

**The Wolds and Vale Federation
Luttons Community Primary School
SEN Information Report
January 2020**

2015 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.

1. What kinds of SEN are provided for at Luttons Community Primary School?

We value all children and work hard to adapt our provision so that every aspect of special educational needs are provided for in school.

2a. What is the SENCO's name and how can I contact them? What is the name of the SEN governor?

The SENCO for the Wolds and Vale Federation is Kim Childs.
She can be contacted by parents from both schools at Sherburn CE VC Primary School on 01944 710282 or via email kchilds@sherburn-pri.n-yorks.sch.uk
The SEN governor can be contacted via the school offices at both schools Luttons Community Primary (01944 738232) Sherburn CE VC Primary (01944 710282)

2b. What policies do you have identifying children and young people with SEN? How do you assess their needs?

Concerns can be raised by teachers, parents, SENCO or outside agencies.

Assessment data is analysed on a termly basis by teaching staff, supported by the head teacher and SENCO, to identify children who might need extra support; what their barriers to learning are; how best we can help them to overcome these.

We use a graduated response of assess, plan, do and review. These are updated termly as a minimum, and are created with the parents and children's views throughout.

An intervention plan may be put in place if appropriate and if a child is identified as requiring SEN support, they will receive an Individual Provision Map. This includes how the child will be supported, learning targets, desired outcomes and progress made. The Individual Provision Map (IPM) is supported by an Inclusion Passport, which outlines a child's needs as they change and develop. This also records what has gone well for the child, and what does not work well for the child, and can be passed on to relevant professionals if additional information is needed.

Outside agencies are contacted if it is felt that more guidance is needed on assessing children's needs.

For children who have complex needs we will refer for an Education, Health and care plan (EHCP).

Parents are consulted and kept informed at every stage.

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

We have an open door policy where parents are encouraged to have informal meetings as required so that we are all working together. Parents are encouraged to share their concerns and goals for the future and their expertise about their child.

Once a term more formal consultations take place where intervention plans are shared and the Individual Provision Map is reviewed, enabling parents to add their own thoughts and contribute to target-setting.

4. What arrangements do you have in place at Luttons Community Primary School to consult with young people with SEN and how do you involve them in their education?

Children are encouraged to talk about their aspirations and their views are listened to and help to inform future plans. As a key stakeholder in creating their provision maps, they let staff know important information about themselves. Targets are shared with children with SEN when they attend the termly meetings. If a child has an EHCP, they attend at least the first part of their annual review, where their interest, aspirations and hopes for the future are shared with all concerned. The SENCO then uses this to write a report to support the Annual Review of an EHCP.

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?

We endeavour to ensure children with SEN support make at least expected progress. All targets are reviewed on a termly basis by teaching assistants, teachers and the SENCo to find out how well the plan is working, how much progress the child has made and what school's next steps should be. This informs the termly consultations with parents as outlined above.

6. What are the arrangements for supporting children and young people in moving between phases of education?

We work closely with nursery settings, secondary school settings and between classes to ensure a smooth transition for all children.

Extra visits are arranged with well-known members of staff to acclimatise the children and to get to know new members of staff.

Parents are involved in this process and can ask for extra transition if they feel it is appropriate.

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

Our SENCo will work closely with all our staff to ensure that provision is relevant and appropriate for all children. Where it is felt that more support is required, we use a variety of approaches. These include:

- Different teaching styles and differentiated work
- Speech and language support
- Groupings – 1:1 or small groupings
- Resources – privacy barriers, fiddle toys
- Use of ICT
- Evidence based interventions
- Extra support in and out of the classroom
- Lunch time clubs
- PSHCE groups
- Cool down time
- Overlays and coloured books
- Visual timetables

- Play based learning

Teachers will individually explain what extra support your child is receiving

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

We make every effort to ensure our school building is accessible to all children, where feasible. Our accessibility plan is available on the website.

The curriculum and learning environment is continually adapted and changed to ensure all children are able to make the best progress. Here are some examples of changes which may be made:

- Where a child sits
- Use of an overlay
- Changes in timetable
- Time out areas
- Support
- Accessing provision from different year groups, in line with their skills and needs
- Access to a 'safe space' when needed.

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 access and secure further specialist expertise?

We are committed to continued professional development for all staff. The SENCo has completed induction provided by NYCC, and is currently working towards the National Award for Special Educational Needs Coordination (NASENCO). The SENCo attends termly network meetings, and additional training provided by Scarborough Opportunities. Any additional information is then shared with all staff at regular meetings. The school works with Enhanced Mainstream Schools for specialised guidance.

Staff have received training in the delivery of interventions which are used successfully in school to support children with SEN, including Lego therapy, Read Write Inc, Talk for Writing and Speech Links.

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

All pupils should make expected progress in line with their peers. We evaluate the impact of interventions and classroom practice on a termly basis:

- Entry and exit scores are linked with transference of skills into class work
- Targets and outcomes are measured
- Observations and book scrutiny are carried out
- Professional discussions with staff
- Discussions with child and parents
- Progress is reported to Senior Leadership team and Governors termly
- Provision is analysed and next steps are decided on

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 children are encouraged to take an active role within the school. The school makes all reasonable adjustments to include all children in all areas of school life.

Extra-curricular clubs are open to all children, and will be adapted as necessary to ensure that they can access those clubs fully.

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.

Any children including children with SEN who have additional pastoral needs have support from a key worker within school. We provide alternative provision at break time and lunch time for pupils to access if required. Children are met and greeted by staff in the morning to check that they are

happy and settled. Parents also have access to staff to discuss potential issues. The school runs a clear PSHCE program to tackle pastoral needs called 'HeartSmart' it also has access to mental health awareness called 'Compass Buzz'

13. How does Luttons Community Primary 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?

The SENCo will work with other staff to ensure continuity of care and education by everyone. We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of your child's progress.

- The class teacher is available for advice and support in the first instance. Our SENCo is also available to offer advice.
- We can signpost parents to other professionals that may be able to help such as health visitors, speech and language therapist, children's centre and others.

Parents' permission is always acquired before referring for support from outside agencies.

If your child's need has been referred to a specific team, we will be able to support parents in accessing their services.

We have regular contact with the following professionals to help support children and their families:

- Health Visitor
- Speech and Language Therapist
- School Nurse

Advice from professional in other areas may be sought as need arises, such as:

- Educational Psychologist
- Physiotherapist
- Occupational Therapist
- Enhanced Mainstream Service Cognition and Learning
- Enhanced Mainstream Service Severe Learning Difficulties
- Enhanced Mainstream Service Communication and Interaction
- Enhanced Mainstream Service Social, Emotional and Mental Health
- CAMHS (Children and Adolescence Mental Health Service)

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

If you have concerns about the provision made at school for your child, first discuss this with the class teacher or the SENCo.

If you are still not happy with the outcome of this discussion, the next stage is to talk to the Head teacher.

After this, you will need to follow the school's complaints procedure which can be found on the website.

15. Other useful links

The Equalities Scheme and Accessibility Plan can be found in the school's website.

These two documents give more detail about the school's commitment to providing high quality education for all children.

North Yorkshire's SEN Local Offer

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

Angela Cavill (SENDIASS- SEND information, advice and support service) provides independent advice and support to children and families.

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