



Leyburn Community Primary School, Wensleydale Avenue, Leyburn, North Yorkshire, DL8 5SD

Head Teacher: Mrs. Sarah Beveridge

Leyburn CP School SEN Information Report (updated November 2015)

Introduction

Our Special Educational Needs (SEN) Information Report outlines the support and provision for Parents/carers of children and the children who have a SEND at Leyburn CP School.

See also our *Special Educational Needs and or Disability (SEND) Policy*. <http://leyburn.n-yorks.sch.uk/data/documents/sen-policy-update-sept-2014.pdf>

The Local Authority has also published a Local Offer for Parents of children and young people, aged 0-25 years, with SEND, which outlines the provision available in Education and Health and Care within the North Yorkshire area.

The kinds of SEN that are provided for: All children are welcomed into our school. We aim to offer an inclusive environment for all children at Leyburn CP school, including those with SEND. We will make necessary adaptations to provision, where possible, to ensure that all children are represented equally in all that we do in our school. For example, outdoor pursuits, sporting events, educational visits, school performances, collective worship.

Who are the best people to talk to at our school about my child's difficulties with learning / SEN or Disability?

Class Teacher (CT), responsible for:

- Quality first teaching of all children, including those with SEND.
- Checking on the progress of your child; identifying, planning and delivering any additional or different support they may need; involving the SENCO as necessary.
- Meeting the parents each term to share, review and plan the next steps in learning. Recording this, on an Individual Provision Map (IPM).
- Ensuring that all staff working with your child are helped to deliver the planned programme, so your child can achieve the best possible progress. This may involve Teaching Assistants (TA) and outside specialists.
- Ensuring they follow the school's SEND Policy in their class and for all children with SEND.

The Special Educational Needs Co-ordinator (SENCO) is Mrs. Corie Dales, she holds the National qualification for Special Educational Needs, also holds Approved Teacher Status for SpLD Dyslexia and is registered with the BDA (British Dyslexia Association). She is responsible for:

- Co-ordinating all of the support for children with SEND and developing the schools SEND Policy to ensure all children access a consistent, high quality response to meeting their specific needs.
- Ensuring that you, as parents, are: involved in supporting your child's learning; kept informed about the support your child is receiving and reviewing how they are doing.

- Engaging the right specialist support for the Teachers. Liaising with outside specialists who may be offering help and support for your child's learning.
- Updating records for each individual child with SEND, in order to track progress and provision.

Headteacher (HT) The Head Teacher is Mrs. Sarah Beveridge, she is responsible for:

- The day to day management of all aspects of the school, this includes supporting children with SEND.
- The HT will delegate responsibility to the SENCO and the CT but she is responsible for ensuring that your child's needs are met.
- The HT will ensure the training needs of the SENCO and other staff are met.
- The HT will make sure that the Governing Body is kept up to date about issues relating to SEND.

SEN Governor - The SEN Governor at Leyburn CP School is Mrs. Louise Curnin. She is responsible for ensuring that the necessary support is made for any child who attends the school with SEND.

All staff can be contacted via admin@leyburn.n-yorks.sch.uk or by telephoning the school on 01969 623187

What support do we provide for your child and you as a parent of a pupil with SEND?

- The CT is regularly available to share your views, discuss your child's progress or any concerns you may have. You may also like to share achievements, information or changes that could be affecting your child at school or discuss what strategies may be working at home and at school. This sharing of information and strategies can be a positive step towards helping your child to receive the right support. At Leyburn CP School we endeavour to establish positive relationships between home and school allowing us to build on your child's strengths and interests.
- Mrs. Dales (SENCO) and/or Mrs. Beveridge (HT) are always willing to meet with you to discuss your child's progress or any concerns you may have.
- Any additional or different provision your child is receiving, will be recorded on an Individual Provision Map (IPM); this will be shared and reviewed with you each term.
- Homework can and will be adjusted as needed to support your child's individual learning.
- Any information, including Reports, Records of Visits (RoV), Records of Specialist Intervention (ROSI) from outside agencies will be discussed with you; where possible you will be able to speak directly to that professional or we will explain any reports as necessary.
- A home / school record may be used to support communication between home and school or an email contact or telephone conversations may be preferred options.
- We use inclusion passports for some children, where appropriate, to record progress, share strategies and plan next steps.
- We ensure that all children including those with SEND are supported in improving emotional and social development. We offer extra pastoral support arrangements through sessions with a trained ATA for listening to the views of children and young people with SEN and measures to prevent bullying.
- We have a clear behaviour policy and anti-bullying policy in our school to ensure that all children are supported.

