

Airy Hill **Primary** School Special Educational Needs Information Report



December 2018

in compliance with
Statutory Instrument : Special Educational Needs (Information)
Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2014)

Abbreviations used in this report:

EHCP: Education Health and Care Plan

SEND: Special Educational Needs & Disabilities

SEN: Special Educational Needs

IT: Information Technology

IPM: Individual Provision Map

CAF: Common Assessment Framework

The Special Educational Needs Coordinator: *Andrew Meynell 01947 602688*

The Special Educational Needs Link Governor: *Mrs Jo Witney*

- **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

- **The kinds of Special Educational Needs which are provided for in our school:**

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.

Airy Hill makes provision for and meets the needs of pupils with:

- learning difficulties
- speech, language and communication needs including autism,
- pupils with specific learning difficulties in English or maths
- pupils with physical movement issues including handwriting
- pupils with social, emotional and mental health issues

- **Our school's policies for identifying children and young people with SEN and assessing their needs:**

We monitor the progress of all children on a regular basis. By doing this we can ensure early intervention and assessment of needs. Strategies will be put in place to meet the needs of the pupil. If after all the school's strategies, a child's progress continues to cause concern then additional help will be sought.

- **Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.**

All pupils with SEND should make at least expected progress, in line with their peers. This will include progress made with personal targets as recorded on their Individual Provision Map updated at least each term, and overall progress on the National Curriculum measured against the school's tracking system.

We 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.

The SENCo and class teacher meet with parents of pupils identified as having special educational needs each term to complete a "learning conversation" where progress and achieved outcomes are reviewed.

- **Our approach to teaching children and young people with SEN**

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

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:

- the 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.

- **How adaptations are made to the curriculum and learning environment of children and young people with SEN**

The school has compiled a Whole School Provision Map. This details the adaptations that class teachers make to their teaching approaches, the environment and the resources available for children with special and additional needs. This includes children with:

- Communication and interaction including autism, English as an additional language and pupils with speech, language and communication needs
- Cognition and Learning difficulties including dyslexia

- Social Mental and Emotional Health
- Physical and Sensory needs.

The relevant details from the Whole School Provision Map are included in the Quality First Teaching section of each child's Individual Provision Map.

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.

- **How our school evaluates the effectiveness of its provision for children and young people with SEN.**

The progress and attainment of all children is carefully monitored and reported to parents. The school uses an IT based tracking system where pupil progress is assessed and monitored each term. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by using additional individual assessments that take place at the start and end of each term. For an intervention to be considered a success they are expected to make double the amount of progress than that normally expected during the course of the intervention. During the review meeting with parents, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Individual Provision Maps (IPMs) will be evaluated at the end of each term and the outcomes shared at the next review meeting with parents.

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.

- **How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN:**

All children are able to attend extra curricula activities. They have equal opportunity to become involved in any other activity / sporting events or any other areas of the curriculum. Reasonable adaptations will be made to enable this.

Where further support is necessary, outside agencies will be involved to provide guidance and resources where appropriate. Class teachers and teaching assistant are highly skilled in meeting the needs of all pupils.

- **Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

All children follow a Personal, Social, Health and Citizenship Education curriculum. For some children additional programmes may be necessary.

- **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

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 will be sought.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

- **Arrangements for consulting parents of children with special educational needs and involving them in their child's education**

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 detailed 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 own 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
- detailed 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.

- **Arrangements for consulting young people with SEN and involving them in their education**

School will obtain the views of all children (pupil voice) to shape provision in school. Airy Hill School has a school council where pupils with SEN and vulnerable learners are represented. 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. Pupil views are ascertained in meetings with teachers or teaching assistants prior to their termly SEN

Review/Planning Meeting with their parents. These may be a written account in response to particular questions or via a video clip if this is more appropriate. Where pupils are unable to express their needs and wants verbally a video showing their curriculum experience may be shown at the review where appropriate.

- **How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families:**

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 supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)**

The SENCo will 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.

- **Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

Any complaints about SEND provision should follow the general complaints procedure. It is always best to approach the class teacher, SENCo 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.

- **The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

Local Offer

Children and Young People's Service

North Yorkshire County Council

County Hall

Northallerton

DL7 8AD

Email: send@northyorks.gov.uk

Inclusive education service

Email: inclusiveeducation@northyorks.gov.uk

For additional details explaining how Airy Hill school responds to and provides for pupils with Special Educational Needs, English as an additional language, children who are Looked After by the Local authority or who may be gifted/talented please refer to the school's INCLUSION POLICY

(Please refer to our school's Safeguarding Policy for details of how we access the CAF team and Multi-Agency Safeguarding Hub)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service
Children and Young People's Service
County Hall
Northallerton
North Yorkshire
DL7 8AE
Email: eps@northyorks.gov.uk
Telephone: 01609 535554

Families Information Service on 01609 533483 or email fis.information@northyorks.gov.uk

Parent Partnership Service: Contact Number :: 01609 534611

Prevention Service: children&families@northyorks.gov.uk

- **Information on where the local authority's local offer is published.**

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

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

This policy will be reviewed annually and was last reviewed on 5th December 2018