

Sheriff Hutton Primary School SEN Information Report

September 2014

[Link to SEN Policy](#)

	North Yorkshire LA expectation of good practice	School offer
Universal Provision	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.	All staff are committed to providing 'First Quality Teaching' to enable children to make good progress with their learning. Teachers carefully plan all lessons to meet the varying needs of children in their care. A variety of learning styles are used to aid understanding and develop experiences within the lesson. A Provision Map is compiled which records the different types of support being provided: whether in the class, in a small group, or with targeted adult intervention. Mrs Margaret Fisher is the SEN Governor for the school: the SEN co-ordinator, Mrs Bartlett / Mrs Stell meet with the SEN Governor on a regular basis to review pupils' progress and the provision within school.
Recording Provision,	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:- <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. 	Some children are identified as needing 'additional and extra' provision. When this impacts upon their progress regular meetings will be arranged with parents to review individual learning and progress. We value the parent/carer and child's input and feedback which will then be included in the review of the child's Individual Provision Map (IPM). The IPM will further support the child's learning and assess the impact of actions taken. The class teacher, with support from the SENCO reviews all IPMs and supports class teachers with any additional provision. Inclusion Passports are reviewed every term.
Interventions	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: <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 	At Sheriff Hutton, we offer a variety of interventions to support the needs of all children. Parents/carers are informed if a child is selected for an intervention and advised of ways in which they can support. In addition, on completion of the intervention, pupil views are sought, this information will be used to inform additional support and teaching. Staff attend regular training to support children and their developing needs. Interventions used within the last year: Reading Inference; Focused work in Numeracy, Literacy and Reading targeted at identified gaps in knowledge; Social Stories; Socially Speaking; Talking Partners; Sensory Handwriting; Toe

	<p>teaching assistant) and where (e.g. in class or outside the classroom)</p> <ul style="list-style-type: none"> • 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. 	by toe and DLIP (Dyslexia programme).
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>	<p>One to one or small group support within lessons is allocated according to need and reviewed regularly. The impact is measured through pupil tracking and other mechanisms which are not quantifiable through data e.g. self-confidence, independence, etc</p> <p>Independence is promoted from an early age in Foundation Stage and throughout each school year. Staff regularly participate in training for a variety of SEN needs. Skilled teachers and teaching assistants support children in a range of subjects, providing strategies to enable independent learning.</p>
Expected progress	<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 with National Curriculum levels.</p>	<p>Progress is measured through use of tracking pupil data. Progress is tracked in reading, writing and maths on a termly or half termly basis. PIVATS (Performance Indicators for Value Added Target Setting) are used to track small steps of progress and to ensure personal targets are closely matched to the needs of the child. Other measures such as raised independence, self-esteem or confidence are also used to measure progress</p> <p>You will have the opportunity to discuss your child's progress at a parent/teacher consultation evenings and at regular review meetings.</p>
Inclusion Quality Mark	<p>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.</p> <p>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.</p>	<p>We are continuing our development through the Inclusion Quality Mark which is helping us to evaluate our success in meeting the needs of all learners.</p> <p>We hold regular reviews of provision for all learners, including those with SEND.</p> <p>We nurture the skills and attitudes which enable children to work independently and collaboratively and value all people equally, upholding their rights regardless of gender, ability, disability, race, religion or culture.</p>

Support from other agencies	<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>	<p>Sometimes, Outside agencies are contacted to give specialist advice. This is discussed with Parents/carers who give consent for the involvement of the relevant professionals.</p> <p>Sheriff Hutton Primary School has developed excellent working relationships with:</p> <ul style="list-style-type: none"> ○ Educational Psychologists ○ Enhanced Mainstream schools (EMS) ○ CAHMS (Child and Adolescent Mental Health Service) ○ Speech and Language Therapy. ○ Occupational Therapists ○ School Nurse
On-going communication with parents	<p>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 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>Regular meetings are held with parents and carers to review child's progress in all areas of school life. The school prides itself on having an 'open door policy' and this is borne out through good open communication and links with parents.</p> <p>Involvement with parents is encouraged and feedback is often requested e.g. Learning Journals in Foundation Stage from an early age. A home school book may be used to offer communication on a daily basis if required.</p> <p>Progress is shared with parents and children on a regular basis through the Individual Provision Maps (IPM) and an end of year report.</p> <p>Progress information and comments are also made to parents in a termly meeting as well as the impact of any interventions and advice is given on how best parents can support their child's learning.</p> <p>For children with an EHC Plan (Education, Health and Care Plan), an Annual Review is used to review and celebrate progress made and discuss ways in which parents can support their child's learning at home.</p> <p>At Sheriff Hutton we strongly believe that a child makes progress when the school and the parent/carer work in partnership in the interests of the child and when mirroring and supporting each other.</p>
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</p>	<p>Inclusion Passports are used for some children, detailing the support given and reflecting on its effectiveness.</p> <p>Individual Provision Maps are being developed for all children with SEND: summarising the support that has been provided and reviewing its</p>

	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.	effectiveness. Importantly, the child's strengths, weaknesses and any successful strategies used will be indicated. Individual Provision Maps will be shared with the parent/carer when reviewing individual targets. Inclusion Passports are transferred to your child's next school when he/she transfers.
Parent Partnership	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.	The Parent Partnership Co-ordinator is available to offer advice, listen to worries or concerns, offer home visits, attend review meetings or support transition to a new school. Their advice is impartial and can be provided in the home setting.
Statutory Assessment	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.	In exceptional cases your child may have been identified by a range of professionals as needing a particularly high level of support and provision beyond that usually available in a mainstream classroom, if their learning needs are severe, complex and lifelong. A Request for Statutory Assessment will be made to the Local Authority, who will decide on the appropriate level of additional provision to be made and draft an Education, Health and Care Plan (EHC Plan) for your child, if required. The Plan would be formally reviewed at least once a year. Should this apply to your child, the school will work closely with you and other professionals working with your child to guide you through the process.
Key contacts	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.	At Sheriff Hutton Primary School, parents /carers are encouraged to speak with the class teacher about any concerns they may have, or support which their child is receiving. Our staff work as a team, sharing best practice, effective strategies; working to provide a caring environment for children to flourish in. If you wish to discuss your child's needs please contact the Special Education Needs Co-ordinator Mrs Bartlett / Mrs Stell, or the SEN Governor, Mrs Fisher are available, should you need to discuss matters further.

The North Yorkshire local offer can be found at:

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