

West Heslerton CE Primary School SEND information report 2016



Draft Code of Practice 6.74

'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 SEND. 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'. The questions which need to be covered are included in the following proforma in italics. In order to be legally compliant, these must all be answered by the school.

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.

Schools should also make data on the levels and type of need within the school available **to the local authority**. This data will be required to inform local strategic planning of SEND support, and to enable the local authority to identify pupils who have or may have SEND. Such data, collected through the school census, is also required to produce the national SEND Information report.

The North Yorkshire local offer can be found at:

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

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September 2016

	North Yorkshire LA expectation of good practice	School offer
Universal Provision	<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. 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. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.</p>	<ul style="list-style-type: none"> • Named, approachable SEND Coordinator, Mrs Rachel Wells, Headteacher. • Named, approachable SEND Governor, Mrs Heather Clemence (See Governor page on website). • Inclusion passports show support for pupils with additional needs. • High quality, cross-curricular approach based upon personalised learning. • Small classes, each with teacher and teaching assistant. • In-class support and small group/individual work. • Small group/individual focussed withdraw sessions.
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Approaches the teaching/ learning and development of children and young people with special educational needs;</i> • <i>Adapts the curriculum/provision and additional learning support available to children and young people with special educational needs;</i> • <i>Supports and improves the emotional and social development of children and young people with special educational need.</i> 		
Recording Provision,	<p>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; • the next date when your child's progress will be reviewed. 	<ul style="list-style-type: none"> • Inclusion passports in place for all pupils with additional needs. • Inclusion passports show elements selected on an individual basis to meet the needs of each learner.

Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Identifies the particular special educational needs of a child or young person;*

Interventions	<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.	<ul style="list-style-type: none">• Structured, specific interventions in class and outside of the classroom.• Intervention information shared with parents termly and detailed in individual Inclusion Passports.• All interventions are assessed and reported back to parents for future planning.
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Secures the services, provision and equipment required by children and young people with special educational needs;*

Extra Adult Support	<p>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>	<ul style="list-style-type: none">• See interventions above
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Secures the additional learning support available to children and young people with special educational needs;*

Expected progress

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 with National Curriculum levels.

- Progress is reported at Parents Evenings and more frequently if requested.
- Annual written report.
- Progress, approaches and successes over time are recorded in individual Inclusion Passports.

Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Monitors the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;*
- *Monitors and evaluates the effectiveness of special educational provision, including information about how children, their parents and young people will take part in any assessment and evaluation;*

Inclusion Quality Mark

Many North Yorkshire schools have used our Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefiting different groups of learners, and how their outcomes are improving as a result of their work. A full list of North Yorkshire schools currently holding the IQM is available.

Schools who do not hold the IQM should demonstrate their commitment to Equality in line with the Equality Act 2010 and in line with their school's aims and vision statement.

- Please see or school ethos.
- Please see our Equality Policy.
- The Inclusion Mark is an assurance of Inclusivity. However, we'd rather direct our time working directly with pupils than focus upon the Inclusion Mark paperwork.

Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Supports children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;*
- *Makes activities available for children and young people with special educational needs in addition to the curriculum;*
- *Ensures facilities that are available can be accessed by children and young people with special educational needs;*

Support from other agencies	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.	We currently or recently have worked with the following services: <ul style="list-style-type: none"> • Educational Psychologist • Enhanced Mainstream School for Behaviour • Enhanced Mainstream School for Language and Communication • Children's social care • Independent SEND Consultants • Speech and Language Therapists • Occupational Therapists • NYCC Outreach services
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Secures the additional learning support available to children and young people with special educational needs*

On-going communication with parents	Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. 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. You should be informed about the National Curriculum levels at which your child is working. If you are	<ul style="list-style-type: none"> • Individual Home/School Planners • Weekly newsletters • Open door policy • Regular, differentiated homework to share working with your child. • Progress is reported termly at Parents Evenings and more frequently if requested. • Annual written report. • Progress, approaches and successes over time are recorded in individual Inclusion Passports.
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	<p>not sure what these mean, don't be afraid to ask.</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. 	
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Consults and works in partnership with parents of children with special educational needs and with young people with special educational needs;</i> 		
Inclusion Passport	<p>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>	<p>Inclusion Passports are used whenever interventions or support is needed. These are shared with other agencies and secondary schools to get the best provision for each individual.</p>
Parent Partnership	<p>A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p>	<p>Parent Partnership Co-ordinators are available through NYCC. Please contact school for details.</p>
Statutory Assessment	<p>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. Your school, or a Parent Partnership Co-ordinator can talk to you about this in more detail.</p>	<p>Please contact school for details.</p>
Key contacts	<p>All mainstream schools have a SENCo. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.</p>	<p>West Heslerton Primary School's SENCo is Rachel Wells, Headteacher.</p>