



Scotton Lingerfield Primary School

Learning today for a better tomorrow

SEND Information report September 2023

Our Special educational needs and disability (SEND) report provides information for parents/carers of children with special educational needs or disabilities and those who support children with SEND. This report outlines the support that you can expect your child to receive at Scotton Lingerfield Primary School.

The North Yorkshire local offer, which provides information relating to the provision available from the local authority, can be found at:

[SEND Local Offer | North Yorkshire Council](#)

School offer

Scotton Lingerfield Primary School offers a warm and welcoming ethos for all pupils. We aim to provide our children with an engaging, broad and balanced curriculum through which they can learn and achieve together. We recognise that children can have a diverse range of needs and we tailor the teaching to meet these needs. Every teacher has a high regard for the progress and learning of all students within their classrooms, including those with SEND. It is our intention that every child fulfils their potential and leaves our school as a well-rounded individual who is ready for the next stage in their education.

What is SEND?

A child is defined as having SEND if they have a significant learning difficulty or disability which requires special educational provision to be made for them, or if they find it significantly harder to learn than children of the same age. A child can have SEND in one or more of the four areas defined in the SEN Code of Practice (2015).

- Cognition and learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or physical needs.

What kinds of SEND do we support in our school?

We are proud to be an inclusive school and welcome all children, including those with additional needs.

We have a great deal of experience of supporting children with a range of SEND across all four areas of need.

We work closely with parents and seek advice and support from the Inclusive Education Service when needed.

Who is the Special Educational Needs Co-ordinator (SENCO)?



My name is Debbie Calvert; I am also the headteacher at Scotton Lingerfield Primary School. In 2021, I began studying for my NASENCO qualification, the statutory qualification for all SENCOs, and was awarded the qualification in June 2022.

I can be contacted at school on 01423 862209 or headteacher@scotton-lingerfield.n-yorks.sch.uk

How do we identify children with special educational needs (SEN)?

- Concerns may be raised by parents/carers, teachers or the child.
- Termly pupil progress meetings may identify limited progress, despite any additional support that has been put in place.
- Assessments may identify a barrier to learning

When a concern is raised:

- The teacher and SENCO will consider all information about the child.
- A note will be made of the concern.
- Further assessments and observations will be made to identify the support to be put in place.
- The concerns will be discussed with the family and pupil.
- A support plan will be put in place to help the child reach their expected outcomes.
- The support plan will be reviewed within one term and a decision made as to whether the child should be identified as having a special educational need.
- Where necessary, and with parents' permission, further advice may be sought from external professionals.

What happens if my child is identified as having a special educational need?

- The SENCO and/or the class teacher will meet with you to inform you that your child has been identified as having a special educational need (SEN) and that SEN support is being made.
- Your child will be recorded in school records as having a special educational need.

What is SEN support?

Where a pupil is identified as having a special educational need, we take appropriate action to overcome the barriers to learning and put effective provision in place. This is known as SEN support.

SEN support takes place in a four stage cycle, known as the graduated response.



The Graduated response

1. Assess pupil's needs through observation, assessment and analysis of progress
2. Plan support in consultation with parents and pupil. Record on a support plan and set a date for termly review.
3. Do – Implement the plan
4. Review the impact of support, taking into account the views of pupils and parents.

The cycle is repeated unless a decision is made that SEN support is no longer needed.

What is a Support Plan?

A support plan is a record of the additional provision that is being put in place to meet a child's needs.

- Every child identified as having SEN will have a support plan.
- The content of the support plan is negotiated, as appropriate, with the child and the child's family during support plan meetings. It is therefore essential that parents/carers attend these meetings.
- The support plan will identify targets with expected outcomes.
- The support plan is reviewed at the end of each term and a new support plan written, again in consultation with parents/carers.

What type of additional provision may be provided?

A child's support plan will identify provision that is additional or different from that which is normally provided. Examples of this include:

- Small group or 1 to 1 interventions
- Access to additional resources or special equipment, including ICT aids
- Additional adult support in class
- Individual speech therapy targets
- Communication through means other than speech e.g. signing or symbols
- Individual workstations
- Individualised timetables

What is an intervention?

An intervention is a specific and time limited education programme which is led by a class teacher or teaching assistant.

- We choose interventions which have proven to be effective and these are detailed on our whole school provision map.
- Parents are always informed when their child is selected for an intervention.
- Pre and post assessments ensure that the impact of the intervention can be evaluated. This is detailed on a child's SEN Support Plan.

