

## **Seton School SEND Information Report**

The aim of our SEND Information Report is to give an outline and overview of the provision and practices that we offer to meet the needs of pupils with Special Educational Needs and Disability within our school.

A child or young person has Special Educational Needs Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of facilities a kind generally provided for others of the same age in mainstream schools.

The North Yorkshire local offer can be found at: <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

# Seton Community Primary School SEND information report

## Date: January 2017

*(See also SEND Policy)*

North Yorkshire LA expectation of good practice	What we offer at Seton Community Primary School
<b>1. The kinds of SEND that are provided for:</b>	<p>We value all children and work hard to adapt our provision so that all the kinds of SEND are provided for in school. SEND comes under 4 broad areas as identified in the SEND Code of Practice 2014:</p> <ul style="list-style-type: none"> <li>• communication and interaction</li> <li>• cognition and learning</li> <li>• social and mental and emotional health</li> <li>• sensory and/or physical</li> </ul>
<b>2. Policies for identifying children and young people with SEND and assessing their needs.</b>	
<b>3. Arrangements for consulting parents of children with SEND and involving them in their child's education</b>	<p>The SENCo is Mrs Nin Carvell            The SEND Governor is Mrs Andrea Foord            The SENCo and SEND Governor can be contacted via the school office on 01947 840257            Concerns can be raised by teachers, parents, the SENCo or outside agencies. Assessment data is analysed on a termly basis through pupil progress meetings, to ensure early identification of pupils who might need extra support. Outside agencies are contacted if it is felt that more guidance is needed on assessing children's needs. We use a graduated response of assess, plan, do, review. A provision map may be put in place if appropriate. This may include how the child will be supported, learning targets, desired outcomes and progress made. For children who have complex needs then we will refer for an education, health and care plan.            For further information please see our SEND policy.</p> <p>We have an open door policy where parents are encouraged to have informal meetings to ensure that we are all working together to achieve the best</p>

	<p>outcomes for our children.</p> <p>Once a term more formal consultations take place where provision maps are shared with parents enabling them to add their own thoughts. Formal review meetings take place annually for children with an Education Health Care Plan, which are usually attended by the relevant professionals working to support the pupil, as well as the relevant school staff.</p>
<b>4. Arrangements to consult with young people with SEND and how we involve them in their education</b>	<p>Provision maps and any intervention plans are shared with children with SEND. Children are encouraged to talk about their aspirations and their views are listened to and help to inform future plans. Prior to any review meetings, the views of children are carefully sought to ensure that their needs continue to be met.</p> <p>Children are present at termly meetings to review their provision maps and their views are included.</p>
<b>5. Arrangements for assessing and reviewing children and young people's progress towards outcomes.</b>	<p>We endeavour to ensure children with SEND support make at least expected progress. All plans are reviewed on a termly basis during pupil progress meetings which take place between the class teacher and the SENCo. Support plans are reviewed and progress is assessed to determine what the school's next steps should be. This is shared with parents and children during parents' evenings and/or separate review meetings.</p>
<b>6. Arrangements for supporting children and young people when they leave Seton or move up to another class</b>	<p>We work closely with secondary school settings, other settings and between classes to ensure a smooth transition for all children. The SENCo arranges extra meetings with secondary staff to prepare for the needs of those children with SEND who are transferring to secondary schools. Extra transition visits can be arranged with well-known members of staff to acclimatise the children and to help them to get to know new members of staff. Parents are involved in this process and can ask for extra transition if they feel it is appropriate. When children move up to the next class, staff discuss the SEND needs to ensure a smooth transition and to support the next teacher in meeting the specific needs.</p>
<b>7. Our approach to teaching children and young people with SEND</b>	<p>A rigorous programme of staff training ensures that pupils with SEND will have access to appropriate support. Approaches used may include adapting teaching styles to facilitate (for example) 1:1 support sessions or small group work or a different balance of visual, auditory and kinaesthetic teaching which</p> <p>suit the pupil best. The use of partition screens can be used to reduce visual and/or auditory overload and fiddle toys may be used to aide concentration. Specific software and/or computer accessibility options can be used to meet the needs of individual pupils.</p>

