North Duffield 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>

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| **North Duffield Community Primary School School SEN information report**  **Date May 2020**  [North Duffield School SEN Policy](http://northduffield.n-yorks.sch.uk/data/documents/policy-sen-inclusion.pdf) (click to access a copy)  **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 SEN are provided for in your school?** | |
| North Duffield is an inclusive school and recognise that all children are entitled to equal access to the curriculum. We cater for a wide range of needs which fall under the four broad areas from the ‘ Code of Practice 2015’:  1. Communication and interaction.  2. Cognition and learning.  3. Social, mental and emotional health.  4. Sensory and/or physical.  We proactively work together, with parents, the child or young person and the Local Authority, to meet your child’s needs, making reasonable adjustments to ensure inclusion and improve the accessibility of our school. | 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. |
| **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?** | |
| At North Duffield children’s progress is monitored rigorously on a daily basis, in the first instance and then during half-termly progress meetings, which include the SENDCo (Mrs M A Mounfield), with class teachers and teaching assistants. This helps us to quickly identify children who are falling behind their peers and put appropriate support in place.  If initial support is not effective then the child would be placed on the intervention map where specific targeted support would be given on a daily basis. The intervention map is updated half-termly during progress meetings.  If a child’s progress continues to raise cause for concern, despite high quality teaching and use of the graduated approach, to tackle their difficulties, then the teacher and SENDCo (Mrs Mounfield) work together with the child, parents and outside agencies to assess whether a child may have significant additional needs.  Children with, or identified as having, significant difficulties will be placed on the SEND register and will have an SEN Support Plan which is specific to meeting their needs.  Our SENDCo is Mrs Michaela Mounfield and she can be contacted on 01757 288487or email, admin@northduffield.n-yorks.sch.uk. She, with the class teacher and teaching assistant, will be able to discuss your child’s needs with you, any support for learning we are providing to meet your child’s needs, and the expectations we have for your child’s progress. This will include explaining to you where your child is in their learning, and the targets that have been set. You will also be informed about the progress your child is making in line with national expectations. If you don’t understand what anything means please don’t hesitate to ask. | The name and contact number of the SENDCo 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 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 SEN and involving them in their child’s education?** | |
| If you have any concerns about your child talk to your child’s class teacher initially. This can be at Parents’ Evening, or you can make an appointment at a mutually convenient time. Our Parents’ Evenings take place during the Autumn and Spring terms. During these discussions you can find out how your child is doing and how they are progressing through their developmental milestones. North Duffield also has an ‘Open Door’ policy, where parents can have a quick word with their child’s teacher, however if a longer meeting is required then a mutually convenient appointment can be made. If staff are concerned about a child they would always communicate this to the parents. All children have an end of year report which explains their progress within national expectations.  Termly review meetings take place (in addition to Parents’ Evenings) for all children on the SEN register, which include children with SEN support or an Educational Health Care Plan. If necessary home school books are used so that communication is effective for the child, the book includes the many things that the child will have achieved that day so that parents can share these good experiences with their children. SED Support Plans are updated on a termly basis following meetings with staff, child and parents, and outside agency staff if necessary, this ensures children with SEND make progress in line with national expectations.  Free and impartial advice for parents on many aspects of SEND is available from SENDIASS (see link above) | 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. |
| **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?** | |
| Our children are consulted regularly on various topics such as the curriculum, policies and wider school life. We use an annual questionnaire to gather our pupils ’views. Our pupil voice is robust in shaping our provision. We also have an active school council which meets regularly to improve the school environment and lives in general for our pupils. Children with SEND form a key part of the council.  North Duffield school has a Pastoral Support Officer, Mrs Jo-Anne Smith, she is the key person for all of our vulnerable children, including those with SEND. Children with worries or concerns will always be listened to by any member of staff they feel comfortable talking to.  The views and aspirations of pupils form a key part of the Annual Review process for those who have an Education, Health and Care Plan (EHCP). | 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. You school will be able to describe how this is undertaken and the frequency with which the child is consulted. |
| **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** | |
