

East Ayton Primary school SEN information report

Draft Code of Practice 6.74

'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 questions which need to be covered are included in the following proforma in italics. In order to be legally compliant, these must all be answered by the school.

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.

Schools should also make data on the levels and type of need within the school available **to the local authority**. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the school census, is also required to produce the national SEN Information report.

The North Yorkshire local offer can be found at:

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

East Ayton Primary School SEN information report September 2014

	North Yorkshire LA expectation of good practice	School offer
Universal Provision	<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. 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. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.</p>	<ul style="list-style-type: none"> • All staff at East Ayton Primary School are committed to providing quality first teaching so that all children can make good progress with their learning. • Lessons are carefully differentiated to meet the needs of all children whatever their learning style. Staff use a variety of teaching styles, resources and adult support in lessons to support children's learning. The school recognises that every child learns differently and the lessons need to be adapted accordingly to allow every child to flourish. • The school has achieved the Inclusion Quality Mark. • There is a named governor who holds the school to account for making good provision for pupils with SEND. This person is available to speak to during the year if required. The SENCO and named governor meet regularly to discuss SEND.
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Approaches the teaching/ learning and development of children and young people with special educational needs;</i> • <i>Adapts the curriculum/provision and additional learning support available to children and young people with special educational needs;</i> • <i>Supports and improves the emotional and social development of children and young people with special educational need.</i> 		

Recording Provision,	<p>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:-</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; • the next date when your child’s progress will be reviewed. 	<ul style="list-style-type: none"> • Children who require additional support may have a target mat, IPM (Individual Provision map) or other appropriate supporting materials.. • What is used will depend on the level of support required. • If support is much more individual, then an IPM will be developed, as this will outline the strategies being used for your child individually. • If a child has had lots of input to support their learning an Inclusion Passport is likely to be developed as this will outline all that has been accessed by the child and how successful it is, as well as tell the story of the child – more can be found about Inclusion Passports in the designated section. • These documents are shared with parent/guardians during the year and there are regular opportunities to come in to school to discuss them.
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Identifies the particular special educational needs of a child or young person;*

Interventions	<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. 	<ul style="list-style-type: none"> • At East Ayton Primary School we are able to offer specific interventions that we will tailor to the needs of the child. • Interventions are carefully monitored in order to ensure that they have an impact on children’s learning. Staff receive regular training and support provided by a number of different agencies. • All interventions are recorded on an Intervention map each term by the SEN team. • If you require more information on the interventions carried out please speak to your child’s class teacher.
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Secures the services, provision and equipment required by children and young people with special educational needs;*

Extra Adult Support

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.

- At East Ayton Primary School there are skilled teaching assistants who support both individual and groups of children throughout the school.
- If a concept is being taught that your child may find difficult, extra support may be given to help with understanding. Therefore, it won't necessarily be only children with SEND that receive this type of support.
- We believe in pre teaching of certain concepts therefore if your child finds aspects of the topic/theme difficult then they may be supported by pre teaching in order for them to access the curriculum successfully.
- Staff receive regular training in different areas of SEND.

Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Secures the additional learning support available to children and young people with special educational needs;*

Expected progress

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 with National Curriculum levels.

- When your child enters primary school there are national expectations that are the average levels for children at the end of the academic year. These are as follows:
 - Year 1 1b / 1a
 - Year 2 2b / 2a
 - Year 3 2a / 3c
 - Year 4 3b / 3a
 - Year 5 3a / 4c
 - Year 6 4b / 4a
- Of course not all children will be able to achieve these national expectations, meaning that additional provision may be put in place to support the child making **their** expected progress.
- Progress of all children is reviewed regularly to make sure that they are making expected progress. Any children who are not making their expected progress or not progressing in line with national expectations have strategies put in place to support them.
- You will have the opportunity to discuss your child's progress at the parent/teacher consultation evenings and at review meetings.

Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Monitors the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;*
- *Monitors and evaluates the effectiveness of special educational provision, including information about how children, their parents and young people will take part in any assessment and evaluation;*

Inclusion Quality Mark

Many North Yorkshire schools have used our Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefiting different groups of learners, and how their outcomes are improving as a result of their work. A full list of North Yorkshire schools currently holding the IQM is available.

Schools who do not hold the IQM should demonstrate their commitment to Equality in line with the Equality Act 2010 and in line with their school's aims and vision statement.

- East Ayton Primary School has the Inclusion Quality Mark and is a dyslexia friendly school with visual timetables and a variety of support materials.
- This Quality Mark allows us to demonstrate and evaluate how successfully we include all learners, including children with SEND.
- We have identified areas in which we feel confident that we already carry out in school and also flagged up areas for development which are currently being addressed.

Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Supports children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;*
- *Makes activities available for children and young people with special educational needs in addition to the curriculum;*
- *Ensures facilities that are available can be accessed by children and young people with special educational needs;*

<p>Support from other agencies</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>	<ul style="list-style-type: none"> • Sometimes when we are finding it difficult to meet the needs of a child after putting in various interventions and strategies we may require support from an outside agency. • Professionals from various agencies regularly support staff and children in school. School would only contact an outside agency after consultation with parents. <p>There are a range of agencies that can be accessed when needed:</p> <ul style="list-style-type: none"> • The Educational Psychologist • School Nurse and Health Visitor • Educational Social Worker • Sensory, Physical and Medical Teaching Team • Speech and Language Therapist • Physiotherapist • Occupational Therapists • Paediatrician • EMS schools for 'Speech, Language and Communication', 'Emotional, Social and Behaviour Difficulties' and 'Specific learning difficulties'. • ASCOSS – Autistic Spectrum Condition Outreach Service • Severe Learning Difficulties Team
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Secures the additional learning support available to children and young people with special educational needs*

<p>On-going communication with parents</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. 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. You should be informed about the National Curriculum levels at which your child is working. If you are not sure what these mean, don't be afraid to ask.</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. 	<ul style="list-style-type: none"> • Regular contact with parents is really important for children with SEND. All parents have the opportunity to discuss their child's progress and targets at Parent/Teacher Consultation evening and at review meetings. • There are opportunities for more regular meetings with the class teacher. This will include a chance to discuss progress towards targets, interventions and the impact that they are having and where necessary and to review Inclusion Passports. • For some children, regular communication takes place on a daily basis through the use of a home/school book or contact with the class teacher before or after school. • A parent/pupil questionnaire is also sent home to allow you and your child to express their views on their learning and the support they are receiving.
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Consults and works in partnership with parents of children with special educational needs and with young people with special educational needs;*

<p>Parent Partnership</p>	<p>A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p>	<ul style="list-style-type: none"> • Parent Partnership Co-ordinators are a qualified team of professionals who have an experienced background in SEND. • They are available to offer advice, listen to worries and concerns, offer home visits, support you in meetings and in transition to a new school. Their advice is impartial and can be provided in a home setting. • They can be contacted on 0845 034 9469
<p>Statutory Assessment</p>	<p>For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or a Parent Partnership Co-ordinator can talk to you about this in more detail.</p>	<ul style="list-style-type: none"> • Occasionally children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to request a statutory assessment (RSA) in order to provide the long-term support a child may need. • School is not the only organisation who can request a statutory assessment (RSA), parents can also make a request to the local education authority. • Statements will soon be replaced by a request for an Education, Health Care Assessment (EHCAR). We are currently awaiting training and guidance on this new form of assessment.
<p>Key contacts</p>	<p>All mainstream schools have a SENCO. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.</p>	<p><i>SENCO at East Ayton Primary School.</i></p>