



## Sutton in Craven CE 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>

## Sutton in Craven CE Primary School SEN information report

February 2019

A copy of our SEND Policy can be found at: <http://www.sutton-in-cravencofe.n-yorks.sch.uk/policies/>

Governors should describe:

<b>This is what we provide in our school</b>	<b>This is North Yorkshire LA's minimum expectations of good practice</b>
<b>1 What kinds of SEN are provided for in your school?</b>	
We provide an inclusive environment that welcomes all learners regardless of their needs. We aim to support all children in order for them to achieve their full potential academically as well as building on skills for life and developing a lifelong passion for learning. We have experience of supporting a wide range of SEND, including pupils with EHCPs or children that are looked after who have SEND. We continue to actively seek out and develop alternative strategies in response to the individual needs of the children.	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.
<b>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?</b>	
Our SEND policy is in line with the SEND Code of practice and can be viewed on our website (see link above). All children are assessed regularly to check on their progress and some children may be identified as needing additional support and/or adaptations in order to achieve their potential. Class teachers have regular access to the SENCo and are actively encouraged to seek advice on strategies to support these children. If the gap persists or begins to widen, there may be a discussion with parents/carers about the possibility of putting the children on the SEND register. Further assessments will be made as appropriate, including the views of the parent and, if appropriate, the child.	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:- <ul style="list-style-type: none"><li>• details of any strategies being used to support your child in class;</li><li>• details of any extra support or interventions for your child</li><li>• your child's learning targets and their long term desired outcomes</li><li>• the next date when your child's progress will be reviewed.</li></ul>

<p>Children who are identified at SEN Support have an Individual Education Plan (IEP) which describes:</p> <ul style="list-style-type: none"> <li>- details of any support strategies used in class</li> <li>- details of any additional support or interventions</li> <li>- individual learning targets</li> <li>- the next date when the child's progress towards these targets will be reviewed.</li> </ul> <p>Reviews will be shared with parents and the class teacher/SENCo are available to discuss a child's progress with you at any time.</p> <p>In some instances, further advice may be sort from external agencies. This will always be in consultation with parents and carers.</p> <p>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 external agencies, the school may decide to request a statutory assessment in order to provide further support. Following assessment, the local education authority (LEA) may decide to put an Education Health Care Plan (EHCP) in place.</p> <p>Key contacts:  Mrs Katy Herbert, Headteacher and SENCo (Maternity cover):  <a href="mailto:headteacher@sutton-in-cravencofe.n-yorks.sch.uk">headteacher@sutton-in-cravencofe.n-yorks.sch.uk</a>  <i>Mrs Samantha Davison, SENCo – maternity leave</i>  Alternatively, you can contact the school by telephone (01535 632181). If the person you wish to speak to is not available, they will call you back as soon as they can.</p>	<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>
<p><b>3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</b></p>	
<p>We believe that regular contact with all parents and carers is very important. School communicates with parents in a number of ways:</p> <ul style="list-style-type: none"> <li>- 'Open door' policy. Parents and carers are encouraged to talk to the class teacher who is always happy to discuss any difficulties or concerns as they arise. If the class teacher is not immediately available they will arrange a mutually convenient time to have a discussion, either in person or by telephone.</li> <li>- Mrs Herbert is always available to discuss individual concerns, an appointment can be made to see her via the school office.</li> <li>- Parents' Evenings take place in the Autumn and Spring term, longer meetings can be requested for children with SEND.</li> <li>- Home-school diaries are provided and messages can be written in these.</li> </ul>	<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"> <li>- A newsletter is written fortnightly and distributed via email and the website. This includes dates for the diary as well as other news and events.</li> <li>- Class newsletters and topic webs can be found on the class pages of the website. This contains information about what your child will be learning in the coming term.</li> </ul>	<ul style="list-style-type: none"> <li>• regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes</li> <li>• more regular meetings to update you on your child's progress and whether the support is working</li> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>
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**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>Pupil voice is part of shaping provision at our school and is obtained in a variety of ways:</p> <ul style="list-style-type: none"> <li>- All pupils, including pupils with SEND, are included in discussions about their learning. This involves giving their views on what they are good at, what they find difficult, what they would like to improve on and what helps their learning. For children with SEND this may be recorded on their inclusion passport or IEP, in referrals to external agencies or during the EHCP review process.</li> <li>- The school council meets regularly throughout the year. Elected representatives from each class are asked to give their views and the views of their peers on a variety of activities and school life in general. Children with SEND are eligible and included to represent their peers in the school council.</li> <li>- Subject leaders and external advisers consult pupil focus groups as part of ongoing evaluation of the curriculum. Focus groups comprise of a range of ages and abilities, including pupils with SEND.</li> </ul>	<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>
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**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>All pupils, including those with SEND, should make at least expected progress each year. Pupil progress against the National Curriculum is monitored closely and discussed termly in pupil progress meetings between the class teacher and headteacher, where appropriate the SENCo is involved in these discussions.</p> <p>Some children, despite making progress, may require further support in order to make expected progress according to their individual starting points. They may take part in interventions where progress is monitored and measured, or require more personalised provision under advice from external agencies.</p> <p>Children on the SEND register will have an inclusion passport alongside</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.</p> <p>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</p>
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<p>their IEP which records individual strengths/needs and records details of strategies that have been successful or unsuccessful for the child. These are updated and can be used to communicate information about provision to external agencies or at transition points between classes or schools.</p>	<p>interests and things that help them learn and to enjoy school.</p>
<p><b>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</b></p>	
<p>Support is available to all children for all transitions including moving schools and moving between classes/key stages.</p> <ul style="list-style-type: none"> <li>- Starting school – transition meetings take place with pre-school settings and parents, as appropriate, in the months before children are due to start school. The EYFS teacher and/or SENCo will, where possible, visit the pre-school setting and transition sessions will be arranged for children to visit school.</li> <li>- Transition within school – class teachers hold transition meetings to discuss the needs of specific children and a transition morning is arranged for children to spend time in their new class. Some children may have additional class visits or transition books, which are shared with parents and children.</li> <li>- Transition to secondary school – the Y6 teacher/SENCo work closely with parents, children and staff from secondary schools. Relevant documentation and other information is shared with the SENCo from the secondary school and transition visits are arranged for children to visit their new school. Some children with SEND benefit from additional visits and these are arranged in conjunction with parents and staff from both schools.</li> </ul>	<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><b>7. What is you School’s approach to teaching children and young people with SEN?</b></p>	
<p>All staff at Sutton in Craven CE Primary are committed to providing quality first teaching so that every child can make at least expected progress with their learning.</p> <p>Our teaching and learning is challenging, addresses different abilities and learning styles and is supported by quality resources. Further information about curriculum provision is available on the website.</p> <p>Sutton in Craven CE Primary has a number of teaching assistants who support both individuals and groups of children throughout school. In the classroom, they may be placed with individuals or groups with SEND to offer additional support. They may also be placed with other groups of children to allow the class teacher to work closely with children with</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 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</p>

