

Threshfield Primary School SEND information report

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?

All children are welcomed into our school. We provide an inclusive education for pupils with a wide range of needs. We will always use our best endeavours to meet the needs of children with SEN.

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?

At Threshfield School we pride ourselves on our relationships with our parents. We encourage parents and carers to speak with their child's teacher about any concerns they may have. If parents or carers would like to discuss your child's needs further please contact the Headteacher, Mr Cook or Special Education Needs Coordinator (SENCo), Miss Alexander who will be able to talk about how we can support children with SEND. Pupils are assessed half termly to ensure they are making the expected progress. Some children may receive some extra help and support if they have been identified as needing support. The class teacher and SENCo meet regularly to discuss strategies areas for helping these children. If these strategies are not working and the gap is becoming significantly wider than their peers in any area then a discussion with parents/carers will take place. Once these discussions have taken place, a decision will be made by parents/carers, the class teacher and the SENCo regarding the next appropriate steps.

An individual education plan (IEP) will be written with specific targets and

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.

<p>strategies to help your child make progress. There will be meetings to discuss the progress of the targets. This will be arranged by the class teacher. Sometimes 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 request additional support to help meet the child's additional needs. A request for an Education, Health and Care Plan (EHCP) may be made if parents and professionals supporting a child feel that young person's needs cannot be provided from within the resources normally available to mainstream schools. An EHCP assessment will not always lead to an EHCP.</p>	
<p>3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</p>	
<p>Excellent communication with parents is vital for our children with SEND. The school communicates with parents regularly throughout the year:</p> <ul style="list-style-type: none"> • Parents evening two times a year • Meetings with parents to discuss IEP targets • Review meetings with parents • Meetings at request of parents <p>All children have a home/school link book to ensure regular communication can take place. Teachers are also available after the school day.</p> <p>Parents can also access information about how to support their child at home.</p>	<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.
<p>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?</p>	
<p>At Threshfield we think pupil voice is incredibly important. All pupils with SEN are included in discussions about their learning (where appropriate). Their views will be heard and this is a good opportunity for them to discuss things that help them in school as well as things that might not help. Their views are recorded on their inclusion passports. Children are invited to IEP meetings and review meetings.</p>	<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>

<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</p>	
<p>All children should make the expected progress in a year. Children are assessed regularly throughout the year in order to monitor the progress that they are making according to their individual starting points. Monitoring of progress towards outcomes will be undertaken by all the adults involved with the provision. Progress will be reviewed on an on-going basis and recorded on Target Tracker (the school's assessment tracking system) and in inclusion passports. Inclusion passports are used to communicate the provision and progress of children with SEND when accessing support from external services or when a child is going through a period of transition from or to another school. IEPs are used to highlight targets and areas for development and outline strategies that will be used to help.</p>	<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. 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.</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>	
<p>Transition is carefully planned for children at Threshfield. For transition to secondary schools we hold meetings to discuss individual children and their needs. The inclusion passport is also passed on to the next school. This documents all the interventions that have happened in primary school along with other information such as interests, levels and recent achievements. Children with SEND will also have extra visits to their new setting in order for them to become familiar with the routines of the day. When a secondary school place has been confirmed, a meeting will be set up with parents, the current school SENCo and the SENCo from the secondary school to discuss how the transition for the child will take place to ensure a smooth and relaxed change occurs. Where appropriate, the child will be invited to this meeting to express their views.</p>	<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>	
<p>All staff at Threshfield are committed to providing quality first teaching so that all children can make good progress in their learning. The needs of all children are met through careful differentiation. We use evidence based interventions to the support children who need them. We monitor interventions to ensure that they have an impact on children's learning. Pupils identified with additional needs will have access to Wave 2 and Wave 3 Interventions as deemed appropriate. School use a range of</p>	<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</p>

<p>evidence based interventions to support pupils to make better progress. Any interventions are structured learning programmes usually delivered by well-trained TAs and will be monitored closely to ensure accelerated progress is being made. Interventions are timely in order to have maximum impact</p>	<p>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; • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
<p>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</p>	
<p>We make effective changes to the curriculum and learning environment to ensure that all children are able to achieve their full potential. All staff have high expectations of all children and put relevant adaptations in place to ensure they achieve this.</p> <p>We aim to make our learning environment accessible to all. Further adaptations could be necessary for more specific needs such as partially sighted children, children with mobility issues and hearing impaired children. These are specific to individual children and will be addressed accordingly.</p>	<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>
<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>	
<p>Our SENCo is Miss B Alexander.</p> <p>At Threshfield we promote and actively encourage CPD for all staff including accredited courses by external providers.</p> <p>Sometimes, a pupil at our school has particular needs which require additional training for staff and this is accessed whenever necessary.</p> <p>Parents are often involved and come into school to share their in-depth knowledge they have of their child's SEND.</p> <p>We have strong working relationships with local specialist SEND support staff and we call on their expertise for the benefit of our pupils whenever</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.</p> <p>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>

necessary.	
10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?	
<p>Progress of children with SEND is monitored through pupil progress meetings, analysis of the data, teacher reports or progress of SEN pupils and intervention records.</p> <p>Individual provision maps are kept for all children with SEN. We review these regularly to ensure that the provision is having an impact.</p> <p>Learning walks and monitoring from the Governors will evaluate quality first teaching. Provision for SEN is evaluated for effectiveness by the SEN governor.</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 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>
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>We endeavour to make sure children with SEN have the same opportunities as everybody else in school. Provision is made for all children to take part in extra- curricular activities, trips, school plays and sporting events.</p> <p>We are proud of our inclusive practice at Threshfield where all children are enabled to thrive and reach their potential.</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>
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>All children participate in PSHE lessons and circle time activities, as well as whole school assemblies.</p> <p>We use Circle Of Friends to support more vulnerable children.</p> <p>Our teachers all feel confident to provide a more personalised strategy for pupils who may need additional emotional, wellbeing-support.</p> <p>Our children all have the opportunity to share their feelings with a member</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>

of staff that they feel comfortable with.	
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>We have access to a wide range of professionals, specialist staff and outside agencies who we can contact for further support and advice. In discussion with parents, agreement is reached about involvement of other professionals:</p> <ul style="list-style-type: none"> • Speech and Language Therapists • Educational Psychologists • Prevention Services (parent support) • Enhanced Mainstream Schools for – <ul style="list-style-type: none"> - Cognition and Learning - Communication & Interaction - Social, Emotional and Mental Health difficulties • Specialist Teachers for hearing and visually impaired children • Children’s social care 	<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>
14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.	
<p>Should you feel dissatisfied with the provision made for your child in school regarding SEN your first point of contact is the class teacher or SENCO. If you are not satisfied that your concern has been addressed, speak to the Head Teacher. Finally, if you do not feel that the issues have been resolved then you will need to follow our formal complaints procedure as outlined in the Complaints procedure policy.</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>