

## Richmond Church of England Primary School SEN information report

November 2016

[Link to SEN Policy](#)

The North Yorkshire local offer can be found at:

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

**Governors should describe:**

### **1 What kinds of SEN are provided for in your school?**

We welcome all children to our school and provide for their needs whether these are medical or health related, a physical need, a social or emotional need or a need in relation to a child's learning. Children who already have a statement or Education Health Care Plan are welcomed and we work together with parents/carers and all agencies to provide what the child 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?**

Our Special Education Needs and Disability (SEND) Policy outlines how a special education need may be identified. Our Teaching, Learning and Assessment policy sets out our principles for day to day teaching and what is expected to happen in each classroom. Assessment of all children is a regular part of good teaching and all teachers plan to meet the needs of the children in their class. Should it become clear that a child has a need which may be additional to or different from others, or that a child is not making the progress which we would expect for their age and stage, advice is sought from the SENCo or from other agencies, as appropriate. Parents/carers' views will be sought at this point. Parents/carers are given formal opportunities to discuss their child's progress with the teacher each term. However, we operate an "open door" policy, meaning that we are happy to talk to parents/carers about any concerns outside of these formal times. When strategies or interventions are put into place, details of these will be shared with parents/carers, along with their targets. Regular reviews of the child's progress, any further needs and how the school's provision can be used to help are held regularly.

The SENCO is Mr Richard Wells. She can be contacted at school on 01748 822104 or via email: [rwells@richmondcofe.n-yorks.sch.uk](mailto:rwells@richmondcofe.n-yorks.sch.uk).

### **3 What arrangements do you have for consulting with parents/carers of children with SEN and involving them in their child's education?**

Parents/carers are invited into school regularly (at least once a term) to discuss their child's needs, progress, and targets and celebrate their successes. These are called "review meetings" and will usually be attended by parents/carers, and the class teacher. Where it is appropriate, professionals from other agencies and the SENCo may also attend the meeting. This is an opportunity for everyone to share their views and especially for parents/carers' concerns and wishes to be listened to. This meeting will include a review of the support which has been in place to see how successful this has been and to plan the next steps in the child's learning or support. It is also an opportunity for parents/carers to find out how they can support the children at home with their learning. Copies of any plans, notes etc from this meeting are provided for parents. Parents/carers are, of course, welcome to contact the class teachers or SENCo at

other times if a concern arises or situations change. For some children, contact may be through the Home School Learning Journal.

#### **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?**

All children in school are given an opportunity to share their views about their school and what happens in it through class discussions, via the School Council or by speaking to or writing to members of staff as appropriate. The views of children with SEND are regularly gathered – usually by the class teacher - in preparation for review meetings or, where appropriate, at the meetings themselves. Pupil questionnaires are completed and pupil interviews are carried out by the SENCo and the governor for SEND during the year.

#### **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/carers and young people as part of this assessment and review**

All children with SEND are monitored carefully in school to ensure that they are making progress. We do this through summative assessments (informal day to day assessments in class) and formative assessments (more formal assessments such as testing). All members of staff who work with the child are consulted. The outcomes for each child are compared with the expected progress of the peer group to ensure that progress is at least in line with expectations. This information is shared and discussed at review meetings and is recorded on Individual Provision Maps and on Inclusion Passports.

We encourage parents/carers to share with us any out of school successes and achievements which are recorded on the review meeting notes, so that a full picture of the child can be built up. Parents/carers and children are involved at all stages of planning.

#### **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**

When a pupil is due to move to secondary school at the end of Year 6, individual transition meetings are held where parents/carers, the receiving school's SENCo, the current class teacher and other professionals can discuss and put in place support before the child moves schools. This usually involves extra transition visits, often accompanied by the current class teacher. Should children be moving schools before the end of the primary phase, similar meetings will also be held with the receiving school wherever possible. If no such meeting is possible (due to distance, for example), class teachers and SENCos will communicate with the receiving school to discuss the provision which has been put in place and what further support may be required. Copies of Inclusion Passports, Individual Provision Maps and any assessments carried out, will also be sent to the receiving school. When children with SEND move into our school, similar meetings or phone calls, as appropriate will take place. A meeting with the parents/carers, class teacher and SENCo can also be arranged, if appropriate.

