

**Grassington Primary School**  
**SEN Information Report**  
**2016-2017**

**Draft 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’. The questions which need to be covered are included in the following proforma in italics. In order to be legally compliant, these must all be answered by the school.

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 Local Offer is now available on-line, and can be accessed via the following link:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

<b>Grassington Primary School SEN Information Report 2015-2016</b>	
<b>North Yorkshire LA expectation of good practice</b>	<b>School offer:</b>
<b>1 What kinds of SEN are provided for in your school?</b>	<p>Grassington School's Special Needs Register is a record of all pupils who receive additional support in the following four areas:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, mental and emotional health</li> <li>• Sensory and/or physical</li> </ul>
<b>What policies are used for identifying children and young people with SEN?</b>	<p>We recognise that many pupils may have additional educational needs at some point during their school life and the following school policies reinforce the need for teaching to be fully inclusive;</p> <p>Grassington School identifies students with SEN through:</p> <ul style="list-style-type: none"> <li>• Liaison during transition periods/ liaison with Early Years Providers/ previous schools.</li> <li>• Pupil data tracking in line with school policy.</li> <li>• Concerns/observations raised by class teacher including behaviour difficulties or self-esteem affecting performance alongside baseline data testing.</li> <li>• Concerns raised by parents/carers.</li> <li>• Through liaison and collaborative working with external agencies e.g. vision support services, hearing support services, speech and language therapy, educational psychologist, consultant</li> </ul>

	<p>paediatrician following diagnosis. Reports from professionals may identify individual needs and therefore support in planning appropriately to meet needs. School have strong, established links with all services and regularly review pupils needs in school to address needs and make appropriate provision e.g. recommendations made for visually impaired individuals, hearing impaired individuals or pupils with language and communication difficulties are shared with staff and any need for additional resources are sought as appropriate.</p> <ul style="list-style-type: none"> <li>• Ongoing observations and baseline assessments linked to the development matters ages and stages of development.</li> <li>• Liaison with identified key worker as appropriate having established strong relationships involving parents/carers to enable sharing of information.</li> <li>• Through discussions with the SENCo, Headteacher, Assistant SEN Co-ordinator and class teacher. The SENCo can offer advice and support. The SENCo/ Assistant SEN Co-ordinator can liaise with other professionals to seek further support in identifying individual needs where necessary</li> </ul> <p>The SENCo is Mrs J Morton - Lee: <a href="mailto:headteacher@grassington.n-yorks.sch.uk">headteacher@grassington.n-yorks.sch.uk</a>.</p> <p>Assistant SEN Co-ordinator Mrs J Laidler-Smith: <a href="mailto:jlaidler-smith@uws.n-yorks.sch.uk">jlaidler-smith@uws.n-yorks.sch.uk</a>.</p> <p>Assistant SEN Co-ordinator can be reached on 01756 752215 (Extension 2) Mrs Morton-Lee can be contacted as above.</p>
<p><b>What are the arrangements for consulting with parents of children with SEN and involving them in their child’s education?</b></p>	<p>School will endeavour to develop positive links between home/school, we will listen to you as well as your child.</p> <ul style="list-style-type: none"> <li>• The first point of contact is your child’s class teacher. The class teachers are always available for support, advice and guidance. The Headteacher is the next point of contact.</li> <li>• We have positive, open means of communication and telephone contact is welcomed. Some pupils who need more detailed or discreet information use the home/school diary which supports daily communication and allows any areas of need to be addressed promptly.</li> <li>• School provide regular opportunities to liaise with teachers and Headteacher on parent evenings as identified on the school calendar, during Annual Reviews, or indeed as arranged. With permission, school will share documents and reports with relevant staff in order to provide appropriate provision.</li> <li>• School are able to signpost parents/carers to support sources and other professionals if</li> </ul>

