



SEND Information Report- 2017 -2018



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 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'. 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 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.

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 SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the school census, is also required to produce the national SEN Information report.

The North Yorkshire local offer can be found at:

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

This is what we provide in our school	This is North Yorkshire's minimum expectations of good practice
1. What kinds of SEND are provided for in your school?	
<p>At Brayton CofE Primary School we welcome all children into our school regardless of their needs. These will fall under the four broad categories from the code of practice 2015- Communication and Interaction, Cognition and Learning, Sensory and/ or Physical Needs and Social, Emotional and Mental Health.</p> <p>We will use our best endeavours to meet the needs of children with SEND through our quality first teaching. All needs are catered for in order to provide an inclusive education for all, where we aspire to support pupils in becoming independent, happy and resilient.</p>	<p>Children and young people (CYP) with a wide range of SEND are welcomed into the school. If a parent or pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet their needs.</p>
2. What policies do you have for identifying CYP with SEND? How do you assess their needs? What is the SENCo's name and how can I contact them?	
<p>We are here to support and work alongside you; parents and carers are encouraged to speak with their child's class teacher about any concerns they may have. They will be able to discuss any support your child is receiving and this will be monitored.</p> <p>If you wish to discuss your child's needs further please contact the Special Education Needs Coordinator, Maria Stubbs who will be able to talk about how we can support children with SEND. All mainstream schools have a SENCO. Our SENCO is and can be contacted on the school office 01757 704308 or admin@brayton-pri.n-yorks.sch.uk.</p> <p>We assess, plan, do and review; children are assessed regularly to ensure they are making the expected progress. Some children can be identified as not making good progress and will therefore receive some extra help and support.</p> <p>The class teacher is usually the first person to notice that this child needs extra help. If this is the case then they will ask for a meeting with the SENCo to discuss</p>	<p>The name and contact of the SENCo should be readily available for parents. When 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. 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 • The next date when your child's progress will be reviewed <p>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 care plan.</p>

<p>strategies. If these strategies are not working and the gap is becoming significantly wider than their peers in any area, then a meeting with parents/carers about the possibility of putting the child on our SEND register will take place.</p> <p>Once a 'learning conversation' has taken place a final decision will be made by parents/carers, the class teacher and the SENCo regarding the next steps. An IPM (Individual Provision Map) will be written with specific SMART targets and strategies to help your child make progress, your child's strengths, areas of need, and record additional and different provision made. There will be termly meetings to discuss the progress of targets, this will be arranged by the class teacher.</p> <p>If specialist support from outside agencies is needed an RfI (Referral for Involvement) can be written and submitted to The Inclusive Education Service with parental consent.</p> <p>Sometimes children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to request additional support to help meet a child's needs further. A CAN-Do (Comprehensive Assessment of Need) is completed, along with a request for an EHCP (Educational, Health Care Plan), which is made if parents and professionals feel the child's needs cannot be provided within the resources normally available to mainstream schools.</p> <p>An EHCAR (Educational, Health Care Assessment Request) will not always lead to an EHCP.</p>	
--	--

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

<p>Regular contact with parents is vital for our children with SEND. The school communicates with parents regularly throughout the year through:</p> <ul style="list-style-type: none"> • Parents evening three times a year • Termly meetings with parents to discuss IPM targets • Review meetings of EHCP's with parents • Meetings at request of parents • For some children, regular communication takes place on a daily basis 	<p>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 you and your child's hopes, personal goals and interests. This</p>
---	--

