




Federation of Grewelthorpe and Fountains C of E Schools



2023 - 2024

<p>The NYCC Local Offer is available here: SEND Local Offer North Yorkshire Council</p>	
<p>Contact details</p>	<p>Overall responsibility for SEND within the school lies with the Headteacher, Pam Acheson, who can be contacted on 01765 620631 (Fountains), 01765 658287 (Grewelthorpe) or by emailing headteacher@gfschools.co.uk.</p> <p>Our SENDCo is Georgina Wray. Miss Wray oversees the statutory provision for students with additional needs including supporting the early identification process and the monitoring of ongoing support and its effectiveness. Miss Wray can be contacted on 01765 620631 or by emailing gwrap@gfschools.co.uk.</p> <p>The school has a named governor responsible for SEND. The name of the current SEN governor is Rachel Bain, who can be contacted by emailing the schools office.</p>
<p>Policy and related documents.</p>	<p>Related policies:</p> <ul style="list-style-type: none">● Special Educational Needs and Disabilities policy● Curriculum policy● Child Protection policy● Keeping Children Safe● Safeguarding● Anti-bullying policy● Accessibility Plan <p>All policies can be found on our school websites.</p>
<p>Identifying children with SEND and supporting and improving their academic, emotional and social development at Fountains & Grewelthorpe Schools</p>	<p>Staff ensure that the needs of all learners, including those with SEND, are addressed through lessons that are meaningful, engaging and challenging.</p> <p>Class teachers make regular assessments of progress for all pupils, and there is recognition that progress may take different forms for different students. In order to identify children with additional needs, assessment seeks to identify pupils making less than expected progress given their age and individual circumstances.</p> <p>This can be characterised by progress which:</p> <ul style="list-style-type: none">· is significantly slower than that of their peers starting from the same baseline;· fails to match or better the child's previous rate of progress;· fails to close the attainment gap between the child and their peers;· widens the attainment gap. <p>During termly 'Pupil Progress Meetings', pupil progress is considered. All available assessment and data, as well as views of parents where appropriate, is utilised to consider whether the progress, attainment, wider development or social needs of the pupil has been maintained, slowed or accelerated. When there is a concern that the progress,</p>

	<p>attainment, wider development or social needs of a child has slowed, there will be a note made on an 'one page profile' about the nature of the concern and actions taken to deal with it. Class teachers, and other relevant staff, supported by the SENCo, gather informal information from internal records and observations, parents and the pupil to develop a good understanding of the pupil's strengths and areas of difficulty. Additionally, formative and summative assessment may take place. Through this process, probable barriers to learning are identified. The desired outcome for the child is considered, taking into account parental input, and planning takes place to decide how the desired outcome may be reached.</p> <p>Staff will explore whether the required support can be provided from the school's core offer, or whether something additional or different is required. Where possible, support will be provided through in class provision, with adjustments being made by the class teacher to the way the child is taught. For some children, the support needed may require them to undertake an intervention away from their classroom, and this will normally be delivered by a teaching assistant under the direction of the class teacher, with input from the SENCo where required. A clear review date will be noted on the child's Support Plan. This will usually be one term after the onset of the support, but it may be more or less depending on the nature of the child's barrier to learning. At review (which would normally include parents), if the gap closes or the wider developmental/ social issues are resolved then the additional support will cease, with the child continuing to be monitored carefully, but not placed at 'SEN support'.</p> <p>A student being recorded as having 'SEN Support' status is a formal and recorded process. The SEN Support status is reported to the local authority. This is a formal recognition that a child requires support in school which is additional and different to their peers, and that the support cannot be provided through standard classroom teaching. The SEN Support status is regularly monitored and children have the status removed if and when they no longer require the support which is additional and different. This may occur, if for example, their reading skills which were once below the expected standard improve to a level where they are no longer of concern following a period of intervention and additional support.</p>
<p>Teaching, learning and development of children with special educational needs at Fountains and Grewelthorpe Schools.</p>	<p>The schools ethos and Christian values are evident throughout our school. Staff use classroom strategies to promote Quality First Teaching and adapt practise and classwork to support those who may need more support to access learning than the majority and create an inclusive environment for all children.</p> <p>Interventions are identified on provision maps and support timetables. They have clear objectives and SMART targets and focus on moving the children forward in their learning. These are shared with the child's parents.</p> <p>Interventions are delivered by trained teaching assistants and monitored by class teachers and SENCo. Regular discussions ensure that skills are reinforced/transferred back into the classroom and built upon.</p>

	<p>Assessments at the beginning and the end and ongoing monitoring, enables staff and pupils to evaluate the effectiveness of interventions. Relevant care plans, Health care plans and risk assessments are implemented for children who have a high level of need in discussion with parents and relevant professionals.</p> <p>SEN Support is “additional or different” help provided by the schools for all children who have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>This may be: help taking part in learning activities; a special learning programme; extra help from a teacher or assistant; working in a smaller group; extra encouragement; help communicating with other children; advice, intervention, support from additional experts; support with physical or personal care difficulties.</p> <p>SEN support will arise from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.</p> <p>The four stages of the cycle are:</p> 
<p>Meeting the needs of pupils with SEND at Fountains & Grewelthorpe schools.</p>	<p>As a Federation, we are following the Thrive Approach which promotes and supports the social and emotional development of all children through building strong relationships and providing class, group and individual support where needed to ensure all children are able to engage with learning.</p> <p>We endeavour to tailor our support to the children’s needs and abilities and ensure that we use adaptive methods to enable children to remain part of every lesson. Teaching assistants are allocated to a class to ensure continuity of relationships and support both during lessons and through any additional support work.</p> <p>If there is a higher need which can only be met through intervention, we commit to ensuring that the timing of this does not take them away from their peer group where possible. Intervention completed outside of the classroom is planned with the class teacher to enable links to be made within the classroom lessons.</p> <p>We have available the following interventions:</p>