| At North Duffield, we follow the Chris Quigley Essentials Curriculum which sets out statutory coverage, learning objectives and standards which are required for all subjects. The primary reason we have chosen to adopt this curriculum is because it emphasises the importance of developing the depth of children’s learning.  From September 2015, we have been using depths of learning in order to assess your child’s learning. We will assess their progress in each subject, including personal development, by reviewing the depth of their understanding.  Reception children follow the EYFS Framework. All learning is grouped into three milestones. Throughout Y1 and Y2, children will be assessed on the concepts contained in Milestone 1. In Y3 and 4 children will be assessed on the concepts contained in Milestone 2 and children in Y5 and 6 on concepts contained in Milestone 3.  During each term, we continuously assessed the depth of your child’s understanding within that milestone – whether it is basic, advancing or deep.  These points are not a mere label about a child: basic is not less able than deep. Rather, they allow us to determine each child’s level of understanding of a concept in the curriculum.  All children begin each milestone at the ‘basic’ level. Here they are acquiring new skills and are dependent upon the support of adults in order to learn new concepts.  After children are able to demonstrate this ability on multiple occasions, they move to the ‘advancing’ stage. They are more independent learners, capable of making some degree of decision whilst applying some of their skills with guidance.  Finally some children may reach the ‘deep’ level of thinking. This involves a high level of cognitive challenge, where children are expected to apply their skills in a range of complex contexts without the guidance of adults.  By the end of Year 2 children working at Advancing are meeting national expectations. Children working below Advancing are not yet meeting national expectations.  Children working in the Deep zone are exceeding national expectations.  **How will I know if my child is making progress?**  All children will be expected to make good progress from their starting point. If a child leaves Reception at the ‘emerging’ stage, and they make good progress they will leave Milestone 1 (at the end of Y2) at ‘basic 2’ which means working towards national expectation. However at the end of Milestone 2 and 3, they will be expected to leave at ‘advancing 1’, slightly below national expectations  Alternatively, if a child left Reception at the ‘expected’ stage, they should leave Milestone 1, 2 and 3 at ‘advancing 2’ which means that they are working at national expectations  However, if a child left Reception at the ‘exceeding’ stage, they should leave Milestone 1, 2 and 3 at either ‘deep 1’ or ‘deep 2’.  In addition, for those children accessing targeted intervention a measure of its impact is made continuously using the graduated approach, the assess, plan, do and review cycle and half termly meetings between SENDCO and teaching staff.  We have an open door policy which means parents are free at any time to make a mutually convenient appointment with their child’s teacher, SENCo or Headteacher to discuss their child’s provision and progress, also to get advice on how best to support their child at home. Parents and carers will always be consulted if we start to make SEND provision.  Termly review meetings (in addition to Parents’ Evenings) take place for all children on the SEND register, which include children with SEND support or an Educational Health Care Plan. All children have an end of year report which explains their progress within national expectations. | 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. |
| **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** | |
| In the Summer term all children have the opportunity to spend time with their new class teacher and staff meet to pass on information to the new team. Pupils with SEND have an SEN Support Plan and pen portrait which lists interventions, strategies that work, and preferred learning environments. An At a Glance profile is available to inform strengths and weaknesses.  We have strong links with the secondary schools in the area, and transition days are arranged for all our Y6 children. If our vulnerable children need extra transition days in order to make a smooth transition then this is arranged. High schools are invited to annual reviews in Y5 and Y6 to assist parents in making the right decision when choosing a high school for their child.  If your child is transferring to our school, we contact the previous school for information, or attend review meetings, and will set up transition days or visits so that your child feels comfortable making the transition.  If your child is transferring from our school to another all information regarding your child will be passed securely to the receiving school. | 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. |
| **7. What is you School’s approach to teaching children and young people with SEN?** | |
| Teachers’ expectations are high and all children will have access to Quality First Teaching, which is planned and delivered by the class teacher with the support of the TA. Tasks are made accessible for the children through careful thought regarding how the task is presented, and what tools/resources the children will need to get the task done.  Additional support takes place in the form of focused and targeted interventions, either in small groups, or 1:1 with the class teacher, teaching assistant or outside agency. The support will be delivered in the classroom or a quiet place such as the library.  Some of our interventions include:  Coloured Semantics  Lego Therapy  1st Class at Number  Reading Intervention  Interventions have a clear starting point and smart targets. They usually run for 6 weeks, when they are reviewed using the graduated approach in the half termly SENDCO meetings. The SENDCO assesses reading/comprehension of all SEND children half termly using the New Salford Sentence Reading Test and informs teachers of the results. | 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. |