- We have school leaders/pupils with responsibilities across the school who support peers, hold meetings and discussions to offer suggestions or highlight any problems.
- We monitor all children with SEND carefully to ensure they are making progress.
- Parents, families and children will be involved at all stages of planning.

What are the different types of support available for children with SEND in our school?

Quality first teaching for all children:

- The CT has the highest possible expectations of your child and all pupils in the class.
- All teaching is built on what your child already knows, can do and can understand. Lessons are differentiated to meet the needs of all children whatever their learning styles. The CT will teach different groups and share her time equally with the children, whatever their ability.
- Different ways of teaching are in place in order to promote engagement, involvement and participation in learning for every child to ensure that they are making the best possible progress. This may involve a range of different approaches and strategies, including; more practical learning; using different resources and apparatus; using ICT; use of visual aids.
- The CT carefully checks on your child's progress and may decide that your child has gaps in their learning and needs some extra support to help them make progress.
- All children are entitled to this as part of excellent classroom practice and Quality first teaching.

SEN support

It may be that your child has a specific barrier to their learning and this is affecting their progress. The CT would discuss any specific difficulties with the SENCO, HT and parents to clearly identify the child's needs.

There are four main areas of need:

- Cognition & Learning
- Communication & Interaction
- Social, Emotional & Mental Health
- Sensory, Physical & Medical.

At Leyburn CP School we have access to a range of resources and strategies in school to support each area of need (See Overview of whole school provision, available on request). We also use a range of Assessments to help identify a child's needs. The Local Authority have developed a Comprehensive Assessment of Need tool (CAN-Do), which identifies areas of strength in the child, this also helps us to build on the areas of need that require support and intervention.

SEN support is the term used when your child needs some additional and or different support from that given to most children of a similar age. We no longer use the terms School Action or School Action plus.

Once a specific or primary need is identified we would then decide from our wide range of Interventions and strategies what support may be beneficial. Your child's needs would be specifically targeted and an Individualised learning programme would be planned so that progress could be measured. This may be delivered by a trained TA or a specialist. It would be a timed and monitored intervention to enable your child to make accelerated progress. The provision would be recorded on

an IPM and then reviewed (termly), to include, your views and the views of your child. The aim always would be to make your child more independent.

The school may call on extra specialist support from an outside professional if your child is not making progress despite the Quality first teaching and a 'catch-up'/booster intervention. A referral would not be made without your consent and we will also involve the child as much as possible. You would be asked to give your permission for us to refer your child to a specialist professional. This will help school to ensure that your child's particular needs are fully understood and supported adequately. The specialist professional will work with your child to understand their needs and make recommendations with targets, provision, support and advice.

Education Health and Care Plan (EHCP) - For a very small number of children who have severe or complex learning needs, a request for an EHC Assessment may be made, if the parents and professionals supporting your child feel that their needs cannot be met sufficiently with the resources normally available in school.

The school or the parents can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

This can be a difficult time for any parent and you can access support and advice from the following:

- SENDIASS – SEND Information, Advice & Support Services their enquiry line is 0845 034 9469. The co-ordinator for our area is Mrs Jane Clark - jane.clark@northyorks.gov.uk or 01609 536198.
- NYPACT - <http://www.nypact.co.uk/>

If a Statutory Assessment was required, then the school, parents and any other agencies involved with your child from Education and Health Care would arrange a meeting to complete a 'Comprehensive Assessment of Need' form (CAN – Do) this is designed to assess the level of need. The process places the child at the centre of the assessment.

Some children may still have a 'Statement of SEN'. The Local Authority plan to convert these on to the new system of the EHC Plan by 2017.

