

Burton Leonard Church of England (VC) 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.

The North Yorkshire local offer can be found at:

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

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September 2017

School Offer	North Yorkshire LA's expectation of good practice
SEND provision in school	
<p>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 our school our aim is to inspire and challenge our pupils to achieve their best and achieve their full potential. At Burton Leonard Church of England (VC) Primary School we support children with a range of additional needs. The school has achieved the Inclusion Quality Mark (IQM) and Dyslexia Quality Mark. These achievements demonstrate the importance that the school places on meeting the needs of all learners. All staff in school are committed to providing quality first teaching so that all children can make at least good progress with their learning. Each term a range of interventions are used to help children with SEND to make progress with their learning and emotional literacy. Teaching and learning is differentiated to meet the needs of all learning styles. Resources are allocated to meet the needs of all. Our Wave Provision Map is a blueprint of provision at our school and is displayed in each classroom, the HT office and the staffroom. Our SENCo is Amanda Townson and our SEN Governor is Susan Riley. The team meet regularly to ensure provision for all pupils is optimum.</p>	<p>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.</p>
Policies, SEND Documentation and Handbooks	
<p>The SENCo is Amanda Townson and she can be contacted on 01765 677412. The school has a range of documentation available for parents including the SEN Policy which highlights how children's</p>	<p>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</p>

additional needs are identified and how the school will support these children. Our policy was written with Governors and with parents of children with SEN in our school. The universal provision provided is described on the whole school Provision Map. The school also has an Intervention Map which is reviewed and updated each term. This highlights all the interventions taking place that term with the names of children receiving the intervention. Impact is recorded at the end of each intervention. Children who have been identified as needing some additional support will have their targets recorded on an individual Personal Provision Map (PPM), applying Assess, Plan, Do, Review strategies building on describes strengths, needs and types of support needed to ensure progress. This PPM is written in consultation with the parents of the pupil, teacher and SENCo. Older pupils are involved in their own target setting too. Additional Provision notes are written by intervention leads and record details of the intervention including assessments and next steps in learning. Progress is reviewed at least half termly and for some children at more regular intervals. Some children in school with more complex needs will have a Statement or Education, Health and Care Plan.

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.

Consultation with and involvement with parents

We are a small village primary school and we pride ourselves on our open-door policy. We operate on regular contact with parents especially for children with SEND. We have official Parents Consultation Evenings and more informal meetings on request before and after school. Teaching staff are out in the playground before the start of the school day to talk through any concerns that have arisen that morning or the night before. We work very closely to ensure we meet the needs of all children. Burton Leonard has a Parents Forum for regular discussion needs. We hold Parent Workshops and Open Book evenings to share information. We communicate with parents if their child is to be part of an intervention and feedback at the end of it to review progress. We offer guidance on how to support learning at home in our Learning Log homework guidance on the website. The SENCo ensures regular contact through daily dialogue, telephone call and email.

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

- 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.

Pupil Voice

The children are consulted in a variety of ways to gain pupil voice. We ask all children for their views on topics they have completed in class, after school clubs and PE. Various other things to do with school life are discussed in class. At Burton Leonard Church of England (VC) Primary School we conduct pupil voice questionnaires for our SEN pupils. Our SEN pupils are interviewed by our SEN Governor, Mrs Riley. We have pupil questionnaires annually, a School Council Suggestion Box and Children's Collective Worship Committee Worry Box. Children in Years 5 and 6 set and review their own targets in consultation with the SENCo. This ownership of targets has a positive impact on pupil attainment. 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 Personal Provision Maps. Pupils with SEN conduct learning walks around school and feedback to staff as to how to make things even better for them.

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.

Assessment and consultation with parents

All schools have developed their own assessment systems in line with the National Curriculum and we are proud of ours. When children enter primary school there are national expectations which are the average levels for children at the end of an academic year / key stage. Not all children will be able to achieve these national expectations, and so some additional support may be needed to help a child to make progress. Our children are tracked from on entry to school and then termly Pupil Progress Meetings ensure all pupils needs are met in a timely manner. Children are assessed within lessons through high quality questioning and Assessment for Learning strategies are employed throughout school. Some children can be identified as 'stuck' and will therefore receive some extra help

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

<p>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. You have the opportunity to discuss your child's progress at the parent / teacher consultation evening and at review meetings. We also hold a termly book sharing evening where children share their work with parents. Personal Provision Maps are written for SEN pupils as a means of tracking impact of interventions and outside agency involvement, successes and areas to develop.</p>	<p>which can help to explain their interests and things that help them learn and to enjoy school.</p>
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Transition arrangements

