



Masham Church of England (VA) Primary school SEN information report

This SEN information report sets out what we can offer as a school to pupils with Special Educational Needs. It details how we implement our SEN policy within the school, provides named contacts for parents with questions or concerns and shows the school's contribution to the local offer set out by the Local Authority. It also highlights the broad and balanced curriculum provided in each year and explains how the curriculum is adapted or made accessible for pupils with SEN.

This information is updated annually and available on our website.

The SEN policy can be found at:

The North Yorkshire local offer can be found at:
<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Masham School SEN information report

September 2017

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?	
<ul style="list-style-type: none">• All children are welcomed at Masham CE Primary School and the teaching staff all work closely together to provide an outstanding, comprehensive, broad and engaging curriculum for all.• Although a small school with a low percentage of children identified with SEND, the teaching staff are experienced and have undergone training for a wide range of needs.• If a new child with SEND were to start the school, parents would be invited into school along with representatives from the previous school and any agencies involved already so that the appropriate strategies can be put into place prior to the child starting school.	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.
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?	
<ul style="list-style-type: none">• All teachers will provide Quality First Teaching with clearly differentiated planning, an engaging curriculum, useful environment, a variety of resources and effective Teaching Assistant support.• If a child is then identified as needing additional support that is not provided as part of the Quality First Teaching, the Class Teacher will seek informal advice from the SENCO about	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">• details of any strategies being used to support your child in

different strategies or interventions that may be used.

- The Class Teacher will also have a learning conversation with the parents/carers of the child and an Individual Provision Map (IPM) may be created which details areas of strength, areas for development, strategies that will be used, the desired outcomes and a date to review the progress which has been made. As part of this conversation, it will be discussed as to whether the child should be placed on the SEN register but it will be made clear at this point that a child can go on and come off the register throughout their time at school.
- Depending on the needs of the child, and with parental permission, the SENCO may also seek further advice from an external agency such as an Enhanced Mainstream School (EMS). This may result in specialist teachers or teaching assistants from the relevant EMS coming to work with the child in school. They may also carry out further assessments and further contribute to the child's IPM. Parents will be an equal partner throughout this process.
- It may become necessary to consider a referral for an Education, Health and Care Plan. This will require a discussion involving the school, the parents and any external agencies involved. A Can-Do assessment will be completed and the possibility of an EHCP will be discussed. The parents and the pupil will be involved throughout the referral process.
- Mrs Sophie Tennant, the SENCO, is a full time teacher and is therefore available to contact at school throughout the week via the school office. The SENCO will also attend meetings with parents and the Class Teacher where appropriate.
- ***Please see SEN policy for further information***

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.

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

At Masham School we believe that parents and/or carers should be treated as an equal partner in their child's education. We aim to do this through ensuring:

- Teachers are available and visible at the beginning and end of each day for short and regular conversations/updates.
- Appointments to speak with the Class Teacher/SENCO/Headteacher at greater length can be arranged easily and within 24 hours where possible.
- Home-school books or photo diaries can be used as a form of contact and as a way for the children to share their day with parents.
- Parents and members of their wider family are invited to attend celebration assemblies to share and celebrate successes.
- Regular review meetings will be planned when an external agency is involved with the child. This is an opportunity for parents, teachers, SENCO and any other professionals working with the child to share their views on the impact of the provision in place and think about any next steps.
- Information about the interventions in place will be discussed with the parent prior to it starting and any information about its impact will be made available prior to review meetings if requested.
- All children have the opportunity to complete homework tasks throughout the week. They may also have differentiated work which will specifically support each child at home. Any further advice or resources is available readily through the Class Teacher.

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?

- School council
- School questionnaires
- Children invited into meetings with parents to review their IPM outcomes.
- Children invited into meetings with outside agency professionals and parents to enable them to express their views about their own experiences and progress.
- If children choose not to be a part of their meetings, they are encouraged to share their views in an alternative way, such as through a picture or through technology.

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

- Pupils with SEND will be assessed against the statements of the National Curriculum as all other pupils in school.
- Their data and progress will be tracked in class and before and after any intervention.
- Parents will be invited to a meeting to review their child's progress towards the outcomes stated on the Individual Provision Map. This usually takes place at least termly and where appropriate can be incorporated into parent's evening appointments.
- Each child identified with SEND will have an inclusion passport. This document summarises the support that this child has had since being identified with a specific need. It will be created with the parent and the child to ensure that all views are expressed. This document can also move with the child to secondary school and this helps to ensure a smooth

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.