What if my child requires a high level of support?

If your child requires a high level of support, you will be consulted about making a referral for statutory assessment in the form of an Educational, Health and Care Assessment Referral (EHCAR).

An EHCAR is a request to the local authority to undertake a formal assessment of the child's needs. The assessment involves a process of gathering information from all those involved with the child and includes the views and aspirations of the child and their parents.

An EHCAR may result in an Educational Health Care Plan (EHCP) being written.

School will support any parent throughout this process. Further information can be found on the Local Authority website:

<https://www.northyorks.gov.uk/all-about-education-health-and-care-plans-and-requesting-assessment>

What is your approach to teaching children with SEND?

The majority of children with SEND are best supported through the provision of inclusive quality teaching practices. This means:

- Behaviour managed effectively to ensure a good and safe learning environment which promotes progress.
- Personalised learning, planned and delivered by the class teacher in an ordinary classroom environment.
- Use of modelling and clear explanations
- Use of questioning to check understanding and encourage deeper thinking
- Provision of opportunities to engage with others
- Use of encouragement and praise
- An expectation that pupils will accept responsibility for their own learning and work with increased independence.

The class teacher will take note of the information within a child's **Support Plan** to plan lessons which address potential areas of difficulty and therefore remove barriers to learning.

How will the curriculum be matched to my child's needs?

All pupils should have access to a broad and balanced curriculum. Where a pupil has been identified with special educational needs, the teacher will use adaptive teaching strategies to enable that child to access the curriculum. For any pupils with significant needs, a personalised curriculum will be delivered.

Teaching assistants may be allocated to work with identified pupils, either one to one or in a small focus group to target more specific needs.

What provision is in place to ensure that children with SEN can engage in the same activities as those children who do not have SEN?

- Teachers use adaptive teaching strategies to ensure every child has access to all learning opportunities.
- Where a child requires specialist equipment to access learning, school will ensure that this is readily available.
- All children with SEND are supported to access our curriculum and extra-curricular activities including educational visits, residential visits, extra-curricular clubs and sporting events. Reasonable adjustments are made to promote inclusion and where appropriate, risk assessments are completed to ensure safety.

How do you involve children with SEND in their education?

- The first step in supporting any child causing concern, is to seek their views alongside that of their parents.
- All children receiving SEN support are consulted when their support plan is being reviewed, giving them an opportunity to discuss their progress and possible new targets.
- Where a child has an EHCP, we always seek the views of the child for their annual review and invite them to contribute in an age appropriate manner.

How will I be involved in my child's learning?

We value our relationships with parents and will endeavour to seek their views on all matters relating to their child.

- We have an 'open door' policy so parents are always welcome to speak to members of staff about their children.
- For some children, regular communication takes place daily with a home/school book or contact with the class teacher before or after school.
- All parents receive a termly written report, indicating their child's progress against national curriculum expectations.
- Consultation evenings are held in November and February, where parents can discuss their child's progress with the class teacher.
- For children who receive SEN support, review meetings are held at the beginning of each term. At this meeting, the class teacher and parents will discuss personal targets, progress and next steps. The SENCO may also be in attendance.
- School will always seek the permission of parents to involve outside agencies in supporting a child's needs. All reports and discussions will be shared with parents, and the opportunity to meet will be provided whenever possible.
- For children with an Educational Health Care Plan, an additional child-centred annual review will be held, where the provision for the child is reviewed to ensure needs are still being met. The information gathered is sent to the Local Authority.
- North Yorkshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) can provide support for families of children with SEN. <http://sendiassnorthyorkshire.co.uk/>

How are staff trained and given the expertise to support children with SEN?

- The SENCO has completed the National Award for SEN Coordination (NASENCO).
- SENCO attends termly Local Authority network meetings and liaises with other SENCOs within the area.
- Whole school staff training is provided by the SENCO and outside agencies where appropriate.
- Staff members supporting children with specific needs receive personalised training to ensure best practice in supporting children in their care.
- School can make a referral for **additional support from an external specialist agency** such as the inclusion team or speech therapy. We will always ask for parental permission and parental/ pupils views are sought and included on the referral form. If the referral is accepted, a member of staff from the specialist team will visit school to observe the child and advise staff. They may also meet with the parents.

How does the school support children's emotional and social development, including pastoral support and measures to prevent bullying?