<p>additional needs on a regular basis. Although, on occasion, children may need a high level of individual support, our aim is always to help children to be more independent in their learning.</p> <p>At Sutton in Craven CE Primary, we offer interventions, many delivered by teaching assistants, to support the needs of the child. Some of these interventions are structured, evidence based programmes as well as personalised 1:1 interventions developed with the support of external agencies.</p> <p>The class teacher or SENCo will be more than happy to discuss in more detail any of the interventions that your child has been involved in, including information about the intervention and intended outcomes, when it will be delivered and for how long, and how they will be monitored to ensure they are having impact.</p>	<p>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"> <li>• what interventions your child is receiving and what are the intended learning outcomes;</li> <li>• when during the week any interventions will be delivered and for how many weeks;</li> <li>• who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>
<p><b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b></p>	
<p>Our curriculum and learning environment are carefully considered to ensure they are as inclusive as possible. All children are encouraged to learn in a variety of visual, auditory and kinaesthetic ways throughout the school. Teachers maintain high expectations that all children can do well and put adaptations in place to ensure this potential can be reached.</p> <p>Some children will require further personalised adaptations and strategies in order to reach their potential. These are outlined on IEPs and inclusion passports, and may include alternative methods of recording or additional resources such as task boards. Some children with additional sensory needs may benefit from adaptations such as agreed seating arrangements, ear defenders or overlays. Personalised adaptations are specific to individual children and are regularly reviewed.</p> <p>Some children may require further adjustments, depending on their need, such as an EHCP, health care plan and/or an individual risk assessment.</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><b>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?</b></p>	
<p>We organise whole-school, generic training for teachers and teaching assistants as part of staff meetings and inset days. Some staff are also training in evidence based interventions such as Success@Arithmetic Numbersense.</p> <p>The SENCo oversees the range of expertise and intervention training to ensure we can meet the needs of children with SEND and seeks further</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>

