

## Stillington Primary School SEN information report

### 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'.

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.

The North Yorkshire local offer can be found at:

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

## Stillington Primary School SEN information report

Date : September 2016

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?

Stillington Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. If a parent of a pupil with an EHCP requests a place at the school, the family is welcomed and strategies sought to meet needs.

### 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?

Baseline assessments are made for all children starting school against the Foundation Stage curriculum.  
For children who join our school in other year groups assessments are made against the National Curriculum.  
Pupil progress meetings /discussions are every half term from which we track and identify children who are not making expected national progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

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 care plan.

Stillington Primary School's SENCo is: Miss Sarah Atkinson

Contact details: Stillington Primary School  
Main Street  
Stillington  
York  
YO61 1LA  
Tel: 01347 810347

<p><b>3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</b></p>
<p>At Stillington we communicate regularly with parents, usually once a term, to discuss how well their child is doing. Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, home school diaries, IEP/provision map discussions, progress reviews and yearly written reports.</p>
<p><b>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?</b></p>
<p>We obtain the views of all children (pupil voice) to shape provision in school. We have a school council who meet at least termly. All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.</p>
<p><b>5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?</b></p>
<p>All pupils with SEND should make at least expected progress, in line with their peers. Progress for all pupils is monitored half termly against the national curriculum and specific personal targets. Specific targets are recorded in an individual education plan which is shared with the pupil, parents and staff.</p>
<p><b>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?</b></p>
<p>Consultation with parents/carers in how we can best meet the emotional needs of the child.  Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.  Opportunities for the child and parent to have supported visits to the new situation.</p>
<p><b>7. What is you School's approach to teaching children and young people with SEN?</b></p>
<p>All staff are committed to 'Quality First teaching' to enable children to make good progress with their learning. High quality support for learning within mainstream lessons is an important factor in helping pupils with SEND to make good progress alongside their peers. We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through differentiation, small group work or through 1 to1 teaching.</p>
<p><b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b></p>
<p>The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.</p>
<p><b>9. What sort of expertise for supporting children and young people with SEN do you currently have in school?</b></p>

All staff receive training to enable them to meet a range of SEN. Teachers and teaching assistants have generic training and specific training to meet individual needs as necessary.

School makes 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 will be sought promptly.

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

The progress and attainment of all children is carefully monitored and reported to parents.

The school evaluates 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 Headteacher as part of the on-going cycle of school improvement.

**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?**

All pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN are equally represented in positions of responsibility e.g. the school council.

**12. How do you support children and young people with SEN to improve their emotional and social development?**

Children access SEAL (Social Emotional Aspects of Literacy) curriculum as appropriate.

**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?**

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child's academic and social progress.

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

Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure. The Governor with responsibility for SEND is: Mr Glynn Moakes, Chair of Governors.