



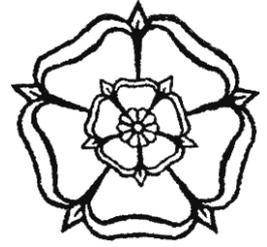
# Thornton-in-Craven Community Primary School

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Headteacher: Mrs K Smith



## What to do if I think my child has Special Educational Needs?

### Thornton in Craven 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'.

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

Thornton in Craven Primary School is a mainstream Primary School for children aged 4 – 11. We are an inclusive school and aim to meet the needs of all pupils with SEN. The school follows the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) which states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The four broad areas below give an overview of the range of needs that may be planned for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment

Our school's SEND Policy can be found on the school website.

#### **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?**

If you have a concern about your child this should be raised in the first instance to the class teacher, they will then discuss these concerns with the SENCo, and it is then monitored. The

SENCo will arrange a review meeting if this is appropriate. The SEN register is updated termly, by the class teachers and the SENCo. All children who are significantly behind the national average will be placed on the register. Also children who are not progressing will be placed on the register. Vulnerable children are identified and monitored during termly Inclusion meetings.

All mainstream schools have a SENCo. Our SENCo is- Mrs Katie Smith (also Headteacher) who can be contacted on the school office 01282 843381. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that we are providing to meet their needs, and what expectations we have for your child's progress. This will include explaining to you where your child is in their learning, and the targets we have set for your child. You and your child will be asked for your views on these targets. You will be informed about the progress your child is making in line with national expectations. If you are not sure what these mean, don't be afraid to ask. We want to fully hear you and your child's views and expectations.

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

Regular contact with parents is vital for our children with SEND. The school communicates with parents regularly throughout the year through:

- Parents evening twice a year.
- An annual written report.
- Meetings with parents to discuss IEP targets
- Review meetings with parents
- Meetings at request of parents

For some children, regular communication takes place on a daily basis through the use of a home/school book or contact with the class teacher before or after school. In addition to this we will give information to parents about how to support their child 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?**

SEN Children are represented across the school in varying situations for example school council, after school clubs. 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 the inclusion passports. We also use growing up in North Yorkshire every two years.

### **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**

All children are assessed on a regular basis. All children should make expected progress. Parents will be informed of assessments and interventions at the termly review meeting. All children on SEN support will have an Individual Provision Map and a Communication passport.

### **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**

Transition is very well planned for all children. We hold a meeting with the Secondary schools in the area to discuss individual children and their needs. There are also documents that can be

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 may also have extra visits to their new setting in order for them to become familiar with the routines of the day. Once the secondary school place has been confirmed then 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.

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

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. Teaching assistants are deployed where the need is and this can be done on a lesson basis in order to respond flexibly and swiftly to need. If a specific allocated time is given to a child then parents will be informed. This may be in the form of in class support or interventions run outside of the Maths and Literacy lessons. Some of the interventions we run in school are Reading Intervention, phonics 1:1 and First Class in Number. The provision map in school shows some of the things we can offer to children with specific needs. Governors will question about the provisions and what impact they are having on the children. Regular slots are provided in the governors meeting for new things happening in school.

For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. We can talk to you about this in more detail. Where we feel that something additional or different is needed to support your child because they have SEND we 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 will 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; the next date when your child's progress will be reviewed.

If your child is not making progress and the gap between them and their peers is widening then your child would take part in an intervention either in a 1:1 situation or in a small group to address the need of your child. If they are still not making progress in class support by a Teaching Assistant may be deployed if this is thought to be beneficial. This is by no means always the case. Most importantly, this support should be aiming to make your child more independent in lessons. More long term class support would be discussed in review meetings and through structured conversation.

We use a range of interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. We can 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 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.

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

Our teachers deliver good quality wave 1 teaching and will adapt the classroom and their teaching to ensure all children make the best progress they can. We have a large disabled toilet. All classrooms have blinds and carpets. We have a clear action plan in place in linked with the school development plan and the Equality scheme.

## **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?**

All staff are trained on a range of needs. An audit is done to see where the training needs are. This is a mixture of in school training and external training.

As a school we may need specialist support for your child. If we feel that the involvement of another agency would be beneficial to help with your child's needs you will be informed and asked to give your consent.

The SENCO started the NASENCO qualification in September 2016.

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

All classes deliver quality first teaching which is regularly observed.

We use the graduated approach to support our children- Assess, Plan, Do, Review.

If your child is not making the expected progress an intervention may be required this will be done through the graduated approach. Your child will be assessed to see where their strengths and weaknesses are, an evidence based intervention (EBI) will be picked or a carefully planned programme will be put together, the intervention will be delivered for a set period of time on a regular basis and then they will be reviewed at the end of this period.

If at the end of an intervention your child has not made progress they will be placed on the SEN register and outside agencies may be contacted to seek advice and support.

### **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 have access to all activities both in school and out. For a school trip a pre-visit will normally happen, a risk assessment will be done and adaptations will be put in place. Adaptations previously put in place include parents accompanying the child, transport by car due to not being able to get on a coach and daily time on websites looking at the place the child is going to ensure familiarity. Parents will be consulted by the class teacher regarding any difficulties we may encounter. We will always go the extra mile to ensure every child can access a school trip.

### **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 are very concerned with a child's overall wellbeing. Many North Yorkshire schools have used the Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefiting different groups of learners, and how their outcomes are improving as a result of their work. Training is given to staff for medical needs when they arise for example epi pens. Children will be able to speak to staff about anything that may be worrying them and we regularly assess whether children feel confident speaking to adults in school. They work with a range of learners, but give priority to those who need the most help, especially those experiencing multiple disadvantages. The variety of issues covered is vast, ranging from punctuality, family break up's, specific learning difficulties such as dyslexia, absence and challenging behaviour.

Behaviour in school is carefully monitored strategies include social groups; inclusion team; time out; liaison with parents and phone calls home.

The pupils themselves provide a warm, inclusive environment and incidents of bullying are extremely low. Parent responses on parental questionnaires are also testimony to our welcoming environment and low incidence of bullying.

### **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?**

The school has access to a wide range of professionals and outside agencies that we can contact for further support and advice. If we feel that outside agency input would benefit your child then we will have a meeting in school to discuss this with you.

We have access to:

- Speech and language therapists
- Educational Psychologists
- Prevention Services (parent support)
- Enhanced Mainstream schools for specific learning difficulties, communication and interaction and social, emotional and behaviour difficulties.
- Specialist teachers for hearing and visually impaired children
- Social care
- Looked after children workers

Within school we can make referrals to the Enhanced Mainstream schools which provide both in reach and outreach support. This is done through the single point of access. We also work in close partnership with physiotherapy, occupational therapy, school nurse, hearing and vision teams.

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

If you have a complaint, please speak to the class teacher in the first instance and if this is not resolved speak to the Headteacher (also the SENCo). If it still cannot be resolved please follow the schools complaints procedure (available on the school website).