

## **SEND Information Report**

The SEND Information Report has been written in response to the Local Offer.

The aim of this is to outline what we can provide at Sheriff Hutton Primary School to all children with Special Educational Needs and or Disabilities.

### **What is the Local Offer?**

North Yorkshire County Council have published their local offer for children and families from 0-25. This outlines what is available for children and young people with SEND in our Local Authority.

The main aim of the local offer is to empower families to find the support they can expect to receive locally without having to struggle to find the information in different places. If there is any information that you do not understand or would like to know more about, then please do not hesitate to contact Mrs. Julie Bartlett (SENCO).

The North Yorkshire Local Offer can be found at:

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

In response to this, schools are required to provide an information report to parents on how to seek additional support beyond that which is routinely available for their child within their local authority.

### **Sheriff Hutton Primary 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.

**Sheriff Hutton Primary School Special Education Needs and Disabilities Information Report.  
December 2017**

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?**

We welcome all children to our school regardless of their needs. We will use our best endeavours to meet the needs of children with SEN. All needs are catered for in order to provide an inclusive education for all. At Sheriff Hutton Primary School our aim is to inspire and challenge our pupils to achieve their personal best and achieve their full potential through 'quality first teaching' and individualised support.

Children and young people (CYP) with a wide range of SEN 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?**

We pride ourselves on our 'open door' policy. Parents and carers are encouraged to speak with their child's class teacher about any concerns they may have. You will be able to discuss any support your child is receiving at regular meetings and if you wish to discuss your child's needs further you can contact the Headteacher, Mrs Beverly Stell or Special Education Needs Coordinator (SENCo), Mrs Julie Bartlett, [j.bartlett@sheriffhutton.n-yorks.sch.uk](mailto:j.bartlett@sheriffhutton.n-yorks.sch.uk), who will be able to talk about how we can support children with SEND. All children are assessed regularly to ensure that they are making the expected progress. If children are identified as making less than expected progress we will ensure they receive individualised help and support. The class teacher is usually the first person to notice that the child needs extra help. If this is the case then they will ask for a meeting with the SENCO to discuss strategies. If these strategies are not working and the gap is becoming significantly wider than their peers in any area then a discussion with parents/carers about the possibility of putting the child on the SEN register will take place. Once a discussion has taken place, a final decision will be made by parents/carers, the class teacher and the SENCO regarding the next appropriate steps. An Individual Provision Map will be written with specific targets and strategies to help your child

The name and contact number of the SENCo 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 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 and care plan.

make progress, where a 'child voice' discussion will take place to add in the thoughts and feelings of the child. Children will also have an inclusion passport which will outline strengths, areas of need and record any additional and different provision being made. There will be regular 'learning conversation' meetings to discuss the progress of the targets; these meeting will be arranged by the class teacher, in addition to the standard parent consultation meetings. 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 additional needs. A 'request for involvement' can be made to ask for specialist support from the Enhanced Mainstream Schools Service, to get support and training for school staff or for specialist support for the child. A request for an Education, Health and Care Plan (EHCP) may be made if parents and professionals supporting a child feel that the young person's needs cannot be provided from within the resources normally available to mainstream schools. An EHCP assessment will not always lead to an EHCP

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

Regular contact with parents is vital for our children with SEND. The school communicates with parents regularly throughout the year through:

- Parent consultations twice a year
- Meetings with parents to discuss Individual Provision Map targets, known as 'learning conversations'
- Annual Review meetings for EHCP with parents and other professionals
- Meetings at request of parents
- A written report sent yearly

For some children, regular communication takes place on a daily basis through the use of a home/school book or discussions with the class teacher or TA before or after school. Parent's views are listened to and used to support their child.

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

	<ul style="list-style-type: none"> <li>• more regular meetings to update you on your child's progress and whether the support is working</li> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>
<p>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?</p>	
<p>The children are regularly consulted in a variety of ways to gain 'pupil voice'. We talk to all children to gain their views on the things that they feel they are good at, things they would like to improve on, how safe they feel in school and what helps them to learn. We have a school council who take ideas from the school about improvements for our school. All pupils with SEN 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 inclusion passports. A questionnaire is completed with all children at the end of the academic year to allow us to make appropriate improvements to our school.</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 and we recognise that all children do not make linear progress. Even with additional support some children may not fully meet these expectations but will still make some progress. Children 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 adults involved with the provision. Progress will be reviewed on an on-going basis. Inclusion Passports 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</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 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>transition from, or to, another school. Individual Provision Maps are used to highlight targets and areas for development and outline strategies that will be used to help. These are then reviewed regularly at the annual review meetings and at 'learning conversation' meetings.</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</p>	
<p>Transition is very well planned for all children. We have close links with our cluster secondary school and make links with other schools when children choose to go to schools outside of our catchment area. All children attend cluster events where they visit the catchment secondary school on a regular basis during their primary years. Children with SEND will also have extra visits to their new setting during year 6 in order for them to become familiar with the routines of the day, however tailored transitions are built around the individual child's needs.</p> <p>Once the secondary school place has been confirmed then a meeting will be set up with parents, the current school SENCO and the SENCO from the secondary school to discuss how the transition for the child will take place, to ensure a smooth and relaxed change occurs. When children join our school we are happy to visit them in their prior school or setting and welcome joined up working with parents and professionals to work towards a smooth transition.</p>	<p>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.</p>
<p>7. What is your School's approach to teaching children and young people with SEN?</p>	
<p>All staff at Sheriff Hutton Primary School are committed to providing 'quality first teaching', so that all children can make good progress with their learning. Lessons are carefully differentiated to meet the needs of all children. We offer a wide variety of evidence based interventions to support the needs of all children. Interventions are carefully chosen to suit the needs of the children and monitored, in order to ensure that they have an impact on children's learning. Staff receive regular training and support provided by a number of different agencies. At review meetings and at 'learning</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</p>

