

Foston CE Primary and Terrington CE VA Primary Federation in Collaboration with Stillington Community Primary School

SEND 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 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.



Love, Learn and Grow Together

Foston and Terrington CE Federation in Collaboration with Stillington Community Primary School

SEN information report

Date: 27.10.21

SEND Policies

Foston: <http://foston.n-yorks.sch.uk/send-information/>

Terrington: <http://terrington.n-yorks.sch.uk/send-information/>

Stillington: <http://www.stillington.n-yorks.sch.uk/our-school/policies-procedures/>

The North Yorkshire local offer

This can be found at: <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

This is what we provide in our schools

This is North Yorkshire LA's minimum expectations of good practice

1) What kinds of SEN are provided for in your school?

At Foston, Terrington and Stillington Schools we provide an inclusive education. All children are welcomed into our school, we will strive to welcome and accommodate all pupils and strategies will be sought to ensure that this can happen. Admission for all pupils is through North Yorkshire Admissions.

We have a wealth of knowledge to support children with:

- Autism
- Attention deficit hyperactivity disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Sensory Processing Disorders
- Dyslexia
- Dyscalculia
- Physical disabilities
- Hearing Impairments
- Social, emotional and mental health
- Specific learning difficulties
- Severe learning difficulties
- Communication and Interaction difficulties
- Precocious puberty

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.

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?

SENCO: Miss Katie Stringer
Contact details: 01653 618265 or katie.stringer@foston.n-yorks.sch.uk

SEND Governors:
Foston & Terrington Federation: Mrs Gill Hughes
Stillington Community Primary School: Mrs Christine Cookman

Teachers are responsible for assessing and monitoring the progress of all children in their class through assessment for learning strategies, formative and summative assessment tools.

If a child fails to make expected progress, the child will be identified by the class teacher. The class teacher will then make a clear plan for support the child, which will be shared with the Headteacher and SENCo at the pupil progress meetings. A child that is not making expected progress will then be identified as vulnerable. The class teacher is responsible for initiating gap targets, booster sessions, pre-teach activities or interventions. These may be in a small group or on a one-to-one basis, and will be focussed on a particular aspect of learning. Information about progress and support will be shared with parents / carers at parents evening.

If a child continues to not make the expected progress the class teacher may then request that the SENCO becomes involved. The SENCO may then invite the parents / carers to a meeting and / or carry out observations and assessments to inform a decision as to whether a child required additional and different provision to support them with their learning. Those children who are identified as needing SEND support will be put onto the SEND register and receive an IPM (Individual Provision Map). Parents / carers will then be invited to an additional termly meeting to discuss their child's progress and IPM. The IPM Meeting will include details of areas on need, SMART targets, interventions to be used, review dates, progress against targets, input from child and parents/carers and intended outcomes.

After two cycles of support within school, the SENCO may contact outside agencies to ask for further support and advice.

Children requiring high levels of support will be referred for an Education Health Care Plan (EHCP) with parental consent.

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 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:-

- 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.

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.

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

The school prides itself on having an 'open door policy' and this is borne out through good open communication and links with parents.

We would like you to talk to your child's teachers regularly about interests, progress and learning in both home and school. Homework will be adjusted as needed to your child's individual needs. We will offer support and guidance on how you may help your child at home and give regular formal and informal feedback. The home school book allows for communication on a daily basis if required. Progress levels are shared with parents and children on a regular basis and through parents evening discussions.

Parents with children identified as having SEN have half termly meetings; one parents evening and one IPM meeting per term. Involvement with parents is encouraged and feedback requested.

The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

For children with an EHCP (Education, Health, Care Plan) an Annual Review is used to review and celebrate progress made and discuss ways in which parents can support their child's learning at home. Reviews can occur though at any time through the academic year.

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.

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.

On-going communication with school may include:

- 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.

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?

<ul style="list-style-type: none"> • We monitor all SEND children to ensure that they are progressing. If appropriate progress will be measured in small steps using the P Scales. • Parents/carers families and children will be at the heart of all we do and will be fully informed at all stages. • Learning conversations / pupil voice discussions take place every term with the class teacher. Children share their interests, strengths and barriers to learning. • Parent/carers and children's opinions are included in this and we encourage parents/carers to share their children's achievements out of school, to enable us to build a picture of the whole child. • New targets are then generated and recorded in the IPM (individual provision map). 	<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 how this is undertaken and the frequency with which the child is consulted.</p>
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<p>These are then shared with the parents at the progress meetings.</p> <ul style="list-style-type: none"> • Each term the individual provision map is reviewed with the child and the class teacher. Children input into decision making and interventions • The SENCO has regular discussions with all children about their learning. 	
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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

Assessment

Your child's progress is continually monitored by their teachers, and if a SEND need is identified by the SENCO. His/ her progress is reviewed formally every term using the year group expectations.

