

Welburn C P School SEN information report 2017-18

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.

The North Yorkshire local offer can be found at:

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

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Date December 2017

Link to SEN Policy ([hyperlink to your policy to make access easy for parents](#))

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?

At Welburn CP School, we make provision for children with SEN within each of the four categories identified in the 2014 SEN Code of Practice:

Communication and Interaction We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 or small group setting.

This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used to support children's Speech and Language development and we work closely with a number of Speech and Language Therapists.

Cognition and Learning We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia

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.

(specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with Irlans Syndrome in a number of ways including the provision of coloured overlays and paper. We also support children with moderate learning difficulties. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support.

We also run a number of interventions including North Yorkshire's Reading intervention.

Sensory and or physical We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

We have teacher-worn radio microphones to support children with hearing impairments.

Social, mental and Emotional Health For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through Lego Therapy, Drawing and Talking Therapy and the use of Social Scripts. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) if necessary.

All staff have taken part in Compass Buzz training on supporting well being and mental health.

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?

The attainment and progress of all children is carefully tracked and monitored throughout the school year by the class teachers and pupil progress meetings are held at regular times to review the provision that is in place. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress and reflect on each child's next steps. This is our most useful and important assessment.

If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents and also with the SENCo. Teachers are formally asked each term to reflect upon the progress of children on the SEN List and to identify any other children of concern.

Regular dialogue between teachers, teaching assistants and SENCo take place. During these dialogues, pupils of concern are discussed and progress/provision of all children on the SEND List is discussed in detail in order to inform future provision and priorities. Where concerns have been raised, the child may be added to the SEN List at the 'SEND support' level so that their progress can be closely monitored and additional support can be put in place as necessary. Parents are always informed at this stage. The SENCo would liaise with the relevant outside agencies. This would determine whether any further formal assessments need to be carried out in order to identify key areas to target and to evaluate the effectiveness of any interventions that are put into place. These assessments could be repeated following an intervention programme to evaluate whether progress has been made.

The SENCO is Helen Thomson and can be contacted on 01653618301 or admin@welburn.n-yorks.sch.uk

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.

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

We recognise the value of working in collaboration with parents and carers of children with SEND in order to achieve the best outcomes for them.

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

<p>As a school, we strive to ensure a high level of communication with parents so that they feel well informed about what is happening in school and how well their child is progressing. This includes parent consultation evenings and annual reports. We have an ‘open door policy’ and teachers are always happy to meet with parents at a mutually convenient time. The school publish a weekly newsletter for parents detailing forthcoming news and celebrating the successes of children that week,</p> <p>We aim to meet with parents of children with SEND as they join our school, either in Reception or in later years. The SENCo then regularly meets with many parents of children with SEN to review their progress and to make collaborative decisions about how to meet their needs. For children with Educational Health Care Plans, parents will be invited to attend their Annual Review meeting in which children’s progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed</p>	<p>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.</p> <p>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.</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>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>When supporting children with SEND, we aim to talk to our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small. For children with an Educational Health Care Plan those views may be discussed with them before the meeting or, if appropriate, children can come into the meetings to share their views. We use a range of practical and visual strategies to support children who find it difficult to express their views with words. Wherever possible, we try to take into account the views, wishes and aspirations of our pupils when discussing outcomes for the child and approaches to achieve them.</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>

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

**We are assessing pupils' progress through our daily assessment for learning.
From Y2 onwards children will be assessed more formally in Summer Term.
Progress of all children is reviewed regularly (at least once a term but always more frequently on a less formal basis) to make sure that they are making at least expected progress.
Parents/carers have the opportunity to discuss their child's progress at parents evening and at any review meetings.
We expect Pupils on the SEND List to make the same progress in line with their peers. All pupils are tracked using NYCC proformas for Maths and English and these are updated regularly.**

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.

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

**In Summer Term we hold stay and play mornings for children who are entering our school at Reception. We try to visit all new Reception pupils in their pre- school environment.
In order to support children and families of children with SEND, we also offer meetings in the term before the children start school with the SENCo, Foundation Stage Leader, parents, and representatives from the preschool setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school. At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits.
Children with SEND may initially come to school on a part-time basis but this is individual to each child. We liaise closely with parents of children with SEND to help them to decide when their child is ready to come to school on a full-time basis. If a child with SEND is joining our school part-way through their school career, we will arrange for parents to meet with the SENCo and**

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.

Headteacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

Moving classes: We have structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND. All children are given the opportunity to spend afternoons with their new class teacher. Where necessary, other arrangements may be put in place such as extra time with the class teacher and Social Scripts.

For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

Transferring to a new school: Moving on to secondary school can be an exciting but daunting time for all children so we ensure that the children are well prepared for the transition. We have good links with the local Secondary Schools including special schools within the area. For children with Educational Health Care Plans, the SENCo from the secondary school will be invited to either the Year 5 transition Annual Review or the Year 6 Annual Review or both.

This gives parents the opportunity to find out how the school will be able to support a child through the transition and beyond. If a child is on 'SEN Support' but does not have a EHCP pupils will be offered additional support including extra visits to the Secondary School. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENCo will arrange an extra visit to the secondary school. If a child with SEN is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school. Our Headteacher will liaise with the new Headteacher, SENCo to ensure that they are well

<p>informed of the child's individual needs.</p>	
<p>7. What is you School's approach to teaching children and young people with SEN?</p>	
<p>At Welburn School we place the learning of all pupils at the centre of all we do. We deliver high quality teaching to all classes using a range of teaching and learning strategies. Talk is central to all we do and pupils are taught how to use talk to support their learning. Partner and group collaborative learning is also a key part of our learning. Where children are still not making expected progress or are experiencing difficulties with any aspect of their learning we use a range of interventions to support better progress. These include: Reading Intervention Programme Inference Training Handwriting and fine motor skills Toe by Toe spelling First class@number Success@arithmetic Drawing and Talking Social Scripts. Paired reading</p> <p>We adapt and modify our interventions/ support to best fit the needs of individuals. Any intervention is carried out by a trained and skilled teaching assistant who reports to the SENCO. Interventions are planned with the SENCO and class teacher and are regularly evaluated to check progress.</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</p> <p>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; • 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.
<p>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</p>	
<p>In class we make learning as concrete and visual as possible for all pupils particularly those with SEN. This may include providing prompts and adapting resources to meet specific needs. Currently, we have two pupils who require any photocopying to be on coloured paper.</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.</p> <p>Some children with a high level of need will also need a care plan or a</p>

health care plan which may include a risk assessment.

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?

All our staff receive regular high quality training and have regular professional development opportunities.
All teachers and support staff have performance management and we focus targets on improving the teaching and learning of our pupils.
From this we identify any individual or group training needs.
We hold a weekly after school staff training session which all teachers attend. Teaching assistant may also attend these.
In addition, staff regularly access external training where appropriate.
Recent course have included Advanced Drawing and Talking, Social Scripts and Makaton training.

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.

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

We use daily assessment for learning to track the learning and progress of all our pupils.
As a staff we regularly discuss pupil progress and where necessary modify next steps in learning and plan for any additional provision including interventions.
We have a dedicated teaching assistant who plans, delivers and evaluate all interventions for Key Stage 1 and 2. This teaching assistant reports directly to the SENCO who regularly monitors this provision.
Any child with an EHCP has targets within this plan which are regularly assessed and next steps in learning are planned.

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.

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 pupils in our school have access to our wide curriculum. This includes learning in the outdoors. We ensure that all pupils are able to take part in visits to our local wood by allowing pupils with mobility difficulties to set off earlier. In addition all pupils have access to our extra curricular activities including trips. Pupils with complex medical needs are included in residential trips with appropriate adaptations made.	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.
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.	
We have develop a range of interventions designed to support the emotional and social development of pupils. This may just be time out of the classroom to talk with a support worker or more formal support programmes such as Drawing and Talking, Lego Therapy and Social Scripts. We have a robust bullying policy and this is used to tackle and prevent any bullying.	Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.
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?	
Where necessary we make use of specialist support. This has included occupational health, physiotherapy, speech therapy and support from our school nurse.	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.
14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.	
Any concerns around a child with SEN should in the first instance be directed to the class teacher to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered then you can make a formal complaint to the school. A link to our complaints procedure is on the school website.	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.