	<p>Literacy interventions: Active Literacy Kit, Better Reading Partners, First Class at Writing, Little Wandle Letters and Sounds, Toe by Toe, word wasp</p> <p>Numeracy interventions: First Class @ Number, Success@arithmetic and Numicon</p> <p>Communication programmes: Therapeutic play, Narrative Therapy, Lego therapy, working memory, time for talk, drawing and talking, Socially Speaking and Memory Magic.</p> <p>Children who receive these intervention programmes would be listed on the SEN register and a meeting would be arranged with parents to discuss the reasons and intended outcomes for the child.</p> <p>Other resources which we have available are; wobble cushions, weighted lap pads, fidget toys, writing slopes and quiet spaces to support children with physical and sensory needs.</p> <p>We provide writing support through the offer of alternatives to written recording to support children with Dyslexia.</p> <p>Each half term, staff will look at the children who have received these provisions and assess their impact.</p>
<p>Training of staff in relation to SEND at Fountains & Grewelthorpe schools.</p>	<p>All staff are signposted to training to enable them to meet a range of SEND.</p> <p>If a pupil has particular needs and the school requires training in this area, specialist support and advice is gained from relevant professionals.</p> <p>Staff have completed communication and interaction courses to recognise and support children with social and communication needs.</p> <p>Staff are fully aware of how to identify and meet the needs of children who struggle with aspects of reading and writing. As a school we provide a dyslexia friendly environment where all children can access a range of support materials and are taught different strategies to present and record their work.</p> <p>A staff survey is conducted in the Autumn term to gain confidence and areas of development across the federation.</p>
<p>Information about how specialist expertise is sought.</p>	<p>On occasion, it may be necessary to seek further support and advice from outside agencies. We work with many external agencies who provide us with additional guidance and support so that we can best meet the needs of all children in our schools.</p> <p>At Fountains & Grewelthorpe CE Schools we currently receive advice and support from Speech and Language therapists, social care and the SEN hubs for Cognition and learning, Communication and Interaction and SEMH who work with children and staff to help support children through developing intervention programmes and activities to develop skills.</p>

	<p>If any specialist equipment or training is required, we contact the relevant agency and ensure that resources are in place in time to provide a smooth transition. Funding has previously been used to purchase equipment and training has been accessed through the Local Authority.</p>
<p>The processes in place for the graduated approach to SEND (assess, plan, do, review) at Fountains & Grewelthorpe Schools.</p> <p><i>LDLT SEND Flowchart</i></p>	<p>When it has been established that a child requires additional support, Fountains and Grewelthorpe schools will:</p> <ol style="list-style-type: none"> 1. ASSESS - complete a 'At a glance' sheet <i>What is this telling you about possible barriers to learning? Speak to parents / carers. Do they share your concerns and are they seeing the same things at home?</i> 2. PLAN - Speak to parents and support staff and plan what you can do to support this pupil and / or try to remove the barrier to their learning. 3. Create / update a Support Plan - Set some targets – ensure they are Specific / Measurable / Achievable / Realistic / Time measurable. Share information with all staff working with the pupil. 4. DO - Put in place the provision / resources outlined in the Support Plan and support the pupil to work towards the SMART targets. 5. REVIEW - Review the Support Plan. Have the targets been achieved? <p>If the targets have not been achieved, new targets will need to be set and a further advice may be needed to best meet the needs of the child. If the targets have been met they may be removed from the SEN register.</p> <p>Class teachers will meet with parents at least once per term to discuss any support that has been in place and review and set targets.</p>
<p>Involving parents/ carers and pupils at Fountains & Grewelthorpe in the assess, plan, do, review process.</p>	<p>During the school year there are 2 parents meetings and an opportunity to discuss the children's report in the summer term. At parents meetings, parents will be made aware of the level at which their child is working and what needs to be done to support their child. Parent and pupil views are also an important part of the support cycle and are included in target setting and review meetings.</p> <p>Children who have a SP would have this updated each term and this would be shared with parents. This may involve a further meeting where the support a child is receiving in school would be made clear and any out of school support would be suggested.</p> <p>Some children may have a home – school diary to enable communication between parents and school staff.</p> <p>Staff at our schools are always available to listen and provide advice to parents who have questions about their children's learning.</p>

	<p>As a school we have different groups for engaging pupils with aspects of school life e.g. collective worship committee, charities committee, school sports crew and school council. These groups would be involved in supporting children, setting rules and fundraising.</p> <p>We seek the views of children</p> <ul style="list-style-type: none"> - informally in class to assess our classroom environments and resources the children have access to - formally with pupil voice questionnaires to gain an insight into provision and aspects of social and emotional wellbeing
<p>Arrangements for handling complaints regarding SEND provision</p>	<p>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.</p> <p>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> <p>Headteacher is Pam Acheson Chair of governors is Rachel Bain</p>