If your child has an 'EHC Plan' or a 'Statement of SEN' they will have an Annual Review; you will be asked to contribute your views and those of your child as this is a vital part of the Annual Review. All of the professionals involved with your child will be invited and most will try to attend. If they are unable to attend they will often provide a written report. The Annual Review is in addition to any other reviews you may attend throughout the year in order to monitor the planned provision for your child.

Who are the other people providing services to children with SEND in our school?

- Enhanced Mainstream School (EMS) for Specific Learning Difficulties based at Richmond
- EMS for Communication & Interaction based at Northallerton
- EMS for Social & Emotional Difficulties based at Bedale
- Educational Psychology Service
- Speech & Language Therapy (provided by Health but paid for by North Yorkshire)
- Sensory, Physical, Medical team
- Early Years Support Team

- Autism Outreach Service (Diagnosis needed before accessing this service)
- Educational Social Worker
- School Nurse
- Occupational Therapy
- Physiotherapy
- Community Adolescent Mental Health Service (CAMHS)

How is extra support allocated to children?

- The school budget received from NYCC LA, includes money for supporting children with SEND.
- The HT decides on the budget for SEND in consultation with the Governing Body, on the basis of the needs in the school.
- The HT and SENCO discuss the SEND in the school: the children already getting extra support; the children needing extra support and the children identified as not meeting the age related expectations
- The HT and SENCO plan what resources, training and support is needed, this is reviewed regularly and changes made according to needs.

How are the teachers in school helped to work with children with SEND?

- Part of the SENCO's role is to offer advice and support to CTs in planning for children with SEND. The SENCO attends regular training and network meetings to ensure that the school is up to date with any recent changes or statutory requirements.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This can include whole school training sessions as well as ongoing support and advice from the Head Teacher, SENCO and Subject Leaders.
- Individual CTs and TAs attend training courses run by outside specialists that are relevant to the specific needs of a child in their class. Or they are given ongoing advice and support from specialists working with a child in their class.

How is the school accessible to children with SEND?

We ensure that resources and equipment used is accessible to all children regardless of their needs. Extra- curricular activities, school outings and off-site visits are accessible to all children including those with SEND (any adaptations are made, if required, to ensure that all children can access these). Before school provision is accessible to all children including those with SEND. At Leyburn CP School the main building is accessible to children with physical difficulties and the school is on one level with no stairs.

How will we support your child when they leave school or move into another class?

If your child is moving to another school:

- We will contact the receiving school's SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will ensure that all records about your child are passed on as early as possible. Some children may have an 'Inclusion Passport'; this gives a summary of the type of support given, the effectiveness of the strategies used, a child's strengths and needs; this may form part of the records and will aid transition.

- We may arrange a transition meeting/visits with parents, specialists and the receiving school if this is necessary

If your child is in Year 6:

- We will invite the SENCO from the Secondary School to discuss specific needs of your child, a transition package will be put together for them.
- Your child will access focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions (sometimes with a TA) and a member of staff from their new school will visit your child at our school.

If your child is moving classes in our school:

- All Information will be passed onto the new teacher in advance and discussed via a meeting to share the IPM, your child's needs, strategies and resources.
- Your child will visit their new classroom, their new teacher, support staff and will be given opportunities to take photos to enable them to discuss these at home and become familiar with any changes.

If your child is moving to us from another school:

- We will discuss your child's needs with their current school and any specialists involved
- We will arrange a meeting for parents, Specialists, SENCo and the new CT (your child would also be welcome to attend) to discuss specific needs and arrange details of the move
- Visits will be arranged prior to the start date to ensure that your child has had the opportunity to meet classmates, Teachers, see their new classroom and have a tour of their new school
- They will be invited to stay for lunch in order to experience this at their new school (parents may also stay for lunch with their child if required)

What should I do if I have a complaint to make regarding SEND?

If the issue cannot be resolved by speaking initially to your child's Class Teacher, Mrs. Dales (SENCo) or Mrs. Beveridge (Head Teacher). You should then contact the school and ask to see and follow the schools complaints procedure.

Mrs. Corie Dales (SENCo)