

Nawton and Rosedale Federation
SEND Information Report October 2021
 The North Yorkshire local offer can be found at:
<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Nawton and Rosedale Federation offer	North Yorkshire LA expectation of good practice
1) The kinds of SEND that are provided for:	
<p>All children are welcomed into our school including those with SEND. We make our very best endeavours to meet the needs of all children including those with physical, learning, communication, emotional and social difficulties.</p>	<p>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 need.</p>
2) Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCo (mainstream schools)	
<ul style="list-style-type: none"> • SENCo is Mrs Claire Smith 01439 771245 • SEN Governor is Mrs Sheryl Woodward • For children requiring 'catch up' support, we will write to you outlining the support being offered to help them make the best possible progress. The class teacher and/or SENCo will invite you to meet and discuss your child's needs and progress. • For children requiring SEND support we will provide a written individual plan. This will include; details of your child's strengths and barriers to learning, SMART targets linked to intended outcomes, interventions/strategies/adjustments/approaches to be used, review dates, progress against targets, views from both the child and parent and parental involvement. The plans are reviewed termly in consultation with the child and the parent/carers. 	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>Most pupils will benefit from SEN support, but some pupils who</p>

- Where we feel some more specialist advice is needed we can make a request for support from the SEND Hub and or Inclusion Locality Panels. Where the assessment panel decided additional support is appropriate, the child will be allocated a Key Worker from the locality hub who will be in touch to assess the child concerned and offer support.
- From time to time children may not make progress despite receiving additional support in school and from extended agencies. These children requiring higher levels of support will be referred for an Educational Health Care Plan (EHCP)

need high levels of support, or who have complex needs will need to be referred for an educational, health and care plan.

3) Arrangements for consulting parents of children with SEN and involving them in their child's education

- Parents and carers are always welcome in school and we offer regular informal and formal opportunities to discuss your child's progress. We have an 'open door' policy and appointments can be made anytime to discuss questions and concerns.
- Termly meetings are held with parents and carers and more often if required, to review child's progress in all aspects of school life.
- Information about pupil progress is shared with parents and children on a regular basis e.g. Individual Support Plans, Parents Evenings and end of year academic reports.
- Progress information and comments are shared with parents/carers in a termly meeting along with information about the impact of interventions, and advice is given on how best parents/carers can support their child's learning.
- For children with an EHCP an Annual Review will be held to review and celebrate progress made and discuss ways in

Schools regularly communicate with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say. 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 into account of your and your child's hopes, personal goals and interests.

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.

On-going communication with school may include:

- 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

<p>which parents can support their child's learning at home.</p> <ul style="list-style-type: none"> • For some children , regular communication takes place daily with a home/school book or contact with the class teacher before or after school. 	<p>and whether the support is working</p> <ul style="list-style-type: none"> • clear information about the impact of any interventions • guidance for you to support your child's learning at home.
<p>4) How we consult with the children and young people with SEN in our schools and how we involve them in their education</p>	
<ul style="list-style-type: none"> • We regularly consult the views of all children within the federation, both informally via circle time, assemblies and group work as well as more formalised questionnaires. • Children with SEN are involved in both planning any support and reviewing progress made. This happens termly when support plans are reviewed but also as a regular part of small group or individual support sessions. • As part of our transition to secondary education, Year six pupils alongside the class teacher and SENCO discuss and agree the support they need for this transition. This is captured in a pen portrait which is passed on to the secondary SENCO in the Summer term 	<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 decide how this is undertaken and the frequency with which the child is consulted.</p>
<p>5) Arrangements for assessing and reviewing children and young people's progress towards outcomes including opportunities available to work with parents and young people as part of this assessment and review</p>	
<p>We monitor all pupils including those with SEND to ensure that they are progressing. Where appropriate progress will be measured in small steps using P Scales or against non- academic measures such as attitude to learning.</p> <ul style="list-style-type: none"> • For some children, Inclusion Passports will be used to measure the impact of SEND strategies that have been put into place. Parent/carers and children's opinions are included in this and we encourage parents/carers to share their children's achievements out of school, to enable us to build a picture of the whole child. • Children's own comments are sought and added to our termly 	<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</p>