#### **7. What is your school's approach to teaching children and young people with SEN?**

Each child is entitled to quality first teaching differentiated to meet their needs and this is the most effective way to provide the support they need. Teachers use a range of teaching styles and strategies to enhance learning in class. Each child's progress is monitored closely and where necessary further specific strategies may be used. Where a child's needs are agreed to be additional to or different from their peers, additional support may be given within the classroom. This may be in terms of additional resources or some additional support by another adult. Should a specific learning programme be required, it may be that the child will work outside the classroom in a quieter environment with a teacher or teaching assistant. Where special provision is required, the aims and nature of this provision will be explained and its impact reviewed.

**8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?**

All staff in school have been involved in drawing up our Whole School Provision map, which details the approaches taken to teaching all children as well as children with special educational needs. All work is differentiated to meet the needs of all the children and classroom and other learning environments are accessible to all children's learning styles and needs. Children are encouraged to be independent in their learning, accessing the support they need as much as possible.

For children with a physical or medical need, a detailed Health Care Plan is drawn up by the SENCo and agreed with parents/carers, class teachers and health care professionals to ensure that all needs are being met. In some circumstances this may be accompanied by a risk assessment and a personal emergency evacuation plan (PEEP).

**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?**

The SENCo attends regular network meetings to keep abreast of current legislation and the latest ideas and initiatives. These are shared with other staff. Staff who support children with very specific needs access the appropriate training wherever possible. Staff work closely with the Enhanced Mainstream Schools, accessing advice and training. Parents/carers' permission is always received before any work with outside agencies takes place. Advice is sought through the Single Point of Access for the Inclusive Education Service who then allocate a specialist service to contact school.

**10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?**

We monitor the progress and attainment of all children in school and report this to parents/carers regularly. The effectiveness of all teaching as well as any additional or different support is monitored and evaluated regularly. The evaluation of the support is included in the review of the Individual Provision Map and shared with parents/carers at review meetings. As well as measures such as increase in attainment, other impact is also measured such as an increase in children's self-confidence, self-esteem or independence.

**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?**

All children are included in activities in school, regardless of their ability or special need. They are included and represented in all we do in school and in the community. If special arrangements are required to enable a child to access a particular activity (for example, a residential visit) these will be discussed and agreed with parents/carers and put in place by the school. A child's special education need or disability will never be a reason to not partake in an activity if it is safe and possible to do so. All school curriculum policies state how all pupils are included.

**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.**

As a Church of England School, our Christian ethos underpins all that we do.

The school operates a clear and open policy for behaviour and anti-bullying. We also use Restorative Practice which enables issues to be discussed by all children involved. All children are encouraged to seek out an adult to talk to, should there be any concerns.

Concerns raised by the children or parents/carers, are dealt with immediately. Adults in school are particularly vigilant in ensuring that children with special educational needs or a disability have the opportunity to discuss any issue which may arise. We can implement a range of social and emotional support interventions as and when the need arises.

**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?**

We work closely with all outside agencies from education, health and social care. Parents/carers' permission is always sought before any referral to education and health agencies.

*School Safeguarding Statement* The school will, in most circumstances, endeavour to discuss all concerns with parents/carers about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents/carers. The school's child protection policy is available publicly on the school website.

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

We encourage parents/carers/carers to speak to the class teacher in the first instance to enable us to resolve any problems quickly and to the satisfaction of both parties. If the matter is not resolved, parents/carers/carer can then speak to the SENCo. Failing that, we have a clear complaints policy and procedure which can be found on the school website. There is also a section relating to complaints in the Special Educational Needs Policy, also available on the website.