

Fountains & Grewelthorpe CE Schools SEN information report

Date September 2019

[Link to SEN Policy](#)

The North Yorkshire local offer can be found at:

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

Governors should describe:

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?	
<p>Teachers ensure that the classroom environment is a stimulating learning space with visual prompts and resources including success criteria within easy reach for all children.</p> <p>Tables are positioned and organised so that children can learn from each other and are able to see the board clearly.</p> <p>Teaching assistants are aware of the school behaviour policy and follow this consistently. They understand alternatives to written recording and support children in class through modelling these skills.</p> <p>All staff encourage independence through providing access to suitable resources. Children are helped to contribute to class discussions.</p> <p>Lessons are planned and taught with all learners in mind providing opportunities to listen, watch and research and be hands on.</p> <p>Circle time, PSHE and collective worship are taught to ensure understanding of different needs and abilities and to enable all children to feel part of the class and school through supporting friendship groups and providing encouragement.</p> <p>Adaptations are made to ensure all children are able to access the whole school curriculum in a discrete way.</p>	<p>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>
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>Children at our schools all have access to quality first teaching. They are regularly assessed and monitored to ensure any areas of need can be supported at the earliest stage.</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</p>

<p>Children who require additional support will be recorded on a Whole School Provision Map (PM). This is an overview of support which is reviewed each term at the pupil progress meeting. The children who have this additional support or intervention would receive careful monitoring to ensure they continue to make progress in line with their peers.</p> <p>Children who are not making the same progress would require an Individual Pupil Profile (IPP) which would state targeted intervention.</p> <p>Teachers will discuss any concerns over progress with parents at the earliest stage and keep parents informed of strategies, interventions and impact.</p> <p>Statutory assessments/EHCAR forms are requested when a child requires 1:1 support to enable them to progress. Please speak to the Headteacher or SENCO if you have any questions about this.</p>	<p>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>During the school year there are 2 parents meetings and an opportunity to discuss the childrens 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 the child.</p> <p>Children who have an IPP 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>Our school inclusion policy was originally written with a working group of parents. This provided staff and parents with the opportunity to adapt and celebrate the provision we provide to meet the needs of all children at Fountains and Grewelthorpe Schools.</p> <p>Staff at our schools are always available to listen and provide advice to parents who have questions about their childrens learning.</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 • 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.
<p>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>	
<p>We have a school council who are involved in supporting children, setting rules and fundraising. The school council members also show visitors around our school.</p> <p>We seek the views of children</p> <ul style="list-style-type: none"> - informally in class to assess our classroom environments and 	<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. You school will be able to describe</p>

<p>resources the children have access to</p> <ul style="list-style-type: none"> - formally with pupil voice questionnaires to gain an insight into provision and aspects of social and emotional wellbeing 	<p>how this is undertaken and the frequency with which the child is consulted.</p>
<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>	
<p>Class teachers and support staff regularly make observational assessments of the children they work with on a daily basis. In addition to this, each term, teachers make assessments of all children against criteria published by the Government and Local authority. The children take a reading, Maths and Spelling Punctuation and Grammar test each term. Test information is always used alongside teacher assessment to give an overall view of each child's attainment and progress.</p> <p>Pre standard statements are used to assess and show smaller steps of progress for children that will make less progress than their peers. This may be due to medical issues or severe learning needs.</p> <p>School based tracking systems are used to identify children who are not making expected progress or those working below national expectations. This enables staff and SENCo to focus on children who are not making progress and put interventions in place.</p> <p>Tracking of Maths and English is submitted to the Head Teacher who monitors the progress made across the school. Subject leaders collect end of year tracking for their individual subject monitoring.</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.</p> <p>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>
<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>	
<p>Transition reviews for children with SEND are organised before moving. The relevant staff from the receiving school will be invited to reviews. If they are unable to attend, the SENCO will contact the child's new school with the relevant information. Transition visits are arranged for pupils moving to High School. Children who are moving to another Primary school are encouraged to visit. An 'All about me' is completed with comments from the child and parents/ carers for the receiving school.</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>7. What is you School's approach to teaching children and young people with SEN?</p>	
<p>We currently use and have staff trained in literacy interventions: Active Literacy Kit, Better Reading Partners, First Class at Writing and Toe by Toe, Numeracy interventions: First Class @ Number, Success@arithmetic and Numicon and Communication programmes: Therapeutic play, Narrative Therapy, Lego therapy, working memory, time for talk, drawing and talking and Socially Speaking. We endeavour to tailor our interventions to the</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</p>

<p>children's needs and abilities and ensure that the timing of intervention does not take them away from their peer group where possible. Overlearning completed outside of the classroom is planned with the class teacher to enable links to be made within the classroom lessons.</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>We have wobble cushions, weighted cushions and quiet spaces to support children with sensory needs.</p> <p>We provide writing support through Clicker6 and sound buttons and staff are trained to offer alternatives to written recording to support children with Dyslexia.</p> <p>Any intervention work which is completed outside of the classroom will be brought into the whole class work to ensure its value is seen and consolidation can be made.</p> <p>Each half term, staff will look at the children who have received these interventions and assess their impact.</p> <p>Teaching Assistants are allocated to provide support in each class during the morning sessions. These extra adults are used to support groups of children who require further explanation of the task or resources in addition to those accessed by the rest of the class. The aim of the 'in class' support is to boost confidence in those children to develop their own independence</p>	<p>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.
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8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

<p>The schools ethos and Christian values are evident throughout our school. Our school has quality first teaching and differentiated lessons which provide an inclusive environment for all children. 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.</p> <p>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>The school building is on one level with each class having their own entrance and exit doors. If an alternative entrance is needed due to</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.</p> <p>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>
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<p>equipment e.g. wheelchair access this is discussed and arranged with parents. The doors open from 8.45am and children arrive between this time and 9am which has made the morning cloakroom routines less busy.</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 signposted to training to enable them to meet a range of SEND. Teachers and teaching assistants have annual checks to assess their confidence in meeting needs. If a pupil has particular needs and the school requires training in this area, specialist support and advice is gained from relevant professionals. 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>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>Fountains & Grewelthorpe are welcoming schools and new children settle well with the help of a buddy system from peers and staff availability to speak with parents to keep informed. Our children are very supportive of different needs. Pupil Profiles are updated at least termly to make sure vulnerable learners are being supported and parents are informed of progress. All staff promote and implement the behaviour policy consistently which enables children to feel safe. Our curriculum is carefully planned to allow the children to follow their learning through enquiry approaches.</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 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.</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 are given the opportunity to represent the school through the school council and are voted for by their peers. A range of sporting events are attended in class groups or teams. After school clubs are accessible to all children and where additional support is required to enable full access this will be discussed and arranged with parents.</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 use a buddy system for vulnerable children including those who are new to the school. we have teaching assistants trained in using Socially Speaking and Narrative Therapy and staff use the PSHE materials through collective worship and classroom activities where needed to support children. We have a small nurture group with activities such art and gardening to allow children time to express themselves.</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>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>At Fountains & Grewelthorpe CE Schools we currently receive advice and support from an Education Psychologist, Speech and Language therapist, Physiotherapist and Occupational therapist. These agencies work with children and staff to help support children through developing intervention programmes and activities to develop skills. 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. We are also linked with Starbeck EMS for social, emotional and mental health difficulties and Inclusive Education Services for communication and interaction needs. Specialist teachers from these schools provide support to staff through meetings, resources and training.</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>Our Headteacher is Pam Acheson Our chair of governors is Rachel Bain</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>