



Arkengarthdale Primary School
SEND Information Report 2016



Introduction: 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'. The North Yorkshire local offer can be found at: <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Our SEN information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive, if you choose Arkengarthdale Primary School for your children.

1 What kinds of SEN are provided for in our school?

We welcome children with a broad range of needs to our school.

- Special educational needs and provision falls under four broad areas:
 - o Communication and interaction
 - o Cognition and learning
 - o Social, mental and emotional health
 - o Sensory and/or physical

Behavioural difficulties do not necessarily mean that a child or young person has SEN.

2a) What policies do we have for identifying children and young people with SEN?

2b) How do we assess their needs?

2c) What is the SENCo's name and how can I contact them?

2a) Please read our SEND policy alongside this document (available on our website.) We use the "Assess, Plan, Do and Review" process, known as the Graduated Approach.

2b) If you think your child may have SEN, we will observe closely, assess what may be causing the difficulties and share with you what we will do as a school to support you and your child. We talk to parents and children regularly and liaise with other members of school staff. We have a range of assessments which can be used within school to help identify the specific difficulties your child may be experiencing.

There are also assessments which we can ask you to support with to help identify the difficulties your child may be experiencing. These include:

- The Dyslexia Checklist

- The Social Communication Checklist

With these documents, you complete your version, the pupil (where appropriate) completes a version and school (usually the class teacher) completes a version. The results are then pulled together and discussed with you.

2c) SENCO – Mrs Angie McRae until January 2017 and then Miss Lucy Greggan. Contacted on 01748 884335 or admin@arkengarthdale.n-yorks.sch.uk

SEN Governor- Rev Caroline Hewlett. Contacted on 01748 884335 or admin@arkengarthdale.n-yorks.sch.uk

3 What arrangements do we have for consulting with parents of children with SEN and involving them in their child's education?

At Arkengarthdale Primary School we take parental concerns seriously and we strive to build good relationships with all our parents. We ask that in the first instance you make contact with the class teacher to discuss any concerns you may have surrounding either progress, or any other aspect of your child's development. Mrs McRae/Miss Greggan (SENCO) works closely with the class teachers. Communication with you about your child's education includes the following as standard:

- Half termly newsletters
- Termly curriculum newsletters outlining the topic and providing details about the planned learning
- Letters to inform you if your child has been selected to take part in an intervention – this will explain why your child has been selected and offer you an opportunity to discuss further if required
- Twice yearly parent consultation evenings
- Annual school report
- Ongoing opportunities to speak to your child's class teacher, SENCO or Headteacher as needed either by appointment or informally, for example on the playground before school
- Parent workshops to support your understanding of the curriculum and expectations

We recognise that as a parent of a child with SEN you may require additional communication between home and school to support your child's learning and progress. This may include:

- Regular contact
- Home school communication books

Parents are signposted to relevant support networks e.g SENDIASS and NYPACT.

4. What arrangements do we have in place to consult with young people with SEN and how do we involve them in their education?

The ethos within our school appreciates everyone's uniqueness – that we all have our own strengths and weaknesses. Work carried out within classes, assemblies and when issues arise reinforce this ethos. The views of all children are listened to. Visitors to the school frequently speak about how articulate and confident our children are when they speak about what it is like to be a pupil at our school. This extends to children with SEN as well. Children, including those with SEN, are given every opportunity to be involved in all aspects of school life. Children with SEN are involved in setting and reviewing their own learning targets, as outlined on their individual provision maps. These documents are also shared and reviewed with you on a termly basis or more frequently if required. Pupil views are sought for annual reviews these are maintained in order to track progress in the level of response as a child gets older.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Can you explain what opportunities are available to enable school to work with parents and young people as part of this assessment and review?

We use Target Tracker to assess and track all pupil progress. For children not yet accessing the National Curriculum, we use P-scales. We meet termly with parents of children with SEN to hold reviews and more often, informally, as required. This may be a quick chat on the playground, or a telephone call. We aim to make the review meetings as pleasant as possible, recognising that this can be a time that you can find difficult and stressful. We offer refreshments and ensure you are introduced to everyone who is present at the meeting. We try to ensure that we stick to time and ensure you have the chance to ask questions. Your child also has the chance to complete pupil views before the meeting. Inclusion passports are used to highlight strategies which have worked (and their impact) and strategies which have not worked (and why they don't work) for each child. This is typically updated annually or more often as required. It forms a very useful document for new teachers to quickly get up to speed with the particular needs of children with SEN so learning time is not lost when a child moves into a new class. Individual provision maps are updated and shared with you and children termly, as outlined above.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do we 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?