	<p>Where interventions are used, these are effective <u>evidence based interventions</u>, e.g. ReadWriteInc 1:1 phonics, Reading Intervention, 1<sup>st</sup> Class @ Number, Talking Partners and the impact they have on an individual child's progress is closely monitored.</p> <p>Our SENCo works closely with all our staff to ensure that provision is relevant and appropriate and the class teacher will explain to parents how this support will be organised on a regular basis.</p>
<p><b>8. How adaptations are made to the curriculum and the learning environment of children and young people with SEND</b></p>	<p>The school building is accessible for all children. Professional advice is regularly sought to ensure that our curriculum and learning environment are suitable for all the children in our school and that it enables children to make the best possible progress. Sometimes changes are made to the classroom environment where barriers to learning are identified, e.g. seating arrangements can be changed, coloured overlays can be used on paper and on screens, visual timetables can be displayed, quiet areas can be identified for 'time out' purposes.</p>
<p><b>9. The expertise and training of staff to support children and young people with SEND.</b></p>	<p>We are committed to continued professional development for all staff. The SENCo attends termly network meetings, along with any additional local meetings which are identified as being relevant to our children's needs. The information is then shared with all staff at regular meetings. All staff have received ReadWriteInc training recently. A teaching assistant is highly trained in speech and language interventions. We have also received training in the delivery of different interventions which are used successfully throughout school including: FirstClass@number, Reading Intervention and Talking Partners.</p>
<p><b>10. Evaluating the effectiveness of the provision made for children and young people with SEND</b></p>	<p>All pupils should make expected progress in line with their peers, using the current progress measure as determined by the school. We evaluate the impact of interventions and classroom practice on a termly basis during pupil progress meetings and ratio gains are considered as part of this evaluations. Progress is tracked on the school's tracking system and this is used to monitor progress towards individual and school targets. Lesson observations and book scrutiny are completed to verify summative data and a termly progress report is given to governors. Parents and children are informed of progress and next steps at parents' evenings.</p>

<p><b>11. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND</b></p>	<p>All children are encouraged to take an active role within the school, including positions of responsibility, such as the School Council, Anti-Bullying ambassadors and Young Leaders. The school makes all reasonable adjustments to include all children with SEND in all extra-curricular clubs.</p>
<p><b>12. Support for improving emotional and social development.</b></p>	<p>Children are encouraged to talk to any member of staff if they have any worries or concerns. Regular opportunities for pastoral support are provided to meet individual pupils' needs; this may be the provision of extra time for a child to talk about things which are worrying them or for which they need some support.</p> <p>We also have a team of trained Anti Bullying Ambassadors.</p> <p>Themes from the SEAL (Social, Emotional Aspects of Learning) programme are used for assemblies and are followed up in class lessons.</p> <p>All children and parents are asked to sign a Code of Conduct.</p> <p>Classroom rules are agreed and displayed in each class.</p>
<p><b>13. How the school involves other bodies, in meeting children and young people's SEND and supporting their families</b></p>	<p>We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of children's progress.</p> <ul style="list-style-type: none"> <li>• The Class Teacher is always available for advice and support in the first instance. Our SENCo is also available to offer advice.</li> <li>• We can signpost parents to other professionals that may be able to help such as the health visitor, speech and language therapist, children's centre and others.</li> </ul> <p>Parents' permission is always acquired before referring for support from outside agencies.</p> <p>If a child's need has been referred to a specific team, we will be able to support parents in accessing their services.</p> <p>We have regular contact with the following professionals to help support children and their families:</p> <ul style="list-style-type: none"> <li>• Early Years Advisory Teacher</li> <li>• Speech and Language Therapist</li> <li>• School Nurse</li> </ul> <p>Advice from professionals in other areas maybe sought as a need arises, such as:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Physiotherapist</li> <li>• Occupational Therapist</li> <li>• Enhanced Mainstream Service Cognition and Learning</li> <li>• Enhanced Mainstream Service Specific Learning Difficulties</li> <li>• Enhanced Mainstream Service Sensory, Physical and Medical</li> <li>• CAMHS</li> </ul>

	<p>Additionally, where children with Special Educational Needs are also in the care of the local authority, advice and support will be accessed from the virtual school for support of children who are looked after by the local authority.</p>
<p><b>14. Arrangements for handling complaints from parents of children with SEND about the provision made at the school.</b></p>	<p>If you have concerns about the provision made at school for your child, first discuss this with the class teacher and then the SENCo. If you are still not happy, you will need to follow the school's complaints procedure which can be found on the school website: <a href="http://www.seton.n-yorks.sch.uk">www.seton.n-yorks.sch.uk</a></p>