If your child is working below the national curriculum your child will be assessed using another scale of levels that assess attainment up to the National curriculum. These are called 'P Scales'.

At the end of the Early Years (reception), parents receive a report as to whether children have achieved the end of EYFS expectations, are emerging or have exceeded the expectations in all 17 areas of learning.

At the end of Key Stages 1 and 2 the school is required to report on English, Maths and Science attainment. This is something the government requires all schools to do and the results that are published nationally.

Progress

We have Pupil Progress Meetings half termly, where students who give concern are discussed and appropriate actions agreed and reviewed. Parents evenings are arranged twice a year, you will also receive an end of year written report.

The progress of children with an EHCP is formally reviewed at an Annual Review.

When a teacher or a parent / carer has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO.

The school will set up a meeting to discuss this with you in more detail. This could be:

- to listen to any concerns you may have too
- to plan any additional support your child may receive
- to discuss with you any referrals to outside professionals to support your child's learning

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.

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.

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

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

Transition into School

We liaise strongly with local nurseries to ensure smooth transitions. This will include extra visits with members of staff, arranging meetings with parents and any other agencies involved. This will vary on the needs of the individual child. Children will be visited in their home and or nursery setting and information is gathered on how best to support your child in school. We can also provide social stories or transitional books/packs if required. Some of our children also come for additional visits prior to joining our school

Transitions between classes

- Information about your child will be shared with their new teachers.
- If your child would be helped by a personalised plan for moving to another year, we will put this in place.
- Children who work 1:1 with members of staff – we will endeavour to maintain continuity of staffing as they move through the school where possible.
- Organise specific times for your child to visit the new class.
- Provide a transition book if necessary.

Transition to Secondary School

Additional visits and transitional meetings with SEND staff from secondary settings are organised for all children with SEN. Records and relevant information regarding provision are transferred to your child's next school. Parents/carers and pupils have the opportunity to add their own comments when a pupil transfers schools.

Transition to another school

When transferring to other schools, transition meetings will be arranged so that all concerns can be identified and all information shared to ensure your child is well supported.

Parents/carers and the child's views are carefully listened to. We will also:

- contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If necessary, arrange additional visits for your child to the new setting, or invite staff to visit your child at our school.

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.

- Your child may be part of a specific supported group before transfer to a new school where students will have the opportunity to discuss any worries and learn new skills relevant to their transfer.

7) What is your School's approach to teaching children and young people with SEN?

We believe that high quality teaching is the most effective way of supporting children in their learning. Additional needs are quickly identified and addressed.

Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. On IPMs, strategies that are used within in the classroom to support children's learning are listed (quality first teaching strategies).

Teaching Assistants and teachers will support with your child's learning in the classroom.

Interventions are closely chosen to match the needs of the children and implemented by highly qualified and effective teachers, higher level teaching assistants and teaching assistants.

Information on quality first teaching strategies and evidence-based interventions available can be found on the website.

Quality First Teaching Strategies include:

Dyslexia friendly whiteboards, overlays, writing boards, Communication in Print, TEACHH, visual timetables, clicker, pencil grips and many more resources/strategies to support children.

Interventions include:

One to one sessions, 1stClass@Number maths intervention, Reading Intervention, Active Literacy Kit, numicon, number box, inference, 5-point scale, nurture groups / thrive, narrative group and ECLAN.

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 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. 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:

- 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 welltrained 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.

