



Crakehall CE Primary School SEN Information Report

January 2018

Introduction

Our SEN 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 Crakehall CE Primary School for your children.

1 What kinds of SEN are provided for in our school?

We welcome children with a broad range of needs to our school.

- Special educational needs and provision falls under four broad areas:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and/or physical

Behavioural difficulties do not necessarily mean that a child or young person has SEN.

2a) What policies do we have for identifying children and young people with SEN?

2b) How do we assess their needs?

2c) What is the SENCo's name and how can I contact them?

2a) Our SEN Policy details the; philosophy, principles/aims, procedures/guidelines and performing/monitoring of the arrangements at Crakehall CE Primary School for identifying children with SEN and assessing their needs.

2b) If you think your child may have SEN, we will observe closely, assess what may be causing the difficulties and share with you what we will do as a school to support you and your child. We talk to parents and children regularly and liaise with other members of school staff. Any child who requires high levels of support referrals will be made for statutory assessment in the form of an EHCAR – Education, Health and Care Assessment Referral.

We have a range of assessments which can be used within school to help identify the difficulties your child may be experiencing. These include

- The Dyslexia Checklist
- The Social Communication Checklist
- The Working Memory Rating Scale
- The Visual Stress Checklist
- The Speaking 5-11 Checklist

With these documents, you complete your version, the pupil (where appropriate) completes a version and school (usually the class teacher) completes a version. The results are then pulled together and discussed with you.

2c) SENCO – Mrs Kathryn Starkey
T – 01677 422515
E – generaloffice@crakehall.n-yorks.sch.uk

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

We will offer support and guidance to all parents about how best to support their child in 1:1 meetings and also at our parent consultations evenings. At Crakehall we take parental concerns seriously and we strive to build good relationships with all parents. We ask that in the first instance you make contact with the class teacher to discuss any concerns you may have surrounding either progress, or any other aspect of your child's development. Mrs Starkey (SENCO) works closely with all class teachers.

Communication with you about your child's education includes the following as standard:

- Home/School Link Books
- Newsletters on the Website outlining the topic and providing details about the planned learning
- Twice yearly parent consultation evenings
- Annual school report
- Ongoing opportunities to speak to your child's class teacher, SENCO or Headteacher as needed either by appointment or informally, for example after school

We recognise that as a parent of a child with SEN you may require additional communication between home and school to support your child's learning and progress so we will meet with parents of children with SEND regularly (at least termly) at a time convenient to them to discuss their child's progress towards their targets and what aspirations parents and their child have for the future.

Parents are invited to attend relevant training opportunities provided by school or externally, for example on attachment or through the Dyslexia Network.

Parents are also signposted to relevant support networks e.g SENDIASS, POSCH and NYPACT. on the website and signs around school.

4. What arrangements do we have in place to consult with young people with SEN and how do we involve them in their education?

The ethos within our school appreciates everyone's uniqueness – that we all have our own strengths and weaknesses. Work carried out within classes, assemblies and when issues arise reinforce this ethos. We recognise that it is important that the views of our children are listened to SEN children who will be given additional support in articulating their views and aspirations when required.

Children with SEN are involved in setting and reviewing their own learning targets using our CHATTER Sheets with their teacher and then outlined on their individual provision maps. These documents are also shared and reviewed with you on a termly basis or more frequently if required.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Can you explain what opportunities are available to enable school to work with parents and young people as part of this assessment and review?

We use Target Tracker to assess and track all pupil progress. For children not yet accessing the National Curriculum, we use P-scales.

We meet termly with parents of children with SEN to hold review meetings and more often, informally, as required. This may be a quick chat after school, a telephone call or email.

We aim to make the Review Meetings as pleasant as possible, recognising that this can be a time that you can find difficult and stressful. You are introduced to everyone who is present at the meeting. We try to ensure that we stick to time and ensure you have the chance to ask questions. We offer you the opportunity to complete parent views in advance of the meeting to enable you to feel prepared before the meeting and ensure that the minutes of the meeting are completed in a timely fashion, with a chance for you to make any corrections if anything has been inadvertently missed. Your child also has the chance to complete pupil views before the meeting, as outlined above.

Inclusion passports are used to highlight strategies which have worked (and their impact) and strategies which have not worked (and why they don't work) for each child. This is typically updated annually or more often as required. It forms a very useful document for new teachers to quickly get up to speed with the particular needs of children with SEN so learning time is not lost when a child moves into a new class.

Individual provision maps are updated and shared with you and children termly, as outlined above.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do we 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?