	<p>needed e.g. Parent Partnership, now known as SEND information, advice and support service (SENDIASS).</p> <ul style="list-style-type: none"> <li>• Our SENCo/Assistant SEN Co-ordinator will support any necessary referrals to specialist outreach services following parent/carer discussion and consent e.g. Specialist Support service for Communication and Interaction, EMS Services via the Inclusive Education Service, single point of access.</li> <li>• Our school has a fully accessible website with links to various sources of information including the complaints procedure if parents/carers are unhappy with any aspect of provision or practice.</li> </ul>
<p><b>What are the arrangements to consult with young people with SEN and how do we involve them in their education?</b></p>	<p>All pupils who have been identified as having SEN will be fully involved in regular learning conversations on how best school can meet their individual needs. From the information gathered the SEN team may compile an Individual Learning Passport with achievable targets which will be regularly reviewed and updated. The pupil will be given a copy of the Passport and parents will be informed when these are reviewed and updated.</p> <p>If it is felt necessary that a pupil requires intervention in a specific area, the Headteacher, class teacher and/or SENCo/ Assistant SEN Co-ordinator will discuss with the pupil what aspects of their education have been identified as a concern. Together an action plan will be agreed and regularly monitored.</p> <p>Teachers ensure that pupils are aware of their targets, which will be closely monitored throughout the year during the termly progress review cycle. If a child is falling below target, discussions via the class teacher and pupil will take place to arrange the best strategies/support to suit the pupil in order to make the necessary progress. All teachers follow the school marking policy, allowing pupils to check their own progress and have guidance and advice on how to improve their work.</p>
<p><b>What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?</b></p>	<p>At Grassington, our Headteacher will oversee all aspects of the curriculum and is accountable to ensure that all pupils are supported to meet their potential but more importantly enabled to meet their potential.</p> <p>Pupils are monitored through data tracking takes place in line with the school cycle and alongside teacher assessments. All pupils with SEND should make at least expected progress, in line with their peers.</p> <p>Any interventions are monitored from entry to exit, and will be time limited to ensure targeted support,</p>

	<p>fidelity of programmes and impact measured to demonstrate gaps identified are narrowed and or individuals are making progress in line with National Curriculum expectations.</p> <p>Parents/carers will be invited to attend parents evenings to discuss their child's progress, any documents to demonstrate intervention, progress, impact, engagement and collaborative working etc e.g. Inclusion passport, Individual Provision Map, IEP's will be shared with parents/carers as appropriate.</p> <p>For pupils with a Statement of Educational Needs or Education Health and Care Plan there will be further opportunity to discuss your child's progress and provision formally through the Annual Review Process.</p> <p>School have an open door approach and welcome parental contact to further arrange additional times to discuss any concerns in more detail.</p> <p>School seek to collect feedback from pupils, teachers and parents in order to inform future practice.</p> <p>IEPs, if given, are issued as per the school cycle whereby targets are set and reviewed collectively.</p>
<p><b>What are our arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?</b></p>	<p>Pupils at Grassington are always at the centre of any planning and we endeavour to work closely with parents/carers to ensure the best outcomes for all.</p> <p>Our Headteacher/ SENCo will oversee transition from Primary school through to Secondary Phase.</p> <p>The school will liaise with the SENCo/ Assistant SEN Co-ordinator in order to make all needs known during next phase transition.</p> <p>Pupils identified with additional needs are offered enhanced transition visits in order to make the process as smooth as possible which hopefully alleviates pupil and parental anxieties.</p> <p>Transition planning meetings are held for pupils identified with additional needs whereby supporting information is shared in order to address any possible difficulties prior to the move.</p>

<p><b>What is our approach to teaching children and young people with SEN?</b></p>	<p>All pupils have a right to access a broad and balanced curriculum. (Universal Provision, Quality First Teaching in the classroom.)</p> <p>School will ensure all lessons are delivered and differentiated according to individual's level of functioning, in that pupils can access the curriculum according to their specific needs.</p> <p>Staff are knowledgeable and are specialists in their subject areas therefore adept at identifying and applying different approaches to learning.</p> <p>Staff are fully informed of ongoing need for change by SENCo/ Assistant SEN Co-ordinator following advice and guidance from parents/carers and other professionals.</p> <p>Pupils will have access to additional resources as appropriate e.g. visual aids</p> <p>Pupils identified with additional needs will have access to Wave 2 and Wave 3 Interventions as deemed appropriate in liaison with parents/carers, SENCo/ Assistant SEN Co-ordinator, teachers, external agencies, and Headteacher. School use a range of evidence based interventions to support pupils to make better progress. Any interventions are structured learning programmes usually delivered by well-trained TAs and will be monitored closely to ensure accelerated progress is being made. Interventions are timely in order to have maximum impact.</p>
<p><b>What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b></p>	<p>School has a range of expertise, specialist knowledge to draw on through various members of staff: Teachers, Teaching Assistants and Support Staff.</p> <p>Our TAs are competent using specialist knowledge to differentiate the curriculum, adapt and modify resources etc according to need.</p> <p>Our TAs are adept at delivering specialist, specific interventions as identified through liaison and tracking in collaboration with class teacher, SENCo, External Agencies, and parents/carers.</p>