<p>training or advice if gaps emerge. All staff work regularly with support services such as the Educational Psychologist, Occupational Therapist, Physiotherapist and EMS staff in order to support individual children more effectively.</p>	
<p><b>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</b></p>	
<p>Progress of children with SEND is monitored through termly pupil progress meetings, analysis of school data and teacher reports on progress of SEN pupils (a specific question on the class action plan). Progress of all pupils is shared with parents at parents evenings, in reports and at any point in the school year at the request of parents. All children with SEND have identified targets on their IEP and these are evaluated and shared with parents each term. Children are consulted about their learning and strategies that help the, Interventions are monitored through both qualitative and quantitative data. This may be in the form of ratio gains, progress towards objectives and teacher and pupil feedback. Quality first teaching is regularly evaluated by the Senior Leadership Team to ensure the provision is suited to meet the needs of all learners, promotes independence and perseverance, and is challenging and engaging so that all children can reach their potential, including those with SEND.</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’. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. 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><b>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?</b></p>	
<p>Sutton in Craven CE Primary school places a high emphasis on meeting the needs of all learners. We offer after-school sport clubs and additional support can be offered to enable children with SEND to attend these clubs. SELFA (a local children’s charity) also run an after-school club aimed at promoting positive relationships between children and developing self-esteem. The post of play-leader at lunchtime is being trialled and this offers pupils positive experiences that contribute to their social, physical and emotional well-being. It can also provide additional support for children that find the</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>playground more difficult to manage. A teaching assistant oversees a playground buddy scheme, which all KS2 children have the opportunity to take part in, including those with SEND.</p> <p>Pupils with SEND take part in all school trips, including the Y5/6 residential trips. Parents are encouraged to discuss any concerns or additional requirements with the school. Risk assessments ensure that all reasonable adjustments have been made to ensure children can access trips safely. Pupils with SEND are equally represented on the School Council.</p>	
<p><b>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.</b></p>	
<p>Sutton in Craven CE Primary is a church school and our vision and values are at the heart of everything we do and the children are able to talk about these values and put them into practice. This is demonstrated by the care, support and consideration they show each other, despite individual differences.</p> <p>All children participate in PSHCE lessons as well as whole school assemblies which tackle issues such as relationships or bullying. Children learn to identify trusted adults, both in and out of school, which they feel comfortable to talk to.</p> <p>Across all ages we run social skills groups as required, such as Talkabout. All staff have undertaken Level 1 Compass Buzz training, which raises awareness of mental health in schools.</p> <p>Children and parents are encouraged to talk to the class teacher, SENCo or headteacher if they have any concerns or worries.</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><b>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?</b></p>	
<p>Sometimes it is helpful for school to request some additional support from an external agency. This is requested with the informed consent of parents or carers.</p> <p>Sutton in Craven CE Primary has strong working relationships with professionals from the following agencies:</p> <ul style="list-style-type: none"> <li>- The Educational Psychologist</li> <li>- Healthy Child Team</li> <li>- Sensory, Physical and Medical team</li> <li>- Speech and Language Therapy</li> <li>- Occupational Therapists</li> <li>- Paediatrician</li> </ul>	<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>- EMS schools (Speech, Language and Communication; Cognition and Learning; Social, Emotional and Mental Health) Professionals from the above agencies regularly support staff, children and parents in school.</p>	
<p><b>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</b></p>	
<p>Any concerns about the provision made for your child in school regarding SEND should be brought to the attention of the class teacher or SENCo in the first instance. You may also contact the headteacher to make an appointment. Mrs Katy Herbert, Headteacher: <a href="mailto:headteacher@sutton-in-cravencofe.n-yorks.sch.uk">headteacher@sutton-in-cravencofe.n-yorks.sch.uk</a> <i>Mrs Samantha Davison, SENCo – maternity leave</i></p> <p>We encourage parents to make us aware of concerns as soon as they arise so that they can be addressed quickly. If you do not feel that issues have been resolved, then you may follow our formal complaints procedure as outlined in the Complaints procedure policy.</p> <p>The designated governor for SEND is Revd Helen Collings.</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>