All pre-school children are visited in their pre-school settings in order that information and special arrangements are talked through and staff involved have a clear picture on how best to support the child in their new setting. The new starters are also offered a number of sessions in the EYFS class during the summer term prior to starting allowing them to become familiar and settled well before September which is particularly helpful for those children with SEN

Transition between classes within school is carefully planned with additional visits to see the new class and teacher planned where needed.

For SEND children moving into our school meetings will take place prior to the move, information shared and any special arrangements put in place in advance of their arrival.

Transition to Secondary School is equally well planned. We ensure the child and parents have a smooth transition by setting up meetings with staff from new schools and arranging pre visits for the child so that they can be best prepared for their move.

A member of staff from the relevant secondary school is always invited to Year 6 SEN reviews, and earlier if appropriate. We work closely with our feeder schools to ensure that transition for all pupils, and especially those with SEN, is smooth and handled correctly in order to reduce anxiety for yourself and your child.

We tailor transition packages dependent on the needs and concerns of you and your child and it will always involve a discussion with you to decide together on the best approach. Transition packages usually take the form of additional visits, but their format may be different dependent upon the pupil. For example, some children are introduced to a key member of staff and spend some time completing art activities in a series of sessions before moving up to secondary school.

Other children require visits to simply familiarise themselves with the site.

Resources are provided to help support transition, for instance examples of what the timetable or school planner might look like.

7. What is our approach to teaching children and young people with SEN?

At Crakehall CE Primary School we believe that the most effective way to support children is to provide high quality teaching. The quality of teaching and learning is regularly monitored and developed. We identify additional needs quickly and make adjustments where necessary to ensure that support is in place to enable progress. This might take the form of additional or different resources, breaking a task down into smaller chunks, providing writing frames, visual supports and continued work using manipulatives. It might take the form of additional support from an adult within school (teacher or TA). Peer support may take place within a lesson, and/or between older and younger pupils.

We also provide small group and 1:1 support as a means of intervention.

Interventions available include:

- Letters and Sounds phonics
- Units of sound,
- Lexia
- ALK
- Teoderescue
- Speed Up
- Individualised programmes devised by teachers

For children with SEND, the interventions in which your child is participating will be discussed with you at termly reviews. .

If your child requires an intervention to help them address a specific difficulty, we will always inform you of this and give you the opportunity to discuss with the class teacher. We work closely with you and your child to aim to meet their needs in the best way possible

We aim to always include children with SEN on all educational visits including residential visits.

For the children with more complex needs, a more personalised package of support may be required. For example, children may require sensory breaks in a quiet area, may need more access to the outdoor space or may need a more structured lunchtime.

If a child with more complex needs requires more specialist support, we may seek to involve external agencies from a range of services available to us, including Enhanced Mainstream School staff, Educational Psychologists or Speech and Language Therapists. We would always discuss this with you and seek your written consent before involving such agencies.

Should a child be still making limited progress, and the gap between him/her and their peers is continuing to widen, we would discuss with you the possibility of submitting an Education Health and Care Assessment Request. We would involve you fully in this process and you could also be supported in this process by Jane Clark, from the Special Educational Needs Information and Advice Support Services, or by the Independent Supporters team.

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

Adaptations are made wherever needed within the classroom, for example:

- changing the colours of interactive whiteboards
- providing a visual timetable
- paired work or small group teaching
- providing coloured overlays and whiteboards
- sloping boards
- social stories
- adaptations to homework and/or invitation to attend homework clubs
- use of ICT to provide and record ideas – laptops, Ipads and recording devices
- quiet areas within the classroom
- “chunking” learning into smaller sections
- writing scaffolds/frames/sentence starters

- easy access to concrete and practical resources
- access to a quiet area or the Butterfly Forest (Forest School Area)

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.

9. What sort of expertise for supporting children and young people with SEN do we currently have in school? How do we ensure that the expertise and training of staff to support children and young people with SEN is current? How do we access and secure further specialist expertise?

The SENCO attends regular networks and liaises with other SENCOs in the area regularly (including with the Swaledale Alliance of schools)

Staff attend relevant training to ensure they can provide children with SEND a broad learning experience.

For staff members working with children with specific needs additional training will be sought to ensure they can provide the most appropriate support.

Staff members have received training either via the termly NYCC network meetings or directly from Enhanced Mainstream School (EMS) staff within school on a range of interventions and programmes including:

- ALK
- Units of Sound
- Word Shark & Number Shark
- Inference Intervention
- Reading intervention
- PAT
- Code X
- “Speed Up”
- Speech and Language
- Numicon
- Drawing Therapy
- writing individual provision maps
- changes to the Code of Practices

Specific training is provided as needed for staff members as and when the need arises. Should we require additional support or expertise to meet a child’s needs, and once it has been proven that we are unable to meet this within school, a request for involvement would be made to the Inclusive Education Service.

