

Melsonby Methodist 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>

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Date September 2017

Link to SEN Policy <http://melsonby.n-yorks.sch.uk/data/documents/sen-policy.pdf>

Governors should describe:

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?	
We provide for children with all needs.	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.
2a What policies do you have for identifying children and young people with SEN?	
2b How do you assess their needs?	
2c What is the SENCo's name and how can I contact them?	
<p>2a See SEND Policy http://melsonby.n-yorks.sch.uk/data/documents/sen-policy.pdf for details.</p> <p>2b We use the 'Graduated Approach' adopted from the LA good practice, which is a cyclical process: Assess – Plan – Do - Review</p> <p>We involve outside agencies if appropriate in the assessment process eg EMS, SALT and look closely at the child's attainment and progress. Parental views are always sought and consent always given before any assessment/involvement by outside agencies.</p> <p>2c The SENCO is Mrs Gail Smith Contact E-mail – admin@melsonby.n-yorks.sch.uk</p>	<p>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:-</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 and their long term desired outcomes • the next date when your child's progress will be reviewed. <p>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.</p>

3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?	
<ul style="list-style-type: none"> • We will communicate regularly at least each half term to review progress. • Parents have opportunities to discuss their child and input into the Individual Provision Map (IPM), and bring any concerns they may have. Guidance is given on how to support your child at home and resources may be suggested and/or provided. • Opportunities for parents to meet formally and informally with class teacher/SENCO. 	<p>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.</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.</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.
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"> • SEND pupils are involved in the meetings detailed above and their views sought, valued and acted upon. • School council representation – all children the opportunity to be involved in this. 	<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. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
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	
<ul style="list-style-type: none"> • All children are involved in the assessments against the National Curriculum and their own personal targets on IPM's. Parents are kept informed of the progress being made and any interventions thought appropriate to aid achievement of targets/progress in the National Curriculum. 	<p>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.</p> <p>Many schools use inclusion passports. This is a document that</p>

	<p>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.</p>
<p>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</p>	
<ul style="list-style-type: none"> • Transition to new school/secondary school planned – meetings held, pupil, parents and staff from both schools invited. • Opportunities given new school, meet staff from both schools invited. • Opportunities given to visit new school, meet staff, become familiar with new environment. 	<p>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.</p>
<p>7. What is you School's approach to teaching children and young people with SEN?</p>	
<ul style="list-style-type: none"> • Melsonby is an inclusive school. • SEND pupils taught within classroom environment and fully included in all school activities, with support if needed. • Small group/individual sessions where appropriate, targeted intervention to address specific needs/difficulties as outlined in IPM. • Parents always kept informed of all interventions and special provision provided. 	<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. 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</p> <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;

	<ul style="list-style-type: none"> • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?	
<ul style="list-style-type: none"> • Visual timetable • Colour change on interactive whiteboard • Coloured overlays • Ear defenders • Paired / small group work • Social stories • Different styles of reading books • Modified homework • Assistive technology for writing / reading • Practical resources • Quiet area in classroom • Care/health plan if needed 	<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> <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>
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>All staff have had awareness training for SpLD / Autism SENDCo attends NYCC SENDCo Network Meetings HLTA has had Dynamo Maths training Numicon..... Swaledale Alliance collaboration/ courses Support sought from EMS with the LA if needed</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>
10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?	
<p>Targets set on IPMs are reviewed half termly – outcomes shared with parents at regular(half termly) meetings. Assess – Plan – Do – Review process employed to evaluate effectiveness.</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 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</p>

	<p>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 in-class (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>
<p>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>	
<p>Inclusive ethos – no-one is left out All involved</p>	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
<p>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.</p>	
<p>Inclusive caring environment Key worker may be allocated if felt appropriate but usually relationship with class teacher PSHCE programme for <u>all</u> children</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
<p>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>	
<p>Richmond EMS (SpLD) Bedale EMS (Behaviour Support) School Nurse Ed Psych Dyslexia Network Plus Autism Support All staff and governors completed Safeguarding Certificate From assessment process – if felt outside support needed – called in with parental consent</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>
<p>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?</p>	
<p>Class teacher / HT/ SEND Governor / LA</p>	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure.</p>

	<p>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>
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