Transition to a new school is well planned. A member of staff from the relevant secondary school is always invited to Year 6 SEN reviews, and earlier if appropriate. We have a very good relationship with our main feeder secondary school Richmond School and SFX and work closely with them to ensure that transition for all pupils, and especially those with SEN, is smooth and handled correctly in order to reduce anxiety for yourself and your child. We tailor transition packages dependent on the needs and concerns of you and your child and it will always involve a discussion with you to decide together on the best approach. Transition packages usually take the form of additional visits, but their format may be different dependent upon the pupil. Resources are provided to help support transition, for instance examples of what the timetable or school planner might look like. Targeted time is allocated by the class teachers/teaching assistant to support children who may be feeling anxious about transition.

7. What is our approach to teaching children and young people with SEN?

Arkengarthdale is an inclusive school where we pride ourselves in our personalised learning programmes and our ability to include all children. We work closely with you and your child to aim to meet their needs in the best way possible.

If your child requires an intervention to help them address a specific difficulty, we will always inform you of this and give you the opportunity to discuss with the class teachers. Additional support can be provided during lessons to help children with SEN. This might take the form of additional or different resources, breaking a task down into smaller chunks, providing writing frames, visual supports and continued work using manipulatives. It might take the form of additional support from an adult within school (teacher or TA). Peer support may take place within a lesson, and/or between older and younger pupils. We aim to always include children with SEN on all educational visits including residential visits. For the children with more complex needs, a more personalised package of support may be required. If a child with more complex needs requires more specialist support, we may seek to involve external agencies from a range of services available to us, including Enhanced Mainstream School staff, Educational Psychologists or Speech and Language Therapists. We would always discuss this with you and seek your written consent before involving such agencies. Should a child be still making limited progress, and the gap between him/her and their peers is continuing to widen, we would discuss with you the possibility of submitting an Education

Health and Care Assessment Request. We would involve you fully in this process and you could also be supported in this process by Jane Clark, from the Special Educational Needs Information and Advice Support Services.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

- changing the colours of interactive whiteboards
- providing a visual timetable which is updated daily
 - personalised learning programmes
- paired work or small group teaching
- providing coloured overlays
- social stories
- different styles of reading books
- adaptations to homework
- use of ICT to record ideas
- quiet areas within the classroom
- “chunking” learning into smaller sections
- writing scaffolds/frames/sentence starters
- use of practical resources

9. What sort of expertise for supporting children and young people with SEN do we currently have in school? How do we ensure that the expertise and training of staff to support children and young people with SEN is current? How do we access and secure further specialist expertise?

The SENCO attends the termly NYCC Senco Network meeting thereby ensuring that her practice is as current and as up to date as possible. Specific training is provided as needed for staff members as and when the need arises. Should we require additional support or expertise to meet a child’s needs, and once it has been proven that we are unable to meet this within school, a request for specialised support would be made from the NYCC EMS teams. Once they are involved both class teachers and TAs are fully involved with the specialist expertise in supporting the child. Parents and children are also involved in the process at all stages.

Our school is in a collaboration with Richmond Methodist School and is able to aslo draw on the expertise of staff working there.

10. How do we evaluate the effectiveness of the provision made for children and young people with SEN?

As outlined in other sections, we carefully monitor and track progress of children using Target Tracker and, where necessary, P-scales. We also use individual provision maps which are reviewed after a term with parents and pupils, leading to new targets being set. We record details of interventions and their impact within the child’s SEN file. Observations (in class, in small groups and during 1:1 sessions), work scrutiny and pupil conferencing all form part of evaluating the effectiveness of provision, as well as feedback from you as parents. We recognise that work scrutiny provides a valuable measure of progress over time. Specific intervention programmes use a tight measure of progress. These are carried out as per the recommendations accompanying each package. Assessments help the teacher, pupil and parent to be aware of any specific areas of difficulty and they provide a baseline against which to measure progress. Where packages have an integral parent feedback system, the certificates/postcards are used to celebrate

sometimes the smallest of steps. These are celebrated in assemblies and are provided for parents to demonstrate this progress.

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?

We provide a huge range of opportunities for all of our children, irrespective of gender, ethnicity, SEN or disability, to engage in activities. This is further outlined in Section 4.

12. How do we 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.

We are a small friendly school where relationships between children and adults are highly valued and are the fabric of our success. New starters are quickly made to feel “part of the family”. In addition, PSHE lessons target this area.

13. How do we 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?

We work closely with a range of external agencies to help meet your child’s needs. This includes the Prevention Service (which has a team of Family Outreach Workers who can support you at home), the EMS teams, educational psychologists and Speech and Language therapy services. If we feel that we require some additional support to meet your child’s needs, we will always speak to you first and seek your written consent.

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made?

Complaints about SEN follow the general complaints procedure. Please see your child’s class teacher in the first instance, to see if your concerns can be immediately addressed. Should there be no improvement, please do make an appointment to see either Mrs McRae/Miss Greggan (SENCO) or Miss Ring (Headteacher). 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 Mr Charles Cody (chair of governors) at the school. SEN Governor – Rev Caroline Hewlett at the school.