<p>At Burton Leonard Church of England (VC) Primary School transition meetings for all children with SEND are well established. On entry to school additional transition days are set for EYFS pupils with SEN or those transferring mid-year. In Year 6, some children will have additional visits to their chosen secondary school prior to the Welcome Day which is for all children. At the transition meeting with parents a careful plan is put in place to support an individual child's needs and to ensure that they have the best possible start at secondary school. Transition meetings and plans are organised throughout school for some children. Some children may have additional visits to a class, key stage, meetings with their new teachers and photograph books of their new class to take home over the summer holidays.</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>
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Teaching and learning

<p>At Burton Leonard Church of England (VC) Primary School we offer high quality teaching to support the needs of all learners. We believe that all teachers are teachers of SEN. Carefully planned universal provision is key for all children to be able to make progress with their learning and we offer provision that is at least good. Lessons are carefully differentiated and some children may need additional</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</p>
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resources or adaptations to be made in class. In school we are able to offer a wide variety of interventions. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. Some interventions will be time-limited; others may take place over a longer period of time. We see daily post teaching as the best way to target support on a needs basis. Staff receive regular training and support provided by a number of different agencies. All interventions are recorded on an Intervention Map each term. Our teaching assistants are highly skilled and well trained and support both individual and groups of children throughout school. Although from time to time, children may need a high level of individual support, our aim is always to help children move towards independence.

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

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:

- 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.

Curriculum adaptation

At Burton Leonard Church of England (VC) Primary School, when necessary, adaptations will be made to the school environment and the curriculum so that all children are able to access the curriculum and the social aspects of school life. Some children may access a more personalised curriculum to meet their learning needs. Some children may need specialist resources and or technology to support their learning. Where possible, the school has provided support for children who have physical needs. Some children have a Health Care Plan in place so that all staff working with them are aware of their medical needs. Individual Risk Assessments are carried out for children who may need additional support on school trips.

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.

Staff training

Burton Leonard Church of England (VC) Primary School has a team of highly skilled support staff who support both individual and groups

All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have

of children throughout school, delivering interventions and post teaching sessions. All staff receive regular training in different areas of SEND. Individual staff training needs are identified during the Performance Management process and the school has excellent links with a wide range of professionals who provide on-going training for staff in school. SEND training is part of the whole school development plan and as such all staff receive training in carefully identified areas of SEND each year.

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.

Tracking progress and inclusion

All additional provision in school is recorded and careful tracking of children's progress allows staff to evaluate the overall effectiveness of the different provisions being made. Baseline assessments and end of intervention assessments ensure progress can be measured. All children, including children with SEND are encouraged to attend a wide range of extra curriculum and extracurricular activities. Children with SEND are also represented in the school leadership groups; School Council, Children's Collective Worship Committee, Librarians and School Sports Crew.

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. 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.

Pastoral and emotional support

Burton Leonard Church of England (VC) Primary School is committed to providing high quality SEAL (Social and Emotional Aspects of Learning) and PSHE (Personal, Social and Health Education). Regular Circle Time and PSHE lessons contribute to children making good progress in this area of their learning. Some children may also attend small nurture groups to help them to develop their emotional literacy skills. Tailored Silver SEAL programmes help children in need of specific support and guidance. Our school uses a Peer Mentor Support Programme.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

Outside agencies

We are well supported by Outside Agencies, taking the time to build good working relationships. Currently we are working with Inclusive Education, Educational Psychologists, Speech and Language Team, Sensory, Physical and Medical Team, Enhanced Mainstream Provision at Starbeck, Hookstone and Rossett Schools, Healthy Child Team, Occupational Therapists, Consultant Paediatricians and Future Steps. We ask for support from outside agencies after consultation with parents.

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.

Arrangements for handling complaints from parents of children with SEN about provision

At Burton Leonard Church of England (VC) Primary School we operate an 'open door' policy. Parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss additional support children are receiving. If you wish to discuss your child's needs please contact the Headteacher/SENCO who will be able to talk about how we can support children with SEND.

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.

Code of Practice p107

6.80 Our arrangements for supporting children and young people who are looked after by the local authority and have SEN are as above.

6.82 Our broad and balanced curriculum provided is adapted and made accessible for all our pupils.