<p>review of support plans.</p> <ul style="list-style-type: none"> • Parents/carers families and children will be at the heart of all we do and will be fully informed at all stages. 	<p>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) Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>	
<p>Inclusion Passports are in place for all children with SEND and are transferred to the child's next school.</p> <ul style="list-style-type: none"> • We liaise closely with local nurseries, private providers and schools to ensure smooth transitions. This will include extra visits with members of staff, arranging meetings with parents and any other agencies involved. This will vary on the needs of the individual child. • When transferring to other schools transition meetings will be arranged so that all concerns can be identified and all information shared to ensure your child is well supported. Parents/carers and the child's views are carefully listened to. • Additional visits with members of staff and or a friend can be arranged to facilitate a smooth transition. 	<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) The approach to teaching children and young people with SEND</p>	
<p>We believe that high quality teaching is the most effective way of supporting children in their learning.</p> <ul style="list-style-type: none"> • Additional needs are quickly identified and addressed. • Skilled teaching assistants will work alongside class teachers to support individuals and small groups. • Interventions are closely chosen to match the needs of the children and run by both highly skilled TA's and teachers. These are carefully monitored in order to ensure that they help 	<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</p>

accelerate your child's progress

- Your child's personalised targeted support plan is part of our graduated response. This means that the support your child will be built up overtime in order to respond to your child's developmental needs effectively. We will identify and detail the intervention/strategies/adjustments in place for your child. Progress and attainment will be reviewed with parents/carers and children termly.
- Opportunities to link class work and additional support will be capitalised on.
- Where appropriate, practice tasks may be sent home to consolidate learning and to enable parents and carers to also be involved in supporting the child.

the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons 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:

- 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) How adaptations are made to the curriculum and the learning environment of children and young people with SEN

Teaching staff, supported by the SENCo, are involved in the drawing up of each child's support plan , which is a document detailing agreed good practices.

- All work is differentiated to meet the needs and learning styles of the individual child.
- Work, if needed can be provided for in different formats including coloured paper.
- We encourage all children to be independent learners through the use of visual timetables and informative working walls and displays.

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. 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.

· For some pupils, Individual risk assessments may be written to ensure effective inclusion safeguarding procedures are in place. This may be as part of the daily routine or for a particular one off activity e.g a school visit.

9) The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

All staff receive training on how best to support SEND children.

- Where a particular need is identified specific training and advice from other agencies will be sought.
- The school is very proactive at involving other agencies to ensure that children receive additional support from an early age to support their learning.
- The school is able to seek support from Educational Psychologists, Speech and Language therapists, Child and Adolescent Mental Health Service (CAMHS) and locality hubs to provide additional support and interventions.
 - The school always gains parental consent prior to any involvement from outside agencies.
 - The SENCO attends termly SENCo network meetings.

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.

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

- Pupil progress and attainment is tracked and monitored with at least termly review by the Headteacher.
- The SENCO holds termly pupil progress meetings with each class teacher to discuss what is working well and what additional support may be required for all pupils, including those with SEN.
- Where interventions are used to accelerate progress and initial baseline will be measured, with progress made determined when reassessed at the end of the support. This may take the form of standardised tests or more qualitative criteria.

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

<ul style="list-style-type: none"> · If a particular intervention does not seem to be working for a child, then less formalised planning annotations will help to highlight this, allowing us to rethink what is needed. <p>Individual support plans set out what a child's strengths and barriers to learning are, what outcomes are being worked towards, targets set towards meeting these outcomes, timescale and review date. These will be discussed, collaborated on and shared with parents/carers and children when we meet each term.</p> <ul style="list-style-type: none"> • Quality First Provision is evaluated regularly by the senior leadership team as part of our school monitoring cycle. 	<p>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>11) How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</p>	
<ul style="list-style-type: none"> • We are an inclusive school and aim to provide equality of opportunity to all. • Educational visits including residentials are accessible and encourage to all children. Extra risk assessments, arrangements and planning will take place as required on an individual basis. 	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
<p>12) Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>	
<ul style="list-style-type: none"> • The school's ethos and values underpin all we do in school and are central to our behaviour and anti-bullying policies. • PHSE and Circle Time allow children time and space to reflect and offer suggestions or highlights concerns. • All staff have undertaken Compass Buzz training to provide allow us to listen to pupils in order to explore the reasons/triggers for any emotional and social difficulties 	<p>Some of the interventions implemented should be for emotional support e.g. PSHE nurture groups, the provision of a key worker.</p>
<p>13) How the school involves 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>	

<p>The school is able to seek support from Educational Psychologists, Speech and Language Therapists, School Nurse, and Locality Hubs to provide additional support and interventions.</p> <ul style="list-style-type: none"> • The school always gains parental consent prior to any involvement from outside agencies. 	<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>14) Arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	
<p>We endeavour to resolve any concerns quickly and would advise parents/carers to speak firstly with their child's class teacher, SENCO or Headteacher. If the matter cannot be resolved to the satisfaction of all there is a complaints policy that can be followed.</p> <ul style="list-style-type: none"> • <i>Sheryl Woodward</i> is the named governor for SEND. 	<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, but 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>