<p>through the use of a home/school book or contact with the class teacher before or after school. In addition to this we will give information to parents about how to support their child at home.</p> <ul style="list-style-type: none"> • Pupil Voice Form • Parent Voice Form 	<p>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:</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>4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?</p>	
<p>The children are consulted in a variety of ways to gain pupil voice. We ask all children for their views on topics they have done in class. Various other things to do with school life are discussed through school and worship councils.</p> <p>All pupils with SEND are included in discussions about their learning (where appropriate). Their views will be heard and this is a good opportunity for them to discuss things that help them in school as well as things that might not help. Their views are recorded on the Pupil Voice form. A questionnaire is completed with all children within the academic year.</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. You school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
<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>	
<p>All children should make the expected progress in a year. Some children may need additional and different support in order to achieve this. Even with additional support some children may not fully meet these expectations but will still make progress.</p> <p>They are assessed regularly throughout the year in order to monitor the progress that they are making according to their individual starting points. Monitoring of progress towards identified outcomes will be undertaken by all the</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</p>

<p>adults involved with the provision. Progress will be reviewed on an on-going basis and records/notes kept using the school's assessment system.</p> <p>IPMs (Individual Provision Maps) are used to highlight SMART targets and areas for development and outline strategies that will be used to help each term. They are used to communicate the provision and progress of children with SEND when accessing support from external services or when a child is going through a period of transition from or to another school</p> <p>We also conduct pupil progress meetings every half term to monitor progress made by the children. From these meetings provision is arranged for the half term ahead.</p>	<p>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>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 Transition is very well planned for all children.</p>	
<p>We have strong links with all secondary schools in the area. There is a transition day for all Year 6's.</p> <p>Additional visits may be set up and children who are vulnerable or have additional needs they can attend a variety of transition event, including summer camps and a weekly transition programs for children during the summer term.</p> <p>High Schools are invited to Annual Reviews of EHCP's in Year 5 and Year 6, and the children's files are photocopied and sent up to the High School.</p> <p>If a your child is transferring to our school we will contact the previous school for information, attend review meetings, set up transition day visits and make a book about our school (if this is appropriate).</p> <p>If your child is leaving our school we will contact the new school with any relevant information and then photocopy all files to send on. The originals will be kept in</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 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;

school in accordance to statutory guidance.

- 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 y
- our child to make accelerated progress.
-

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

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. Teaching assistants are deployed where the need is 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 the Maths and Literacy lessons.

We run a range of interventions at school that are tailored to suit the needs of the children. We run nurture, literacy, maths and social groups. The whole school provision maps show some of the things we can offer to children with specific needs and is updated on a termly basis. We have a designated Home school worker who can work with children and parents on pastoral matters.

The specific child provision map is devised half termly lead by the specific need of the child following pupil conferencing with teachers.

Governors will question about the provisions and what impact they are having on the children. Termly meetings are provided with the governors for new things happening in school.

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

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.

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 SENDIASS (01609536804 – Paula Stead).

Where we feel that something additional or different is needed to support your child because they have SEND we 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. This will 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; the next date when your child's progress will be reviewed.

If your child is not making progress and the gap between them and their peers is widening then your child would take part in an intervention either in a 1:1 situation or in a small group to address the need of your child. If they are still not making progress in class support by a Teaching Assistant may be deployed if this is thought to be beneficial. This is by no means always the case. Most importantly, this support should be aiming to make your child more independent in lessons. This decision will be made by the SENCO and head teacher. More long term class support would be discussed in review meetings and through structured conversation.

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

We believe that all teachers are teachers of SEND. We will make effective changes to the curriculum and learning environment to ensure that all children are able to achieve their full potential; we promote a creative, provision based curriculum, where all learners can access the National Curriculum.

We annually review and audit our whole school provision maps to ensure we use a variety of provision and strategies to include all learners.

All staff have high expectations of all children and will put relevant adaptations in place to ensure they achieve this. The learning environment is dyslexia friendly which means it is accessible to all.

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.

