

Cliffe VC 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>

Cliffe VC Primary School SEN information report	
Date July 2018	
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 are a very inclusive school and cater for a wide range of needs. These will fall under the four broad categories from the code of practice 2015- Communication and Interaction (includes Autism), cognition and learning (includes dyslexia and dyscalculia), sensory and/ or physical needs	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>(includes hearing and vision) and Social, Emotional and Mental Health (includes ADHD and ADD). We will always endeavour to meet your child's needs.</p>	
<p>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?</p>	
<p>If you have a concern about your child this should be raised in the first instance to the class teacher, they will then discuss these concerns with the Inclusion Manager, and it is then monitored. The leader for Inclusion will arrange a review meeting if this is appropriate. The SEN list is updated termly, by the class teachers and the Inclusion Manager. All children who are significantly behind the national average will be placed on the register. Also children who are not progressing will be placed on the register. Vulnerable children are identified and monitored during termly Inclusion meetings.</p> <p>All mainstream schools have a SENCo. Our SENCo is- Sarah Fogg who can be contacted on the school office 01757 638426. She, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that we are providing to meet their needs, and what expectations we have for your child's progress. This will include explaining to you where your child is in their learning, and the targets we have set for your child. You and your child will be asked for your views on these targets. You will be informed about the progress your child is making in line with national expectations. If you are not sure what these mean, don't be afraid to ask.</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 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:-</p> <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 and their long term desired outcomes • the next date when your child's progress will be reviewed. <p>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.</p>
<p>3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</p>	
<p>We have parents evening during the Autumn and Spring term where you will be able to find out about what your child is doing and how they are progressing to their targets. The school also operates an open door policy whereby parents can pop in to speak to the class teacher- if they are not available then a meeting can be arranged. Formal assessments take place on a termly basis but if staff are concerned between these times they will approach parents. Termly review meetings take place for all children on SEN support or with an Educational, Health and Care Plan. Home school books are used which are very beneficial and information is often added when necessary. Individual Provision Maps are reviewed and updated on a termly basis with the teacher, parent and child. All pupils with SEND should make at least expected progress, in line with their peers.</p>	<p>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.</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

	<ul style="list-style-type: none"> • 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.
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>A yearly survey takes place to ascertain the children's views. We use growing up in North Yorkshire every two years. SEN Children are represented across the school in varying situations for example school council, after school clubs. Termly pupil conferencing takes place.</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. Your 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	
<p>All children are assessed on a regular basis. All children should make expected progress. Parents will be informed of assessments and interventions at the termly review meeting. All children on SEN support will have an Individual Provision Map.</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>
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>We have strong links with all secondary schools in the area. There is a transition day for all Year 6s. Additional visits may be set up, High Schools are invited to Reviews in Year 5 and Year 6, and the children's files are photocopied and sent up to the High School. If a your child is transferring to our school we will contact the previous school for information, attend review meetings, set up transition day visits</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>and make a book about our school (if this is appropriate). If your child is leaving our school we will contact the new school with any relevant information and then photocopy all files to send on. The originals will be kept in school in accordance to statutory guidance.</p>	
<p>7. What is you School's approach to teaching children and young people with SEN?</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. Teaching assistants are deployed where the need is and this can be done on a lesson basis in order to respond flexibly and swiftly to need. If a specific allocated time is given to a child then parents will be informed. This may be in the form of in class support or interventions run outside of the Maths and Literacy lessons. Some of the interventions we run in school are Reading Intervention, Read, write. Inc and First Class in Writing. The provision map in school shows some of the things we can offer to children with specific needs. Governors will question about the provisions and what impact they are having on the children. Regular slots are provided in the governors meeting for new things happening in school. 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. We can talk to you about this in more detail or you can contact SENDIASS.</p> <p>Where we feel that something additional or different is needed to support your child because they have SEND we 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. This will 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; the next date when your child's progress will be reviewed.</p> <p>If your child is not making progress and the gap between them and their peers is widening then your child would take part in an intervention either in a 1:1 situation or in a small group to address the need of your child. If they are still not making progress in class support by a Teaching Assistant may be deployed if this is thought to be beneficial. This is by no means always the case.</p> <p>Most importantly, this support should be aiming to make your child more independent in lessons. This decision will be made by the SENCO and</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>head teacher. More long term class support would be discussed in review meetings and through structured conversation. Your child will have an inclusion passport/ communication book. We use a range of interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. We can 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.</p>	
<p>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</p>	
<p>The school has a whole school provision map which details strategies and adaptations to the curriculum for a variety of needs. All classrooms have blinds and carpets. We have a clear action plan in place in linked with the school development plan and the Equality scheme</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>All staff are trained on a range of needs. An audit is done to see where the training needs are. This is a mixture of in school training and external training. As a school we may need specialist support for your child. If we feel that the involvement of another agency would be beneficial to help with your child's needs you will be informed and asked to give your consent.</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 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>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	
<p>All classes deliver quality first teaching which is regularly observed. We use the graduated approach to support our children- Assess, Plan, Do, Review. If your child is not making the expected progress an intervention may be required this will be done through the graduated approach. Your child will be assessed to see where their strengths and weaknesses are, an evidence</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</p>

