

Marton cum Grafton 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>

Marton cum Grafton CE (VA) Primary School SEN information report

At Marton cum Grafton CE (VA) Primary School it is our aim to:

- Provide stimulating environment which encourages proactive learners within an inspiring and appropriate curriculum for each individual child.
- Ensure all children achieve their maximum academic potential .
- Promote the Christian values of truthfulness, forgiveness, respect,
- responsibility, compassion and reverence in the daily life of the school.
- Provide a safe, welcoming and rewarding environment.
- Nurture the spiritual life of the individual and school community.
- Help each child to take a responsible place in the wider community.
- Promote equal opportunities for all regardless of race, gender,
- background or faith.

The following information briefly outlines SEND provision at Marton cum Grafton CE (VA) Primary School

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
1 What kinds of SEN are provided for in your school?	
<p>At Marton cum Grafton Primary School, we welcome children with a wide range of SEND including children with Education and Health Care Plans. Staff are experienced in meeting the needs of children with SEND across all four areas of need:</p> <ul style="list-style-type: none"> -Communication and Interaction -Cognition and Learning -Social, Mental and Emotional health -Sensory and/or Physical. <p>We are committed to enabling all children to achieve their very best and to become confident individuals living fulfilling lives. We set high expectations for every pupil and we ensure that quality first teaching is accessible to all children to enable them to make good progress within their learning, whatever their starting point.</p> <p>All staff at Marton cum Grafton are committed to providing quality first</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 needs.</p>

teaching so that all children can make at least good progress with their learning.

Lessons are carefully differentiated to meet the needs of all children whatever their learning style. Staff use a variety of teaching styles and resources in lessons to support children's learning. The school places great importance on the fact that children learn in different ways.

Class teachers are supported by the SENCo who provides advice, support and training for teachers and support staff.

We set high expectations for every pupil and we ensure that quality first teaching is accessible to all children to enable them to make good progress within their learning, whatever their starting point.

In addition, the school is able to provide a wide range of intervention programmes to both groups and individuals as outlined on the whole school provision map.

The school has a named Governor for SEND who meets with the SENCo on a termly basis.

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?

SENCO: Marie-Louise Thirlaway

Tel: 01423 322355

Link to SEN Policy

<http://marton-cum-grafton.n-yorks.sch.uk/data/documents/Special-Educational-Needs-pol-May-16.pdf>

At Marton cum Grafton Primary School, we understand the benefits of identifying children with SEN at the earliest point possible. Identifying children with SEN is built into the whole school's monitoring and assessment cycle. The class teacher is responsible for making regular assessments of the progress of the pupils in their class and identifying pupils making less than expected progress given their age and individual circumstances. Children's progress in areas other than attainments is monitored to ensure that children are making expected progress with wider development and social needs.

When a child is identified as making less than expected progress, the first response is to ensure that the child receives high quality teaching targets at

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:-

- 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.

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.

their area of weakness.

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:- 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.

Schools use a range of 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.

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.

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 with National Curriculum end of year expectations.

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 the m to meet your child's needs you will be informed and asked to give your consent.

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

Parents are always informed of any additional learning need and the additional provision made for their child is discussed with them. Where additional and different provision is needed to support a child, the class teacher working with the SENCo and the parent will discuss the child's strengths and needs and the type of support which they will need to make progress. An Individual Provision Map (IPM) will be written detailing specific targets and long term desired outcome, strategies to be used to support the child in class and the additional support or interventions the child will receive. At this stage the child will be recorded on the school's In School Intervention list. The child and parents views are also recorded. Progress is reviewed each term with the parents and for some children at more regular intervals.

A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Co-ordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.

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.

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 and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child's learning 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?

At Marton cum Graffton, we ensure that there is regular (termly) communication with parents about the progress of their child. Through parent's evenings and IPM review meetings, the progress of a child is discussed and the views of the parents are listened to. The child's strengths, hopes, personal goals and interests are also discussed and taken into account. As a school, we recognise the importance of regular communication between parents and teachers so we can all work together to support the needs of the child and provide the best provision to enable the child to achieve their desired outcomes.

Working together, the class teacher, SENCO and parents regularly review IPM targets and discuss the impact of the support and interventions the child has been receiving. Within these meetings, the next steps needed to enable the child to make further progress is planned and guidance is given to enable parents to support their child's learning at home.

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.

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.

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

The progress of pupils with SEND is monitored by the head teacher, SENCO and senior leadership team. And SEN governor. Where pupils are not making expected progress this is identified in termly pupil progress meetings and, if appropriate, steps are taken to provide additional support. The progress of some pupils may be assessed and tracked using P scales using the PIVATS performance indicators.

You will have the opportunity to discuss your child's progress at the parent/teacher consultation evenings and at review meetings.

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 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.

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

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition process is started early to ensure the transition is as smooth as possible.

We work closely with parents and the child to support the transition process.

