



# Scotton Lingerfield Primary School

## 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>

# Scotton Lingerfield Primary School SEN information report

September 2021

## School Offer

## North Yorkshire LA's expectation of good practice

### SEND provision in school

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.

We have a great deal of experience of supporting children with a range of SEND including:

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory and/or physical needs

We seek advice and support from the Inclusive Education Service when needed.

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.

### **Policies, SEND Documentation and Handbooks**

The SENCO is Debbie Calvert and she can be contacted on 01423 862209.

The School's SEN Policy highlights how children's additional needs are identified and how the school will support these children. Children who have been identified as needing some additional support will have their targets recorded on a support plan applying Assess, Plan, Do, Review strategies building on strengths, and identifying needs and types of support to ensure progress. This support plan is written in consultation with the parents of the pupil, teacher and SENCo. Older pupils are involved in their own target setting too. Additional notes are written by intervention leads who record details of the intervention including assessments and next steps in learning.

Progress is reviewed at least termly and for some children at more regular intervals. Some in school with more complex needs, that cannot be met within the school budget, can request assessment for an Education, Health and Care Plan (EHCP).

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.

### **Consultation with and involvement with parents**

At Scotton Lingerfield Primary School, we aim to maintain regular contact with parents especially for children with SEND. We have an open door policy and work hard to make parents feel welcome in school.

We have two official Parents' Consultation Evenings to discuss children's progress. If it is felt that a child is not making adequate progress, parents are invited into school to meet with the teacher. Parents are always welcome to discuss any concerns. Teaching staff are available in the playground before and after school.

Alternatively, informal meetings can be arranged after school with the class teacher or the SENCO.

Parents of children with SEND will be in closer contact with the

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.

school and will meet at least termly. The purpose of those meetings will be to discuss progress towards targets. For some children the communication may be much more frequent. Individual targets and provision maps are written in collaboration with the parents, SENCO, Teacher and child

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. There is a school council where views are listened to and supported. Pupil views are sought through a variety of Pupil voice questionnaires throughout the year. All pupils with SEN are included in discussions about their learning (where appropriate). Their views are recorded on the Support Plans. We believe it is important that all children are aware of their targets and take an active part in their learning.

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.

### Assessment and consultation with parents

When children enter primary school there are national expectations which are the average levels children should achieve at the end of a Year or key stage. Not all children will be able to achieve these national expectations, and additional support may be needed to help a child to make progress. At Scotton Lingerfield Primary School, we track from entry to school and all children are assessed termly. Pupil Progress Meetings identify any children who are not making expected progress or better and ensure all pupils' needs are met in a timely manner. 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 and a note of concern will be made on the child's record. 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. Support plans are written for SEN pupils as a means of tracking impact of interventions and outside agency involvement, successes and areas to develop.

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.

### Transition arrangements

At Scotton Lingerfield Primary School we understand that transition between schools, key stages or classes can be a very stressful time for children and their parents. In the summer term before children enter Reception, class teachers and SENCOs if necessary, visit the children in their homes or pre-school settings. Children are invited to a number of transition days so that they have the opportunity to meet their teacher and familiarise themselves with their school environment.

We have close links with the local secondary school and liaise closely with them to put appropriate transition in place for our children with SEND, ensuring that appropriate additional transition days are

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.

organised. Where appropriate, a member of staff will accompany the child to the transition days to ensure that they have a positive start to secondary school. A member of staff from the secondary school attends annual Review meetings of any Year 6 child with an EHCP. Within school, we make provision for all children to spend time with their new class teacher in the summer term. Children with SEND may need more support at this time and additional provision will be put in place as needed.

## Teaching and learning

At Scotton Lingerfield Primary School we have high expectations for all learners and believe that every child has the right to learn alongside their peers. Good quality teaching and support for learning within lessons is the key factor in helping pupils with SEND to make good progress alongside their peers. Pupils will often receive pre or post teaching to allow them to access learning to the best of their ability. There may be occasions when we feel that some additional support may help your child to make better progress, this can be in small groups or 1:1.

This additional support will usually be delivered by a trained TA or the SENCO. For some children the interventions are short term and last around six weeks. For some it can form part of their longer term provision. The child will be assessed before and after the intervention to measure the progress made. We expect children in receipt of interventions to make accelerated progress.

We will clearly outline the aims of any support put in place to allow your child to make progress. Whilst offering support, we will also aim to enable your child to work more independently in lessons.

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:

- 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 Scotton Lingerfield 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. Individual Risk Assessments are carried out for children who may need additional support in school or 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**

Scotton Lingerfield Primary School has a team of highly skilled support staff who support both individual and groups of children throughout school, delivering interventions and post teaching sessions. 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.

If a pupil has particular needs and we have completed two cycles of plan, do, review, specialist support will be sought to advise us of further measures that we can take.

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.

## Tracking progress and inclusion

Lessons for all pupils are monitored through observations by the senior leadership team. We expect all children with SEND to make at least expected progress, in line with their peers.

The progress and attainment of all children is carefully monitored in school and reported to parents. Progress meetings are held termly to identify any children whose progress and attainment is below expected. If, in response to this, a child is provided with additional and different provision in school, baseline and end of support assessments will be carried out to assess the impact of the intervention.

Parents are informed of their children's progress and attainment via parent consultation meetings, termly profile reports and end of year reports.

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

Scotton Lingerfield Primary School is committed to providing high PSHE (Personal, Social and Health Education). Staff are trained in Compass mental health awareness and time is given for any children identified as vulnerable to work with a designated adult in school. Regular PSHE lessons contribute to children making good progress in this area of their learning.

Reasonable adjustments are made in school to enable children with SEND to access the curriculum alongside their peers.

We hold weekly celebration assemblies which recognise the

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

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| achievements of all children, including those with SEND, whether they are academic, creative or sporting. |  |
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### **Outside agencies**

We are well supported by Outside Agencies, taking the time to build good working relationships. Recently we have worked with Inclusive Education, Educational Psychologists, Speech and Language Team, Sensory, SEND hubs and the Healthy Child Team.

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 Scotton Lingerfield 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.

If you feel that your view has not been listened to, you can escalate your concern/complaint to the Chair of Governors in line with the Schools Complaints policy.

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.