

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive, if you choose Melsonby Methodist Primary School.

The National statistics for children with SEND are (Jan 2020)

- 1.8% of pupils had a statement or EHC plan
- 12.8% of pupils were classed as having SEND, but did not have a statement or EHC plan

In Melsonby Methodist Primary School the statistics for children with SEND are

- 0% of pupils had a statement or EHC plan
- 3.6% of pupils were classed as having SEND, but did not have a statement or EHC plan

September 2020

### What kinds of SEND do we provide for in our school?

We welcome all children including those with SEND. We make our very best endeavours to meet the needs of all children including those with physical, learning, communication, emotional and social difficulties.

We ensure that equipment used is accessible to all children regardless of their needs. After school provision and extracurricular activities are accessible for all children including those with SEND.

### What is the SENCO's name and how can I contact them?

Miss Debbie Cheesbrough is the SENCO for the Federation of North and South Cowton Community Primary School and Melsonby Methodist Primary School. I recently completed the National SENCo Award qualification and am the class 1 teacher at North and South Cowton.

Please come and have a chat if you wish to discuss your child's needs. You can contact me by calling 01325 378240.

### What policies do we have for identifying children and young people with SEND? How do we assess their needs?

The class teacher will closely monitor the progress of your child and this will be discussed at regular pupil progress meeting with the headteacher and SENCo. In addition, the class teachers supported, by the SENCo, carefully monitor pupils' wider developmental and social needs. Your child's teacher will carefully check your child's progress. If your child has a gap in their learning and needs extra support to help them make the best possible progress, the teacher will discuss this with the SENCo and headteacher. Any pupil not making expected progress will be identified and support, adaptations or interventions will be put in place. We will seek your views and those of your child. If your child is still not making the expected progress the SENCo will become more formally involved and a formal identification of SEND may be made. You will be fully informed at every step. If you have any concerns about your child don't hesitate to contact your child's class teacher to discuss your worries.

- What happens next?

School may feel that your child has additional needs. which means they have been identified by the class teacher as needing some extra support in school (Booster/ Interventions).

For your child this means:

- In discussion with you a plan may be put in place called an Individual Provision Map which details your child's strengths, barriers to learning, desired outcomes and the type of support they will need to help them to make progress. This will be reviewed each half term.
- From time to time 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 submit an EHCAR (Education, Health and Care Assessment Request) in order to provide the long-term support a child may need.
- School is not the only organisation who can request an EHCAR, parents can also make a request to the local education authority.
- Should this be successful then you and your child will have the support of an EHCP (Education, Health and Care Plan)
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

Further information can be found in our Policy for Special Educational Needs and Disabilities. To access this, click on the link below:

## What are our arrangements for consulting with parents of children with SEND and involving them in their child's education?

At Melsonby Methodist Primary School we operate an 'open door' policy in which we want to work closely with you to support your child. Parents and carers are encouraged to speak with class teacher about any concerns they may have. They will be able to discuss any support your child is receiving. We value and record our early conversations with you, as this enables us to provide support as early as possible for your child.

Regular contact with parents is important for children with SEND. All parents can discuss their child's progress and targets at parents' evening and at review meetings.

## What are our arrangements to consult our young people with SEND and how do we involve them in their education?

Child views are very important to us and are gained via:

- Annual questionnaires for children to complete regarding their experiences of school.
- Discussions to gain views prior to a SEND review.
- Regular verbal discussion and consultation with our children.

What are the arrangements for assessing and reviewing children' progress towards outcomes? What opportunities are available to work with parents and young people as part of this assessment and review?

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed formally every term and a formal assessment given in reading, writing, maths and science.
- At the end of each key stage (at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. The SENCO will ensure that reasonable adjustments are made to enable your child to access these tests.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

Class 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.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs including:
  - Cognition and learning needs
  - Communication and interaction need
  - Social, mental and emotional health

What sort of expertise for supporting children and young people with SEND do we currently have in school?

- Our provision for children with SEND is co-ordinated by our SENCO. SEND is taken very seriously with updates being implemented regularly. All staff are trained to deliver quality first teaching to all pupils including those with SEND.
- All staff adapt and differentiate lessons to suit the needs of all children including those with SEND.
- Teaching assistants are well trained to support children with SEND in a classroom, in small groups and in a 1:1 situation. They have received training on specific interventions to support children with a range of difficulties including cognition and learning needs, communication and interaction needs and social, mental and emotional health needs.

Miss Debbie Cheesbrough regularly attends SENCO cluster meetings and training to keep abreast of current thinking in SEND.

## How do we evaluate the effectiveness of the provision made for children with SEND?

The effectiveness of our SEND provision is evaluated by:

- Monitoring and evaluating the progress of children during interventions.
- Focused analysis of the progress of children with SEND via regular assessment.

The governing body evaluate the work of the school by:

- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Ensuring there is appropriate continuing professional development taking place for all staff regarding SEND.

## Who is the School Governor for SEND?

Our School governor for SEND is Lisa Edmonds.

She is responsible for making sure that the necessary support is made for any child with additional needs.

## How are children and young people with SEND enabled to engage in activities available with children in the school who do not have SEND?

Melsonby Methodist Primary School is committed to inclusion. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are equipped to meet the challenges of education and to achieve positive outcomes in life.

The school runs clubs and activities to which all children are encouraged to participate. We work very hard to make all reasonable adjustments to ensure that this can happen.

Educational visits including residentials are accessible and encouraged to all children. Extra risk assessments, arrangements and planning will take place as required on each individual basis.

## How do you support children with SEND to improve their emotional and social development?

We recognise that children in our care may have Emotional and Social Development needs that will require support in school.

The Emotional Health and Well-Being of all our pupils is of the up most important to us. We have a robust Child Protection Policy in place; we follow National & LA Guidelines. We have a robust Behaviour and Discipline Policy in place. The Headteacher and all staff continually monitor the Emotional Health

and Well-being of all our pupils, and we are an Anti-bullying school. We have a designated safeguarding lead (the Head teacher Mrs Helen Robinson), and deputy (Miss Debbie Cheesbrough) who work closely with the SENCo to ensure children are well supported in their well-being. All staff have accessed training regarding how to support children with SEHM needs in school.

How does our school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children with SEND and supporting their families?

Sometimes Melsonby Methodist Primary School will seek advice from other agencies to help to support the needs of children in our care.

**Who are the other people providing services to children this school?**

**School provision**

- Teachers
- Teaching Assistants
- Headteacher

**Funded by the Local Authority and delivered in school (or clinic):**

- Hambleton and Richmondshire SEND Hub (from September 2020)
- Educational Psychology Service
- Speech & Language Therapy (provided by Health but paid for by North Yorkshire)
- Early Years Support Team
- Educational Social Worker

**Funded by the Health Service and delivered in school or Clinic:**

- Healthy child team
- Occupational Therapy
- Physiotherapy
- Community Adolescent Mental Health Service (CAMHS)
- Compass Buzz (mental health support)

To find out more about the North Yorkshire SEND Local Offer see the link on the school website.

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

At Melsonby we are continually monitoring and adapting our practises with regard to the provision we offer to the children with SEND.

If you have a concern, we would ask that you first approach your child's class teacher, If the class teacher is unable to resolve the issue, you can seek to talk to our SENCO and/or Head Teacher. We will try to work alongside you to resolve any issues with the best interests of your child at heart.

Reviewed September 2020