Where personalised packages are required, both class teachers and TAs are fully involved with the specialist expertise from NYCC EMS teams in supporting the child. Parents and children are also involved in the process at all stages.

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

As outlined in other sections, we carefully monitor and track progress of children using Target Tracker and, where necessary, P-scales. We also use individual provision maps which are reviewed after a term with parents and pupils, leading to new targets being set. We record details of interventions undertaken on the notes section of Target Tracker.

Observations (in class, in small groups and during 1:1 sessions), work scrutiny and pupil conferencing all form part of evaluating the effectiveness of provision, as

well as feedback from you as parents. We recognise that work scrutiny provides a valuable measure of progress over time. Specific intervention programmes use a tight measure of progress. These are carried out as per the recommendations accompanying each package. Assessments help the teacher, pupil and parent to be aware of any specific areas of difficulty and they provide a baseline against which to measure progress.

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?

We provide a huge range of opportunities for all of our children, irrespective of gender, ethnicity, SEN or disability, to engage in activities. All children with SEND are able to access our curriculum and extra- curricular activities. All children in school are treated equally.

12. How do we 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.

Our Christian ethos is at the core of all that we do at Crakehall CE Primary School. We have a clear anti-bullying policy in our school. We have links to Bedale EMS for 1:1 nurture groups and pastoral support for children requiring additional emotional support and a member of staff is trained in delivering Drawing Therapy. We regularly seek the children's opinions and views through questionnaires, pupil voice meetings and Child and Teacher Termly Reviews. (CHATTERs). One of the biggest successes of our school is the "buddy system" which allocates a Year 6 pupil to be a named buddy for a new Reception pupil. This alleviates concern and anxiety the younger children may feel about starting school and helps to foster positive peer relationships with the oldest children right from the beginning.

13. How do we 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?

At Crakehall CE Primary School we are responsive to the needs of our children and liaise with other agencies and professionals to learn how to best support our children. We work closely with a range of external agencies to help meet your child's needs. This includes the Prevention Service (which has a team of Family Outreach Workers who can support you at home), the EMS teams, the Healthy Child Practitioner team, educational psychologists and Speech and Language therapy services. Parental permission is always sought before involving anyone from outside of school.

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

Complaints about SEN follow the general complaints procedure. Please see your child's class teacher in the first instance, to see if your concerns can be immediately addressed. Should there be no improvement, please do make an appointment to see either Mrs Kathryn Starkey (SENCO) or Mr A Firmin (Associate Headteacher). 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 Mr Starkey (Chair of Governors) at the school.

SEN Governor – Mr Martin Houlden
Please contact through school
T – 01677 422515
E – generaloffice@crakehall.n-yorks.sch.uk

The world of Special Educational Needs is full of jargon! Please find below our attempt to explain some of the acronyms you may come across.

Acronym/ Abbreviation	Meaning
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
NYCC	North Yorkshire County Council
TA	Teaching Assistant
EMS	Enhanced Mainstream School Based across the county to support schools in a variety of ways
EP	Educational Psychologist
CAN-Do	Comprehensive Assessment of Needs document – resource allocation system to be completed as part of an assessment request
SpLD	Specific Learning Difficulties
C+I	Communication and Interaction
SEMH	Social and Emotional Mental Health (formerly Emotional and Behaviour)
SENDIASS	Special Educational Needs and Disability Information Advice and Support Services (formerly Parent Partnership Services)
EHCP	Education Health and Care Plan (being transferred from Statement of Special Educational Needs)
EHCAR	Education Health and Care Plan Assessment Request
DCD	Developmental Coordination Disorder
ASD	Autistic Spectrum Disorder

FASD	Foetal Alcohol Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
POSCH	Parents of Special Children – a charity/support group for parents and carers of children with SEN (poschcharity@outlook.com)
NYPACT	The parent and carer forum for North Yorkshire http://nypact.org.uk/
ELSA	Emotional Literacy Support Assistant
SSA	Specialist Services Autism (formerly ASCOSS)
IES	Inclusive Education Service
SPA	Single Point of Access (means of requesting additional support for children)
SALT	Speech and Language Therapy
OT	Occupational Therapist
CAMHS	Child and Adolescent Mental Health Services
CDC	Child Development Centre