<p>School Environment</p> <ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs, all draws are labelled and have matching pictures. • Key words and literacy resources are used across the school to support learning. • Calm and purposeful learning environment 	<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>
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<ul style="list-style-type: none"> • Children are seated to support their learning needs • Tables are organised to support rich communication • Visual timetables / reminders / learning prompts/ individual task boards are used in all classrooms. • Communication and Print is used in school. • Practical maths resources such as Numicon are available in all classes. <p>Offsite</p> <ul style="list-style-type: none"> • Considerations will be made to ensure that all school trips are inclusive. • Alternative activities may be offered whilst on a school trip to meet the needs of your child. If necessary, an additional adult may accompany your child on the trip. • Adaptations will be made to allow all children to access the offsite activities that we offer. 	<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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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>The SENCo, Katie Stringer, has a Postgraduate Diploma in Special Educational Needs. The SENCO's job is to support the teachers in planning for children with SEN. The schools have a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information & training on SEN issues such as Autism spectrum, dyslexia etc.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.</p> <p>The teaching and support staff have received training in using Numicon, Dyslexia Friendly Classrooms, autistic spectrum disorders, sensory needs, Makaton and singing hands, talk boost, active literacy, paired writing, narrative groups, talk boost and maths interventions.</p> <p>The school is proactive in seeking support from Educational Psychologists, speech and language therapists, occupational therapists, physical and disabilities team and specialist teachers.</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>The SENCO is responsible for Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.</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</p>

<p>The SENCo will write a SEND Action Plan annually. She will evaluate the impact of interventions, quality of teaching, progress of SEND children and communication between pupils and parents. The effectiveness will be evaluated through learning walks, pupil conferencing, questionnaires, book scrutinies, discussions with the class teacher and parents. Targets will then be identified.</p>	<p>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'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used inclass (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>
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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>At Foston, Terrington and Stillington Schools we ensure that children are receiving outstanding 'Quality First Teaching' within the classroom to ensure all children can access lessons. This is achieved by:</p> <ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extracurricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
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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.

We have a strong ethos of interaction and support between the older and younger pupils.
Reflection areas, PHSE and Circle Time allows children time and space to reflect and offer

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision

<p>suggestions or highlights concerns anonymously if they wish.</p> <p>The latest SIAMMs inspection in 2016 at Foston identifies, "The distinctive and inclusive Christian ethos of the school...Caring relationships, behaviour and attitudes to work, are a strength of the school." We support SEN children to improve their emotional and social development using quality first teaching strategies, group interventions and individual targeted support, these include:</p> <ul style="list-style-type: none"> • Circle of friends • 'Go to' staff in the playground and lessons • Targeted PSHCE lessons to prevent bullying and support emotional and social development. • Comfort boxes to support social communications • Zoning the playground to support pupils with emotional difficulties e.g. quiet areas, friendship bench • Areas within the classroom • Personal space interventions • Lego Therapy • Behaviour pattern logs • 	<p>of a key worker.</p>
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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>The school are proactive in seeking support to ensure the very best for the pupils. Referrals will be made by the SENCo to sought further advice. The schools currently</p> <p>receive support from educational psychologists, speech and language therapists, occupational therapists, Child and Adolescent Mental Health Service (CAMHS) and the specialist teachers to provide additional support and interventions.</p> <p>The school always gains parental consent prior to any involvement from outside agencies.</p> <p>Statutory Assessment</p> <p>The school or you can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this from the NYCC website http://www.northyorks.gov.uk/article/23542/SEND---local-offer</p> <p>After the request has been sent in to the Local Authority (with a lot of information about your child including some from you), they will decide whether they think your child's needs -as described in the paperwork provided, seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your</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>
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<p>child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEN support.</p> <p>After the reports have all been sent in the Local Authority will decide if your child's needs are severe and complex and that they need more support in school to make good progress. If this is the case, they will write an Educational Health and Care Plan. If this is not the case, they will ask the school to continue with the SEN support. They may also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <p>The Educational Health and Care Plan will outline the individual/small group support your child will receive and how the support should be used and what strategies must be put in place. It will also have long and outcomes for your child.</p> <p>An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>	
14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?	
<p>We endeavour to resolve any concerns quickly and would advise parents/carers to speak firstly with their child's class teacher. Alternatively, speak to the SENCo Miss Katie Stringer.</p> <p>If the matter cannot be resolved, any complaints about SEN will follow the general complaints procedure on the school's website.</p> <p>Sarah Moore, the Headteacher, will address any complaints.</p> <p>Formal complaints can be made in writing to the Chair of Governors:</p> <p>Mrs Helen Ashdown (Foston & Terrington Federation). The complaints procedure can be found on the website: http://foston.n-yorks.sch.uk/policies/</p> <p>Mrs Corinne Cross (Stillington Primary School). The complaints procedure can be found on the website. http://www.stillington.n-yorks.sch.uk/our-school/policies-procedures/</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>