<p>and effective transition for children between different phases of their education.</p>	
<p>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?</p>	
<ul style="list-style-type: none"> • For some children with SEND, the transition between classes in September can be an unsettling and anxious time. We ensure that parents and pupils, where appropriate, are invited to a transition meeting during the summer term. The programme of transition will be discussed as well as any concerns that the parents or the child might have. The current class teacher, new class teacher and SENCO will all be present at this meeting. • Transition for a child with SEND could involve creating social stories, which can be shared at home to prepare the child for any changes, spending valuable time with their new teacher or with a small group of pupils who will move with them and spending time in their new environment. • Transition to secondary school is a key point of transition and the year 6 children take part in many different transition activities towards the end of the summer term. For children with SEND, it may also be appropriate to arrange a transition meeting where key members of staff from their new school will attend as well as parents. At this meeting, inclusion passports, and any further information from professionals working with the child, can be shared as well discussing and creating an effective transition for the child. Further visits to their new school may be arranged as part of this. 	<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. What is you School's approach to teaching children and young people with SEN?</p>	
<ul style="list-style-type: none"> • All pupils will receive First Quality Teaching • Planning will be appropriately differentiated to meet the needs 	<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</p>

<p>of all pupils</p> <ul style="list-style-type: none"> • Support staff within the classroom will be used effectively to support where necessary • Pupils may be working in mixed ability groups where the pupil receives peer support or they could be working in a small guided group with a TA to support and this will depend on the activity. • Some pupils with SEND may benefit from pre-teaching where the TA takes the child for 10 minutes to teach them the key concepts and vocabulary for the next lesson. • Task cards and specific resources may also be provided so that a pupil with SEND can work independently within a whole class setting. • Some pupils with SEND participate in interventions to support them in making progress towards their outcomes. These do not take place during core lessons, which enables the flexibility for teachers and highly skilled teaching assistants to deliver them. • All parents are consulted and permission is gained before a pupil starts an intervention. The impact of any intervention will be discussed at review meetings. 	<p>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>	
<ul style="list-style-type: none"> • The school's provision map which outlines the overall plan of support is available from the SENCO and also forms part of the IPM for a child. What support the school can offer will be discussed in meetings with parents. • There are many resources available in the classrooms to support children with SEND. However, we also make these 	<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>resources available to all children so that the classroom environment is inclusive. For example, we provide ear defenders, pencil grips, coloured overlays/rulers and dyslexia friendly resources.</p> <ul style="list-style-type: none"> • Some children with SEND may also benefit from a workstation where they can work independently with minimal distractions. • Quiet reading/reflective areas are in each classroom • Sensory boxes may be created. • The school has created a dedicated pastoral support area that all children, including SEN, can access. Children are able to access this during lesson times or break times with an adult. It is set out as a calming environment where children can work on their own or in small groups, as well as a place to have time to talk. 	
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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?

<ul style="list-style-type: none"> • Regular CPD (continual professional development) is provided for teachers (and wider school staff where appropriate) on SEN either on training days or as twilights. • The SENCO has successfully achieved the National Award for SEN Coordination. She also attends regular network meetings and development groups, as well as attending specific training courses, and this information is passed on to the teachers in staff meetings. • The SEND Governor attends specialist training which is shared with the SENCO and subsequently the rest of the teaching staff. 	<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.</p> <p>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>
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<ul style="list-style-type: none"> • Staff from external agencies, such as the EMS or SSA, work alongside the TA's in school to build up their knowledge and skills in delivering interventions. 	
<p>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	
<ul style="list-style-type: none"> • Data analysis through Target Tracker assessment system • Data analysis of interventions looking at ratio gain for each child • Learning walks conducted by SENCO and SEN Governor • Reports to governors • Lesson observations alongside a book scrutiny and planning scrutiny. • SEND Action plan development • Assessments against IPM outcomes 	<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. 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 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>	
<ul style="list-style-type: none"> • Masham School is an inclusive school and provides equal opportunities for all pupils. • Where there is a school trip of activity organised which may 	<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</p>

<p>prove difficult for a child with SEND, the parents will be consulted and a solution found. For example, extra adults or the child's parents will be invited on a trip.</p> <ul style="list-style-type: none"> • Please see the SEN policy for further information on this. 	<p>equally represented in positions of responsibility e.g. the school council.</p>
<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>	
<ul style="list-style-type: none"> • Pupils are involved at all stages of discussion, as appropriate, if they are on the SEND register. • Intervention groups can include Time to Talk, Lego Therapy and nurture groups. • Collaboration with the EMS for specific advice and training. • Discussion with vulnerable pupils about personal pastoral support arrangements. • Children able to raise issues through school council and pupil questionnaires. • A designated area in school has been created for the delivery of pastoral support. This can be in the form of a weekly nurture group, 1:1 sessions or small group sessions. This is led by a highly skilled Teaching Assistant in our school. • The school has bought into a comprehensive PSHE scheme which covers, in detail, social and emotional development across all years from Reception to Year 6. 	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
<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>	
<ul style="list-style-type: none"> • The school works collaboratively with the following as appropriate to each individual case: <ul style="list-style-type: none"> - Educational psychologist - EMS (E.g. communication & interaction, specific learning difficulties, social, emotional and mental health, severe learning difficulties) 	<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>

<ul style="list-style-type: none"> - Speech and Language therapists - CAMHS (Children and Adolescent Mental Health Service) - SSA (Specialist Support Autism) - Prevention Service (Family Outreach Worker) <p><i>In the event of a referral to Social Care, designated school personnel will work closely alongside parents and other professionals to support the family.</i></p>	
<p>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?</p>	
<ul style="list-style-type: none"> • The Class teacher, SENCO and Head Teacher will always be available to discuss any concerns about the child or the provision they are receiving. • Please refer the school's complaints procedure document for further information. 	<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>

A Glossary of Terms or abbreviations can be found as part of the Special Education Needs and Disability (SEND) Policy – *a link to which is at the top of this document.*