

Thorpe Willoughby Primary School SEN 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 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>

Thorpe Willoughby Community Primary School SEND information report

Date: March 2016

Link to SEN Policy [Thorpe Willoughby CP School SEND Policy](#)

Governors should describe:

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?	
<p>We pride ourselves on being an inclusive school and welcome all children into school regardless of their area of Special Educational Need or Disability (SEND). We strive to use our best endeavours to meet the needs of all children at our school, including those accessing SEND Support and those with an EHCP/Statement of SEN. We adopt a graduated approach to our teaching to meet the needs of all children in accordance with the DfES Code of Practice, 2015.</p>	<p>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.</p>
2 What policies do you have for identifying children and young people with SEND? How do you assess their needs? What is the SENCo's name and how can I contact them?	
<p>The named SENCo for our school is Mrs Joanne Ord and she can be contacted on the school telephone number – 01757 703996.</p> <p>All children at our school receive Quality First Teaching (QFT) which ensures that teaching is personalised and targeted for each child accordingly. If a child requires further support which is deemed additional to or greater than that of other children of the same age, they will be placed on the school's SEND Register and will receive further targeted SEND Support. This Register is fluid and reviewed at least termly. If your child is</p>	<p>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:-</p> <ul style="list-style-type: none">• 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

receiving additional SEND Support, your child's class teacher will inform you of this. This level of support will be either carried out by staff within school or as requested from outside agencies.

An Individual Provision Map (IPM) will be completed for each child on the SEND Register. This will highlight clear steps to success for the following term so that the child, parents/carers, teachers and support staff are aware of desired outcomes, and additional classroom support or interventions to support the achievement of these will be highlighted. These IPMs will be shared termly with parents/carers by your child's class teacher.

Should it be felt that your child's needs are not being met fully by SEND Support, an EHCAR form can be completed with the class teacher and SENCo to request an Education Health and Care Plan (EHCP). Further information about this can be obtained from the Headteacher or SENCo.

- 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?

All children on the SEND Register will have an IPM which will be shared by the class teacher with the parents/carers and children (as appropriate) and support staff termly. These will also be reviewed by the SENCo. This will be completed as a team document between all of those involved in order to provide the best opportunities for the child. New outcomes are set at least termly. Our school also communicates with parents in a number of different ways including:

- At the beginning/end of the school day
- During Parent/Carer Teacher Consultation meetings during the autumn and spring terms
- Annual reports
- Whole school yearly targets for English and Maths shared in reading records
- Individual termly writing and reading targets shared in reading records
- Maths targets shared through SMIRFs
- Meetings requested between parents and staff through class teachers or the school office
- Reading records
- Class assemblies
- Regular newsletters (including 'top tips' for communication from our EMS team)
- Regular texts

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.

<ul style="list-style-type: none"> Information on our school websites, including recent events, latest news and policies. 	
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>The views of the children in our school really matter to us and we carry out Pupil Voice meetings regularly to obtain the views of all children in different areas of school life; these are then reviewed by the staff and used to inform planning and make modifications, changes or improvements in different areas of school life if appropriate. We have a school council which is represented by children from each year group. We pride ourselves on being a Rights Respecting Level Two school and the sense of respect and belonging that our children feel because of this, and each class has its own Rights Ambassador to strengthen this.</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. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
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>Regular, ongoing assessments using the 'Stat Sheffield' framework aid with showing class teachers and support staff successes and next-steps in your child's work. 'P Scales' (PIVOTs) are used to assess those who are achieving below the Stat Sheffield levels in smaller steps. These assessments are updated half-termly and monitored using the school's in-school tracking system; any children who are not making expected progress will be highlighted using this and relevant support will be put in place. Formal assessments take place at the end of KS1 and KS2 and these are used alongside teacher assessment to provide an overall view of your child's attainment.</p>	<p>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.</p>
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>Transition reviews for children with SEND are organised before moving, should this be movement between Key Stages within or between schools. Staff from receiving schools are invited to annual reviews of those children with an EHCP, and if they are unable to attend the SENCo will ensure any</p>	<p>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</p>