<p>We make further adaptations if necessary for more specific needs such as partially sighted children, children with mobility issues and hearing impaired children. These are specific to individual children and will be addressed accordingly.</p> <p>Risk assessments are in place for children who require them, as are EHCP (Education Health Care Plans) for children with medical needs and ICP (Interim Care Plan) for specific personal and physical care.</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 SEN is current? How do you access and secure further specialist expertise?</p>	
<p>Staff who deliver focused interventions have all had the necessary training. As a whole school, we have refresher training for all the different areas of need. All our staff are highly trained and they are observed delivering the interventions. In doing this we can ensure that all the staff are consistent in their approach.</p> <p>Any staff who feel they need more training in a specific area have the opportunity to attend relevant training sessions, this is arranged through performance management and audits.</p> <p>The SENCO is currently undertaking her NASENCO Award. The Deputy Head teacher holds the NASENCO award.</p> <p>We also have a HSW (Home School Worker) trained to support parents/carers and children in and out of school who can be contacted via the office.</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>10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?</p>	
<p>Quality first teaching will be evaluated every half term through teacher observations. Provision for SEND is also evaluated for effectiveness and consistency.</p> <p>Progress of children with SEND is monitored through half termly pupil progress meetings, analysis of the data, teacher reports on progress of SEND pupils and</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</p>

<p>intervention records. School will also undertake learning walks or formal observations to assess the quality of provision.</p> <p>Individual provision maps are kept for all children with SEN and termly meetings are held between class teachers, SENCo and parents/carers. These are reviewed every half term to ensure that the provision is having an impact.</p>	<p>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.</p>
---	--

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 SEND?

<p>All children have access to all activities both in school and out, including residential and adventurous activities.</p> <p>For a school trip a pre-visit will happen, a risk assessment will be done and adaptations will be put in place. Parents will be consulted by the class teacher regarding any difficulties we may encounter. We will always go the extra mile to ensure every child can access a school trip.</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>
---	---

12. How do you support children and young people with SEND 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>We are very concerned with a child's overall wellbeing.</p> <p>Training is given to staff for medical needs when they arise for example epi pens.</p> <p>We have a personal care policy and staff will change nappies where necessary and personal care plans put in place.</p> <p>All our staff work with a range of learners, but give priority to those who need the most help, especially those experiencing multiple disadvantages. The variety of</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>issues covered is vast, ranging from punctuality, family break ups, specific learning difficulties such as dyslexia, absence and challenging behaviour.</p> <p>We have key workers for our children who we deem to be vulnerable and the children are given time during the week to spend time with them.</p> <p>Behaviour in school is carefully monitored. Strategies include social groups; inclusion team; time out; liaison with parents and phone calls home.</p> <p>SEMH (social, emotional and mental health) is paramount to a child's success, safety and happiness. At Brayton CofE Primary School we support this through our Christian values and ethos, our collective worship, our PSHCE curriculum, and a range of SEAL and Nurture Group activities.</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>The school has access to a wide range of professionals and outside agencies that we can contact for further support and advice. If we feel that outside agency input would benefit your child then we will have a meeting in school to discuss this with you. We have access to:</p> <ul style="list-style-type: none"> • Speech and language therapists • Educational Psychologists • Prevention Services (parent support) • Enhanced Mainstream schools for specific learning difficulties, Cognition and Learning, Communication and Interaction and Social, Emotional and Mental Health difficulties. • Specialist teachers for hearing and visually impaired children • Social care • CAMHS (Children and Adolescent Mental Health Service) • Looked after children workers • Healthy Schools 5-17 team <p>SENDIASS will offer information and support to families of students with SEND up</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>

to the age of 25 years whether or not they have a statement or EHC Plan. For further information contact Paula Stead on 01609 536923. They may also be able to put you in touch with other organisations or parent support groups.

14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If you are not satisfied with the provision made for your child in school regarding SEND your first point of contact should be the class teacher or SENCO Mrs Maria Stubbs. Explain your worries or concerns to them first.

If you are not satisfied that your concern has been addressed, speak to the Headteacher (Interim) Mr Bob Cochrane and ask for our SEND Governor.

Finally, if you do not feel that the issues have been resolved then you will need to follow our formal complaints procedure as outlined in the Complaints Procedure Policy.

There must be a designated governor for SEN 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.