<p>based intervention (EBI) will be picked or a carefully planned programme will be put together, the intervention will be delivered for a set period of time on a regular basis and then they will be reviewed at the end of this period.</p>	<p>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'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>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>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?</p>	
<p>All children have access to all activities both in school and out. For a school trip a pre-visit will happen, a risk assessment will be done and adaptations will be put in place. Adaptations previously put in place include parents accompanying the child, transport by car due to not being able to get on a coach and daily time on websites looking at the place the child is going to ensure familiarity. Parents will be consulted by the class teacher regarding any difficulties we may encounter. We will always go the extra mile to ensure every child can access a school trip.</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, 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>We are very concerned with a child's overall wellbeing. Many North Yorkshire schools have used the 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. Training is given to staff for medical needs when they arise for example epi pens.</p> <p>We are a small school and all staff know all children well. Children will be able to speak to any staff member about anything that may be worrying them. Our pupil questionnaires show that the children feel secure and happy to speak to staff on a range of issues.</p> <p>Staff run Lego Therapy and group sessions as required. They work with a</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>range of learners, but give priority to those who need the most help, especially those experiencing multiple disadvantages. The variety of issues covered is vast, ranging from punctuality, family break up's, specific learning difficulties such as dyslexia, absence and challenging behaviour. Behaviour in school is carefully monitored strategies include social groups; inclusion team; time out; liaison with parents and phone calls home.</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>Within school we can make referrals to the Enhanced Mainstream schools which provide both in reach and outreach support. These are Behaviour, emotional and social difficulties- Barwic Parade; Specific learning difficulties- Sherburn High, Speech and communication and interaction- Thorpe Willoughby, Severe Learning difficulties based at Springwater and the educational psychologist. This is done through the single point of access. We can also make referrals to, Minority Ethnic achievement based at Selby CP school, speech and language, social care, CAMH's, and SENDIASS (Special Educational Needs and/or disabilities Independent Advice Service.</p> <p>We also work in close partnership with physiotherapy, occupational therapy, school nurse, hearing and vision teams. SENDIASS will offer information and support to families of students with SEND up to the age of 25 years whether or not they have a statement or EHC Plan. For further information contact 01609 536923. They may also be able to put you in touch with other organisations or parent support groups. Support will be accessed from the virtual school for support of children who are looked after by the local authority. See the Pupil premium report for a breakdown of spending to support children in receipt of this funding.</p>	<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>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 have a complaint please speak to the class teacher in the first instance and if this is not resolved speak to SENCO or the Head teacher. If it still cannot be resolved please follow the schools complaints procedure (available on the school website).</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>