| **8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?** | |
| SEND provision is that which is additional to or different from the Quality First teaching available to all our children. It may take the form of additional support from school staff, or require the involvement of Outside Agencies, such as Speech and Language.  Half termly pupil profile meetings take place where staff discuss adjustments to accommodate children’s needs. All classrooms adapt their environments according to the needs of the children and we have a clear action plan linked to the school development plan and Single Equality scheme.  Risk assessments are carried out for children with SEND who need this support and adapted environment. | 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.  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. |
| **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?** | |
| Class teachers are responsible and accountable for ensuring the progress and development of all the children in their class, including those with SEND.  North Duffield school ensures staff are trained to meet a range of needs and have access to continual professional development (cpd), this is identified in our school development plan that highlights the needs of the staff in order to improve the teaching and learning of all pupils, including those with SEND.  We frequently undertake whole staff training regarding SEND, for example autism, numeracy, anxiety, and also have staff with specialist training in areas such as reading intervention, dyslexia, supporting anxious children.  At times we may work with parents to secure support from a specialist agency such as, Child and Adolescent Mental Health Service, or a Specialist Teacher, There is a ‘single point of access’, to access this support, which is always responded to within ten working days. | 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. |
| **10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?** | |
| At North Duffield School all classes provide Quality First teaching which is regularly evaluated through observation and professional discussion of progress in children’s books. Rigorous assessment is tracked and discussed in fortnightly pupil progress meetings; children with SEND have extra progress meetings half-termly. The approach is graduated and regular reviews ensure evaluation of impact and also enables adaptations to take place to suit changing needs.  Our designated governor for SEND is Mrs Gill Vollans, who meets regularly with the SENCo to ensure she is up to date with school practice, policy and changes, also visiting classrooms to validate Quality First teaching and provision. | 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 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. |
| **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?** | |
| North Duffield School ensures adaptations are put in place to ensure inclusion for all children, including those with SEND. We provide a wide range of activities to help children try new things, inspire and raise expectation, ambition and open up potential. Many of our SEND pupils take up extra curricular activities that are always adapted to include. This is also true of school trips that are fully risk assessed and adapted accordingly. Adaptations can be providing an extra vehicle or adult support, or extra coverage of the venue via an on line site to reduce anxiety.  Our school council includes SEND representatives to represent their point of view. | 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. |
| **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.** | |
| At North Duffield we employ a pastoral support officer who is the key person for all our vulnerable pupils, including those with SEND. We also have a rigorous PSHCE curriculum which spirals throughout the children’s learning and includes regular circle/talk and discussion times.  The school team has undergone restorative practice training and we have a rigorous behaviour system that was set up by a specialist teacher from the LA, and is shared and used by the whole school community.  Our children spend time identifying possible areas causing conflict and with the support of well trained staff, create solutions to resolve these.  The Healthy Child Team is also available for advice, support and guidance through referral. | Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker. |
| **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?** | |
| At North Duffield school we can make a ‘Single Point of Access’ referral and make use of the Local Authority’s range of outreach services and the Early Help Team to help us to deliver appropriate support and interventions. Other specialists such as speech and language therapists can also support schools in this. If we feel that the involvement of another agency will help meet your child’s needs we will discuss this with you and you will be asked to give your consent. | 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. |
| **14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.** | |
| If you have a complaint about SEND the general complaints procedure should be followed. It is always best to speak to the class teacher in the first instance. If this does not resolve the issue, speak to the SENDCo or the Headteacher. If you still feel that your view has not been listened to or answered to your satisfaction, then you can make a formal complaint by writing to the chair of governors at the school.  Chair of governors: Mr R Hemingway | 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. |