<p>conversation' meetings targets are discuss with parents are this is when they are informed about the intervention programmes that their child will take part in. Pre and post assessments are carried out to allow the impact of the intervention to be seen and these records are kept as part of the child's SEN file. This allows us to see the areas of progress and further areas for development. Children are asked to complete an evaluation of the intervention as part of their pupil voice.</p>	<p>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"> <li>• what interventions your child is receiving and what are the intended learning outcomes;</li> <li>• when during the week any interventions will be delivered and for how many weeks;</li> <li>• who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>
<p>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</p>	
<p>We believe that all teachers make effective changes to the curriculum and learning environment to ensure that all children are able to achieve their full potential. Alongside Quality First Teaching, all staff have high expectations of all children and will put in place personalise and relevant adaptations to ensure they achieve this. The learning environment aims to be dyslexia friendly, which means it is easily accessible to all and all classrooms use a visual timetable to support children with the structure of the day. Further adaptations are often 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. Risk assessments are in place for children who require them alongside EHCP.</p>	<p>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>
<p>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?</p>	
<p>Staff who deliver focused interventions have all had the necessary training as well as ongoing support from the senior leadership team, where they are observed delivering the interventions on school learning walks. In doing</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</p>

<p>this we can ensure that all the staff are consistent in their approach. Any staff who feel they need more training in a specific area have the opportunity to attend relevant training sessions. In addition to this we have highly qualified staff working in our EMS who come into school to deliver training and support on specific interventions for us to deliver in our school. The SENCO is completing the NASENCO award and within the school we have additional expertise in supporting children with; challenging behaviours, communication and interaction difficulties, Speech and language difficulties and SpLD.</p>	<p>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><b>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</b></p>	
<p>Progress of children with SEND is monitored through; 'learning conversation' meetings, analysis of the data, teacher reports on progress of SEN pupils and intervention records. Individual provision maps are kept for all children with SEN. These are reviewed every half term to ensure that the provision is having an impact. Quality first teaching will be evaluated regularly through teacher observations and learning walks, where senior leadership members observe lessons in the school. Provision for SEN is also evaluated for effectiveness. Base line assessments are taken prior to starting intervention programmes and then assessments take at the end to monitor progress.</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 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>
<p><b>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?</b></p>	
<p>All of our children with SEND have the same opportunities as everybody else in school. Provision is made for all children to take part in</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,</p>

<p>extracurricular activities, trips, school productions and sporting events. Children with SEND have the opportunity to take positions of responsibility in school, such as school council, school eco group and menu masters.</p>	<p>including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
<p>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.</p>	
<p>At Sheriff Hutton Primary School we support children emotionally in a variety of ways. All children participate in PSHCE/SEAL lessons and circle time activities, as well as whole school assemblies which tackle issues such as relationships and bullying. We run intervention groups for more vulnerable children, such as Time to Talk in Early Years and KS1 and Socially Speaking in KS2. On occasions, children may need additional emotional well-being support and all teachers feel confident to provide a more personalised strategy. Our children all have the opportunity to share their feelings with a member of staff that they feel comfortable with and some children are allocated a key worker to support their emotional wellbeing.</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>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. The Local Authority offers a range of specialist support and outreach 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.</p> <p>We have access to:</p> <ul style="list-style-type: none"> <li>• Speech and language therapists</li> <li>• Educational Psychologists ☒</li> <li>• Prevention Services (parent support)</li> <li>• Enhanced Mainstream schools for specific learning difficulties, communication and interaction and social, emotional and behaviour difficulties.</li> <li>• Specialist teachers for hearing and visually impaired children</li> </ul>	<p>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>

<ul style="list-style-type: none"> <li>• Social care</li> <li>• looked after children workers</li> </ul>	
<p>14 What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?</p>	
<p>If you are not satisfied with the provision made for your child in school regarding SEN, your first point of contact should be the class teacher or SENCO. Explain your worries or concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Head Teacher and ask for the SEN Governor representative. 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.</p>	<p>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</p>

### How we decide when a child needs to go on the SEN register

There are 4 areas of need according to the 2014 Code of Practice.

- Cognition and Learning
- Social, Mental and Emotional health
- Communication and Interaction
- Sensory and/or Physical Needs

Children are assessed regularly to ensure that they are making the expected progress. Some children find it difficult to make this progress and will therefore need some extra help and support from their class teacher and intervention groups in the school. The class teacher is usually the first person to notice that the child needs extra help. If this is the case then they will ask for a meeting with the SENCO to discuss strategies. If these strategies are not working and the child is becoming significantly behind their peers in any area then a discussion with parents/carers about the possibility of putting the child on the SEN register will take place.

Once a discussion has taken place, a final decision will be made by parents/carers, the class teacher and the SENCO regarding the next appropriate steps.

If you have any concerns regarding your child then please raise your concerns with the class teacher and/or the SENCO Julie Bartlett.