If your child is moving to another school:

- o We will contact the receiving school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

- o We will make sure that all records about your child including their Inclusion Passport are passed on as soon as possible. When moving classes in school:

- o Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher and if necessary, outside agencies involved. All Provision Maps will be shared with the new teacher.

- o All children spend time in their new classroom at the end of the summer term.

- o An individual transition plan will be devised, if required.

In Year 6:

- o SENCO will meet with the SENCO of their secondary school and the child's parents to discuss the specific needs of your child and a transition package will be put together for them individually.
- o Your child will access focused

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>learning about aspects of transition to support their understanding of the changes ahead. o Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.</p>	
<p>7. What is your School's approach to teaching children and young people with SEN?</p>	
<p>All staff at Marton cum Grafton are committed to providing quality first teaching so that all children can make at least good progress with their learning.</p> <p>Lessons are carefully differentiated to meet the needs of all children whatever their learning style. Staff use a variety of teaching styles and resources in lessons to support children's learning. The school places great importance on the fact that children learn in different ways.</p> <p>Class teachers are supported by the SENCo who provides advice, support and training for teachers and support staff.</p> <p>We set high expectations for every pupil and we ensure that quality first teaching is accessible to all children to enable them to make good progress within their learning, whatever their starting point.</p> <p>In addition, the school is able to provide a wide range of intervention programmes to both groups and individuals as outlined on the whole school provision map.</p> <p>The school has a named Governor for SEND who meets with the SENCo on a termly basis.</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 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"> • 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.
<p>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</p>	
<p>Staff are experienced in personalising learning for all children. Whole school provision maps detailing strategies, resources and interventions used to support children with SEN are in place and are used by all staff. These provision maps are used by all staff to ensure the relevant strategies and support is given to a child with SEN. Class teachers use the whole school provision maps to support the writing and implementation of a child's individual Provision Map (IPM).</p> <p>For children with an EHCP/Statement, Risk Assessments are completed</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>termly where necessary and appropriate in order to ensure that children receive the high level of support they require.</p>	
<p>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?</p>	
<p>Marston cum Grafton CE Primary has highly skilled teachers and teaching assistants who are confident in supporting both individual and groups of children throughout school. Teachers and teaching assistants receive regular training to ensure they have the relevant skills to support children with a wide range of needs. Staff meetings and T.A meetings are used to share good practice and to develop their knowledge and skills of SEN.</p> <p>Specialist teachers and teaching assistants from outside agencies such as Enhanced Mainstream Schools (EMS) also work closely with our teachers and teaching assistants to provide training and support focused on the needs of individual children. Specialist support is accessed through the Inclusive Education Service where a child, despite receiving in school interventions, continues to not make the expected progress.</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>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	
<p>Our school is committed to ensuring equal opportunities for all learners. We ensure that all children are able to access the national curriculum and the school curriculum at their own level and barriers to their achievement are removed. Class teachers work closely with all pupils to plan topics and learning activities which take into account their interests and needs.</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'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>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>

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?	
<p>All children participate fully in the life of the school and can fully access the extra-curricular activities the school offers. Pupils are actively involved in putting forward ideas for extra-curricular activities which all children can be involved in.</p> <p>Sporting events are fully accessible to all children and children enjoy engaging in these events with their class.</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>
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.	
<p>The personal, social and emotional well-being of children is important to us and we ensure that all children feel safe, happy and secure. Pupil voice is important to us and we hold regular pupil lead class council and school council sessions to enable the views of children to be shared and discussed.</p> <p>PHSCE lessons are used to address emotional and social needs of children and to further their personal and social development. Lessons are adapted where necessary to reflect the current interests and needs of children within the class.</p> <p>Spiritual, Moral, Social and Cultural understanding is strong through our school. Bullying of any kind is not tolerated. We work hard to promote British values and celebrate diversity</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
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?	
<p>Sometimes it will be helpful for the school to request some additional support from an outside agency to help us in meeting the needs of a child.</p> <p>The school is able to access a range of specialist support and outreach services to support us in delivering the most appropriate support and interventions to meet the needs of a child. If a referral for specialist support is made, the parent will be informed and parental consent will be sought.</p> <p>The school works closely with a wide range of specialist support and outreach services including The Educational Psychologist, the school Nurse and Health Visitor, Speech and Language Therapists, Physiotherapists,</p>	<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>Occupational Therapists, Paediatricians, the Autism Outreach team, Specialist teachers at EMS schools and Family Outreach Worker. Professionals from all the above agencies regularly support staff and children in school.</p>	
<p>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	
<p>Chair of governors: Mr Alex Robinson SEN governor: Mrs Jessica Mudd If you have any concerns about your child, please contact the headteacher Mrs Marie-Louise Thirlaway on 01423 322355 If you would like to make a formal complaint, the headteacher will be happy to facilitate this process for you through our general complaints procedure.</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>