We firmly believe that children will learn best when they are happy; emotional well-being is as important as their academic progress. We are a small school, all staff know the children well and provide pastoral support when required. As part of our commitment to mental health, all staff had the opportunity to complete mental health first aid training in January 2021. In addition we offer interventions to support social and emotional development such as Lego therapy, Time to Talk and Social Stories. We recently appointed Ms Jan Welsh to support children's mental health and wellbeing.

We recognise that some children with special educational needs may need additional social and behavioural support. This will be handled in a sensitive manner and in collaboration with the child and their parents. We urge any parent with concerns to contact their child's class teacher or the headteacher.

How does the school evaluate the effectiveness of the provision made for children with SEND?

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. We do this by:

- Monitoring and evaluating the progress of individual pupils with SEND.
- Analysing the progress of pupils with SEND as a vulnerable group.
- Completing learning walks with a focus on SEND.
- Gathering the views of pupils and parents in order to gain their perspective on provision.

Our School Governor for SEND is Mrs Janet Wright. She is a champion for pupils with SEND and is responsible for making sure that the necessary support is made for any child with additional needs. The SEND Governor meets with the SENCO (Headteacher) on a termly basis and reports directly to the full governing body.

Any parent wishing to speak to the SEND governor may do so by contacting the school on 01423 862209 or by emailing admin@scotton-lingerfield.n-yorks.sch.uk

What arrangements are made to prepare children as they move through different phases in education?

Transitions can be stressful for all children and their families, so we ensure that transition arrangements are well-planned.

Entry to EYFS

- Parent questionnaire on entry helps identify any initial concerns or worries.
- Phased entry to reception is offered to all children.
- Taster sessions are available for children joining the EYFS in Reception.
- Staff visit children in their nursery setting and, in their home, to ensure that they gather as much information about the child as possible.
- Increased transition time is available for children with additional needs; this is agreed with parents.

Entry to school in Y1 to Y6

- All children are offered the opportunity to spend time in school before their official start day.
- Parents meet with the class teacher to discuss general needs.
- Parents of SEN children meet with the SENCO/Class teacher to discuss provision and plan future needs. This may necessitate several meetings during the initial settling in period.
- The SENCO liaises with the previous school to understand need. This will be done prior to entry whenever possible.
- During the first week of school, if not before, the class teacher will talk individually to every SEN pupil about their needs and wishes for the coming term. This information feeds into pupil profiles

Transition between classes

Before the new school year begins:

- Children will spend time getting to know their new teacher; additional transition time will be arranged for SEN children where necessary.
- Teachers will liaise with each other to gather an understanding of pupils' needs for effective planning.
- The SENCO will meet with teachers of SEN pupils to ensure a smooth handover of Individual Support Plans.

By the end of the second week of term the class teacher will:

- Meet with all SEN pupils to discuss their needs and wishes for the coming term. These conversations are used to update the SEN Profile.
- Meet with the parents of SEN pupils to agree the autumn term individual support plan.

Transition to Secondary School

Most of our children transfer to King James' school and we work closely with them to ensure the children have a positive transition experience.

- Children who have SEND or other identified needs will be offered additional transition time to their new school.
- Staff from secondary schools are invited to meet children within the primary setting.
- Relevant information is shared between schools.
- Teachers and the SENCOs liaise to ensure an understanding of current provision to support needs.

Transfer from Scotton Lingerfield to another Primary School

If a child with SEN is transferring to another primary school, we will:

- Discuss transition arrangements with the parent and child and respond to need on an individual basis and according to circumstances.
- Make contact with the SENCO of the receiving school to ensure that any SEN needs are understood before the child's arrival.
- Ensure that all relevant paper work, including support plans are sent to the new school.
- Be available for follow up conversations should they be required.

We would urge any parent, with particular concerns about transition, to discuss them with the class teacher or SENCO. We are flexible in our approach and reasonable adaptations will be made in order to meet individual needs.

What can I do if I have a complaint?

If you have a concern about the provision being made for your child, we would encourage you to make an appointment to see your child's class teacher and/or SENCO as soon as possible. We are keen to work with parents, carers and children to resolve issues as quickly as possible to avoid escalation.

Should your complaint remain unresolved after informal discussion and negotiation, we would direct you to our formal complaints procedure. In such cases you may find it helpful to contact SENDIASS, who can provide you with confidential and impartial advice and support.

<http://sendiassnorthyorkshire.co.uk/>