websites have a school blog which informs parents of latest events that the school has taken part in. All these work alongside the traditional weekly newsletters as well as daily contact on the playground with parents at the start and end of the day.</p>	<p>making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.</p> <p>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.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> • 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.
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<p>Pupil Voice</p> <p>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?</p>	
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<p>The views of all children, including children with SEND, are obtained to alter, enhance and enrich provision at Follifoot, Goldsbrough, Sicklinghall and Spofforth School. This is done via a school council in which pupils are represented from all year groups. Focus Groups also take place where children can share their views at an age appropriate level. More specific views (about learning, progress in learning and feelings towards school) from children with SEND are collected via a questionnaire or a group discussion each term; these are completed at an age and ability appropriate level either individually or with support from an adult. Following these questionnaires, the SENCO collates the responses and informs the teachers of any specific areas to target. Class ambassadors are selected to represent Follifoot, Goldsbrough, Sicklinghall and Spofforth School and pupils with SEND are included in this process.</p> <p>Follifoot, Goldsbrough, Sicklinghall and Spofforth School also benefit from a parent ambassador who is informed of any changes to policy and takes part in learning walks with the SENCO and SEND governor.</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 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.</p>
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Assessment and Consultation with Parents and Carers

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?

When children enter primary school there are national expectations which are the average levels for children at the end of an academic year/key stage. If children do not achieve these national expectations, some additional support may be needed to help a child to make progress. Progress of all children is reviewed regularly to make sure that they are making expected progress. You will have the opportunity to discuss your child's progress at the parent/teacher consultation evenings and at review meetings. Regular contact with parents is really important for all children including those with a special educational need. In addition, parents can request to meet with the class teacher or SENCO at any point during the academic year. 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. Each term all pupils' progress is monitored and the Head teacher shares with the SENCO and staff a whole school data report in which the progress of pupils with SEND is analysed individually. The SENCO, along with the SEND governor, carries out Learning Walks, lesson observations and work scrutinies to assess and review provision for pupils with SEND across Follifoot, Goldsborough, Sicklinghall and Spofforth School. Inclusion passports/Personal Provision Plans are reviewed half termly as a minimum and shared with parents/cares and children at Follifoot, Goldsborough, Sicklinghall and Spofforth School.

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.

Transition

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?

At Follifoot, Goldsborough, Sicklinghall and Spofforth School, transition meetings for all children with SEND are well established. In Year 6, some children will have additional visits to their chosen secondary school prior to the Welcome Day which is for all children. At the transition meeting with parents, a careful plan is put in place to support an individual child's needs and to ensure that they have the best possible start at secondary school. Transition meetings and plans are organised throughout school for some children. In the Summer term before children enter Reception, children are invited to attend 'New Starter' days where they have the opportunity to meet their class teacher and other members of the school family. If required, additional transition days can be included in an individual plan to support the transition process.

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.

Teaching and Learning

7. What is your School's approach to teaching children and young people with SEN?

At Follifoot, Goldsborough, Sicklinghall and Spofforth School, staff know the importance of high-quality teaching to support the needs of all learners. Good, carefully planned universal provision is key for all children to be able to make progress with their learning. Lessons are carefully differentiated, and some children may need additional resources or adaptations to be made in class. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. Interventions are planned by the class teacher, sometimes suggested by outside agencies, and usually carried out by a teaching assistant. Some interventions will be time-limited; others may take place over a longer period of time. Staff receive regular training and support provided by a number of different agencies these include but are not limited to; precision teaching, Lego therapy, social stories and communication in print. All interventions are recorded on Inclusion Passports/Personal Provision Plans to measure impact and progress made towards learning outcomes.

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

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:

- 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.

Curriculum Adaptations

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

At Follifoot, Goldsborough, Sicklinghall and Spofforth School when necessary, adaptations will be made to the school environment and the curriculum so that all children are able to access the curriculum and the social aspects of school life. Such changes include the colour of displays; using neutral tones to make them more easily accessible for children with dyslexia, seating positions; ensuring the board is clearly visible, other pupils don't have their backs to children with SEND, pencil grips and