	<p>With support of staff, pupils will have full access to additional resources in order to have full access the curriculum to support learning. Resources will be identified through close liaison with all professionals and with the support of parents/carers.</p> <p>Where necessary, staff will be trained in the use of any specialist equipment/resources as appropriate.</p> <p>Our school aims to be communication and dyslexia friendly.</p> <p>Our school is wheelchair accessible</p> <p>Pupils have full access to disabled toilets and a medical room if necessary</p> <p>We seek advice and guidance from specialist advisors if additional and specific equipment is deemed appropriate e.g. Sensory, Physical, and Medical Team (SPM).</p>
<p><b>What sort of expertise for supporting children and young people with SEN do we currently have in school?</b></p>	<p>Our SENCo is Mrs J Morton- Lee. Supported by Assistant SEN Co-ordinator Janet Leider-Smith</p> <p>School promotes and actively encourage Continuous Professional Development (CPD) for all staff including accredited courses by external providers.</p> <p>All staff have regular access to inset training provided internally by, Senior Management but also external agencies in order to meet pupil needs.</p> <p>There is a minimum requirement that all staff have a DBS in place and training in Safeguarding is mandatory.</p>
<p><b>How do we evaluate the effectiveness of the provision made for children and young people with SEN?</b></p>	<p>Our school will measure pupil progress against National expectations and age related expectations to aid identification of any additional learning needs.</p> <p>Our class teachers will continually assess pupils hence identifying need for further support and or intervention.</p> <p>Pupils may also be identified through review meetings with teachers, SENCo, Headteacher and</p>

	<p>parents/carers will be kept informed as necessary.</p> <p>Impact of interventions will be monitored, reviewed and evaluated to ensure they are effective which will then inform future planning.</p> <p>Pupils will be monitored and tracked using data on entry to our school which may identify the need for additional and different support.</p> <p>School have the Single Equality Plan in place to ensure our commitment to Equality in line with the Equality Act 2010.</p> <p>Pupils and parents/carers have opportunity to evaluate any interventions they have been involved in, through completing questionnaires.</p> <p>Our named SEN governor will hold school to account and ensure effectiveness of all provision made.</p>
<p><b>How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</b></p>	<p>School are committed to all pupils having access and opportunities to participate in school activities, clubs, trips and visits through reasonable adjustment and adaptations where needed. Reasonable adjustment and adaptations will be made on an individual basis and closely monitored by staff to ensure pupils can play a full and active role within school along with their peers. We do not discriminate against any pupil due to their Special Educational Need or disability.</p>
<p><b>How do we support children and young people with SEN to improve their emotional and social development?</b></p>	<p>Our school has a strong pastoral ethos and pride ourselves on being an inclusive school that celebrates and welcomes diversity.</p> <p>The class teacher is the first point of contact and has first responsibility for pastoral care.</p> <p>The Headteacher has responsibility and oversees all pastoral care. This positive link is embedded throughout the school.</p> <p>Our SENCo/Assistant SEN Co-ordinator are available for further support, advice and guidance. If then further advice is needed this can be sought through our strong links with Health, Social Care, Behaviour Support via the Inclusive Education Service and Craven Prevention Team etc.</p>

	<p>School has a strong Governing Body which is fully supportive of school and ensure school are held to account in order to move the school forward in a positive way.</p> <p>Behaviour and Attendance is monitored by the Headteacher and every effort is made to support 100% attendance.</p> <p>We regularly seek parent/carer and pupil views in order to inform and further develop good practice.</p> <p>We feel that we address any concerns in a prompt, fair and timely manner which continues to strengthen our relationships with parents/carers and the wider community.</p> <p>Pupils are actively involved in their target setting and know how to achieve said targets.</p> <p>Our SENCo is a fully experienced and qualified SENCo to whom we can seek advice and support continually.</p> <p>Our school website is accessible to all and is user friendly with lots of useful links, helpful information and publishes all necessary policies. The site is regularly reviewed and updated.</p>
<p><b>How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families?</b></p> <p><b>Advice can be sought from SEND Information, advice and support service (SENDIASS) formally Parent Partnership. This can be done through North Yorkshire</b></p>	<p>Pupils will have access to in class support from teaching assistants following the direction of the teacher. Pupils receive Quality First Teaching within the classroom, Universal provision for all which supports inclusion. The aim is to support all pupils’ independence in the classroom.</p> <p>We have a supportive named SEN Governor who holds us to account for making good provision for pupils with additional needs, SEND.</p> <p>Following close liaison, identified pupils may have access to Teaching Assistants to deliver targeted intervention programmes. These interventions are time limited in order to gain maximum impact.</p> <p>Pupils will have access to a wider team of professionals as appropriate e.g. Speech and Language (SaLT), Vision Impairment Service (VI), Hearing Impairment Service (HI), Educational Psychologist (EP), Support service for autism (SSA), EMS, Specific Learning Difficulties, EMS, Communication and Interaction, School Nurse, Health and Social Care etc. This will be through consultation and a referral</p>

<b>Education Offices on 0845 034 9469</b>	process and the Inclusive Education Service, single point of access.  Pupils have access to a range of resources to support their independent learning as appropriate.
<b>What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?</b>	All complaints, whether for SEN or otherwise, should be made by following the procedure on the school website: Grassington CE (VC) Primary School.