<p>relevant information is passed on to the child's new school. Transition visits are usually arranged for those children with an EHCP who are moving on to secondary school, and visits are encouraged for any children who are moving to a different Primary School.</p>	<p>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>Quality First Teaching is embedded across our school and all children have access to personalised, targeted Wave 1 provision. If it is felt that your child needs further support they will be added onto a further Wave 2 provision within their Key Stage; this will be reviewed at least termly depending on how long an intervention is and the progress that the child makes. You will be informed by your child's class teacher if they are receiving additional support. We have a number of General Teaching Assistants (GTAs) and Higher Level Teaching Assistants (HLTAs) who support classes throughout the day to assist with providing more targeted group work, especially in relation to mathematics, English and reading. Some GTAs and HLTAs will deliver interventions and these will be based on areas of experience and expertise of the staff member. Support provided by GTAs/HLTAs will be based upon areas of need highlighted by the class teacher shared and evidenced on planning to ensure continuity and highlight areas of progression and extra need.</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.
<p>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?</p>	
<p>The school has a School Provision Map which highlights how all types of learning will be catered for as part of normal daily classroom practice. All children who are on the SEND Register will also have an Individual Provision Map (IPM) which identifies the key areas of need, the most vital areas of QFT to address with the child, any reasonable adjustments within the classroom to assist with learning and details of any additional interventions carried out with the child. Clear objectives and outcomes will be highlighted to focus on accelerating progress and these will be shared</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>

<p>with parents at least termly. Some children who have a high level of need may require a relevant care plan, Health care plan or risk assessment either for a daily basis or during unstructured times (for example, during school trips or sports day); these will be implemented on a personal basis following discussion with parent, professional and, where appropriate, the child.</p>	
<p>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>	
<p>All staff within school receive regular training in order to assist them with meeting a range of SEND. Generic training is given to all class teachers and teaching assistants and specific training is given to individual of groups of members of staff to meet individual needs as necessary. The SENCo attends termly 'network meetings' where key updates on SEND nationally and within North Yorkshire are shared. If a child within school has a particular need and the school feels as though it doesn't have the most appropriate resources or expertise to meet them, specialist support is promptly sought from relevant professionals.</p> <p>Our school is an EMS school with a specialist Communication and Interaction team onsite with expertise in these areas. The SENCo is currently working towards the NASENCo qualification and the SEND Governor has expertise in a range of different areas of SEND.</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 SEN?</p>	
<p>Pupil progress is tracked half-termly using the school's 'Stat Sheffield' tracking system. Additional classroom strategies or interventions will be put in place for those children who have not made expected progress.</p> <p>The areas of need for a child will be looked at by the class teacher and SENCo and clear outcomes will be identified before deciding upon the most relevant intervention for them. Interventions used within school have been evaluated for their impact to ensure that they have a strong evidence base of effectiveness. Your child will carry out a baseline assessment before starting an intervention and a post-assessment upon completion to review</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</p>

<p>the impact. Progress in curriculum subjects will also be evaluated to track whether the child is able to apply strategies developed during the intervention across their school work. QFT will also be evaluated regularly by the Senior Leadership Team.</p>	<p>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 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>
<p>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>	
<p>We are an inclusive school and reasonable adjustments are made to ensure that all children are able to engage in all activities within school as far as is safely possible. Extra care plans or risk assessments are devised to allow inclusivity of a child when necessary. Pupils with SEND are equally represented in positions of responsibility such as the school council and Playground Leaders.</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>
<p>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>	
<p>We offer a range of interventions targeted at emotional support, including ELSA and nurture groups. Our Home School Link Worker is available weekly to offer emotional support to children and parents/carers. We have links with Parent Support Workers and can include their involvement where necessary. Regular pupil voice meetings are carried out to allow staff to listen to the views of all children within school and any concerns that they have can be followed up appropriately. We pride ourselves on being an inclusive Rights Respecting School and children take ownership in helping with writing our anti-bullying leaflets.</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 SEN and supporting their families?</p>	
<p>Where external support is required a referral is made to a Single Point of Access (SPA) team who will consider which agencies will be most suitable to work with the child. External agencies who work alongside our school include: Enhanced Mainstream Schools (covering needs including</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</p>

<p>Cognition and Learning, Communication and Interaction), Educational Psychologist, Speech and Language Therapists, Occupational Therapist, Parent Support Advisors, Autism Outreach, CAMHS, Medical Specialists, Paediatrician, Vision Support, Child Protection Officer, Social Care and Early Years Advisory Teacher.</p> <p>Within our school, we have highly trained HLTAs/GTAs delivering interventions such as ELSA, Success @ Arithmetic, 1st Class @ Number and Word Attack. We will inform you immediately if we feel as though your child would benefit from support from an external agency.</p>	<p>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>The named SEND governor for our school is Mrs Sue Battersby. The Chair of Governors is Jan Tetley. Our Headteacher is Mrs Sue Brown.</p> <p>Any complaints should follow the school's complaints procedure, which can be viewed on our school website or requested from your child's teacher or the school office.</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>