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>'wobble cushions'; for children with physical needs. These adjustments are referred to as 'reasonable adjustments. Some children may need specialist resources and or technology to support their learning. Where possible, these resources are kept in school and both staff and pupils are trained in how to maximise their potential within the classroom environment. Individual Risk Assessments are carried out for children who may need additional support on school trips.</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>Staff Training 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?</p>	
<p>At Follifoot, Goldsborough, Sicklinghall and Spofforth School have a small but highly skilled team of support staff who support both individual and groups of children throughout school. Support staff receive training in different areas of SEND including Lego therapy, social stories, precision teaching, reading interventions, maths interventions, communication in print and local updates. Individual staff training needs are identified during the Performance Management process and the school has excellent links with a wide range of professionals who provide on-going training for staff in school. SEND training is part of the whole school development plan and as such all staff receive training in carefully identified areas of SEND each year.</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>Monitoring 10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	
<p>Progress of all children is reviewed regularly to make sure that they are making expected progress. At Follifoot, Goldsborough, Sicklinghall and Spofforth School, we use statements related to year group objectives as a means of assessing and tracking pupils. Assessment information is explained to parents during the first parent consultation meetings of the academic year both in written form and verbally by class teachers. At further parent consultation meetings, parents will be informed of their child's progress. This will be summarised in an end of year report. Additional meetings can be requested by parents and/or teachers if felt necessary. Interventions are monitored closely and reviewed each half term or more regularly, depending on their nature. The effectiveness of interventions is decided on by using pre and post intervention assessments, Record of Intervention forms alongside pupils' work and by checking progress on school assessment data basis. Some pupils with SEND have personalised Inclusion passports/Personal Provision Plans which detail the provision they are receiving. Whole school Provision Maps are also in place to inform parents and staff of what provision is on offer. Pupils and their parents may be invited to take</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</p>

<p>part in Learning Conversations with the class teacher where targets are set and reviewed together. The SENCO and SEND Governor carry out Learning Walks to get a clear picture of the provision used in class on a day to day basis.</p>	<p>described as a 'learning conversation'. 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>
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Inclusion in Extra Curricular Activities
 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?

<p>All children, including children with SEND are encouraged to attend a wide range of extra curriculum and extracurricular activities. Where reasonable adjustments are to be made during the school day, external providers are aware of these adjustments that need to be made. Through the support of the SENCO this enables all children to be actively involved in every aspect of the school life. Each child at Follifoot, Goldsborough, Sicklinghall and Spofforth School has a position of responsibility within the school life; this is also true of children on the SEND support register. Uptake of children to participate in extra curriculum and extracurricular activities are recorded and tracked and shared with the head teacher.</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>
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Pastoral Support
 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.

<p>Follifoot, Goldsborough, Sicklinghall and Spofforth School are committed to providing high quality PSHE (Personal, Social and Health Education). PSHE lessons contribute to children making good progress in this area of their learning. Some children need further support and interventions are tailored to meet and improve children's social and emotional well-being for example 'Time to Talk'. Regular Circle Time and PSHCE lessons contribute to children making good progress in this area of their learning. Some children may also attend small Nurture groups on elements of interest such as gardening to support their social and emotional development. If teachers' feel it is necessary, we have links to Grove Road EMS for social, emotional and mental health support which can be accessed by a referral. Teaching assistants working with pupils with SEND are maintained as consistently as possible.</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
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Outside Agencies 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?	
<p>Occasionally it is beneficial for school to request some additional support from an outside agency.</p> <p>Follifoot, Goldsborough, Sicklinghall and Spofforth School has established excellent working relationships with professionals from the following agencies:</p> <ul style="list-style-type: none"> • The Educational Psychologist • The Healthy Child Programme 5 – 19 years • School Nurse and Health Visitor • Speech and Language Therapists • Occupational Therapists • Pediatrician • EMS schools for Communication and interaction, social, emotional and mental health and specific learning difficulties. <p>Professionals from all the above agencies regularly support staff and children in school. School would only contact an outside agency after consultation with parents. We also have access to Enhanced Mainstream (EMS) schools that can provide specialist advice, support and training for specific areas of need such as communication and interaction and dyslexia.</p> <p>If parents need support outside school, they can contact the Parent Partnership service on 0845 034 9469.</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>
Complaints Procedure 14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.	
<p>At Follifoot, Goldsborough, Sicklinghall and Spofforth School we operate an ‘open door’ policy. Parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss additional support children are receiving. If you wish to discuss your child’s needs further, please contact the head teacher for Follifoot, Goldsborough, Sicklinghall and Spofforth School or SENCO who will be able to talk about how Follifoot, Goldsborough, Sicklinghall and Spofforth School can support children with SEND. Complaints policies clearly identify systems for responding to complaints and can be found on the school websites.</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>