

Filey CE VC Nursery and Infant School  
SEN Information Report  
September 2016

*'Inspiring Confident Learners, Reflecting Christian Values'*

The North Yorkshire Local Offer can be found at:

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

### **What kinds of SEN are provided for in your school?**

At Filey CE VC Nursery and Infant School there is a continuous cycle of planning, teaching and assessment, which takes account of the wide range of abilities of all children. In order to help children who have special educational needs and/or disabilities and for supporting children who are looked after by the local authority, the school will adopt a graduated response that recognises a continuum of need in accordance with the DFES Code of Practice, 2014.

### **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?**

The named SENCo for our school is Mrs Julie George. Mrs George holds the National Award for SEN (NASENCo award) and can be contacted on the school telephone number: 01723 513077 All staff at Filey CE VC Nursery and Infant School are committed to providing quality first teaching that reflects our Christian values of Friendship, Compassion and Community, whilst focussing on excellent targeted classroom teaching so that all children can make good progress with their learning.

As a school we use a Graduated Approach to SEN Support. All staff have daily planning which is 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. If a child requires further support, they are added to an additional provision overview for their year group. This provision overview is updated termly. Specific group work is available for any child who has gaps in their understanding of a subject/area of learning.

If your child is being considered for extra support, you will be contacted by your child's class teacher and the type of support discussed together. If your child is in one of our Early Years classes an Individual Learning Provision Plan (ILPP) will be compiled with you which describes the child's individual strengths and needs and the type of support that they will need to help them make progress. In Key Stage 1, an Individual Provision Map (IPM) or an Individual Behaviour Plans (IBP) will be used for children who are receiving additional support with their learning or behaviour. This will be designed around your child's individual needs and will include strategies to support your child in class, during interventions and sometimes at home. Clear steps to success are identified so the child, teachers, support staff and parents are all clear about desired outcomes. It will also include the next date when your child's progress will be reviewed.

On the reverse of the IPM/IBP is a list of provision available in class, through interventions and from outside agencies. The provision and support your child is receiving will be highlighted along with details of the intervention / programme being delivered.

Specialist support from outside agencies is available if your child has been identified by the class teachers and SENCo as having additional educational needs and therefore needing some extra specialist support in school from a professional outside the school. The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to reach appropriate outcomes which will include their specific expertise and work towards the ambitions of the young person.
- A group run by school staff under the guidance of the outside professional e.g. social singing.
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This may include a modified curriculum for some individuals.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

If your child has been identified by their class teacher and SENCo as needing a particularly high level of individual support, the school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.

- We would meet together to complete a Comprehensive Assessment of Needs (CAN-DO) and Education Health and Care Plan Request (EHCAR) which is paperwork designed to assess the level of need. It is designed to be a process, which keeps children at the centre of the assessment and involving parents and all agencies working with your child.
- After the school have sent in the request to the Local Authority(LA), the LA will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will write an Education and Health Care Plan (EHC) Plan.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Your child will still be part of the class, under the direct responsibility of the class teacher.
- This type of support is available for children whose learning needs are severe, complex and lifelong.

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

All ILPP/IPM/IBP documentation is discussed and shared with the child, parents, class-teacher and SENCo. Once in agreement the plan is signed and implemented. Plans are evaluated regularly by the class-teacher and amended if necessary. New targets are set at least every term. For some children, regular communication with parents takes place through the use of:

- home/school book
- contact with the class teacher before or after school.
- ILPPs/IPMs/IBPs
- School arranged review meetings, or meetings requested between parents and staff through the school office.
- Information booklets

These communication systems are in addition to:

- Parent Teacher Consultation evenings – in which pupil progress is discussed and targets shared and discussed
- Annual reports
- Regular newsletters
- Class blogs on the school website, which are updated regularly

### **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 Filey CE VC Nursery and Infant School we listen to children's views in order to ensure provision within school supports every child's views and aspirations. Each child's views are recorded on entry to and on exit of all interventions as 'pupil's voice'. Should outside agency support be requested through the new EHCAR and Single Point of Access (SPA) referral pupil voice is recorded to ensure the child's views are taken into consideration.

### **What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?**

Regular, on-going assessments provide class teachers and teaching assistants with day-to-day successes and next steps. PIVAT assessments are used to show smaller steps of progress for children that will make less progress than their peers. In-school tracking systems are used to identify children not making expected progress or that are working below national expectations. These children are discussed at pupil progress meetings which are held termly and as a result of these discussions may receive an intervention. If an intervention is suggested an IPM/IBP will be discussed and completed with parents and the child before the intervention starts and at the end of the intervention period to discuss progress made

and consider next steps together. An inclusion passport will also be completed which will record the intervention details and details of targets and progress made. This passport will follow the child as they move on to their Junior School.

**What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?**

Transition reviews for children with SEND are organised before moving schools. Staff from the receiving school are invited to transition reviews. If they are unable to attend, the SENCo will contact the child's new school with the relevant information. Transition visits are arranged for pupils moving to another Primary school. Additional visits can be arranged should these benefit your child. Year Three teaching staff and the SENCo from Filey Junior School visit our school throughout the year and spend time with the children during the Summer term as part of the transition process.

**What is your School's approach to teaching children and young people with SEN?**

All children at our school have access to Quality First Teaching which includes personalised, targeted support. If a child requires further support they are added onto an additional provision overview for their year group. These are updated regularly (at least termly) depending on the duration of the intervention or support and how the child progresses. If your child is being considered for extra support, you will be informed of this by your child's class-teacher. Teaching assistants support class teachers enabling more target group work throughout the day. This support is evidenced on each class teacher's planning and aims to support groups across the ability range, therefore encouraging independence within lessons.

An Individual Learning Provision Plan (ILPP), Individual Provision Map (IPM) or an Individual Behaviour Plans (IBP) will be used for children who are receiving additional support. This will be designed around your child's individual needs and the intervention will be delivered by a fully trained, experienced teaching assistant or specialist teacher. At all times class teachers are responsible and accountable for the progress and development of all their pupils.

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

The school's Christian values of Friendship, Compassion and Community, are reflected across all areas of Filey CE VC Nursery and Infant School. Our school has quality first teaching and differentiated lessons which cater to the need of every child. Interventions are identified on additional provision overviews and each child's IPM/IBP.

They have clear objectives and outcomes and focus on accelerating pupil progress. These are shared with the child's parents. They are delivered by fully trained teaching assistants and monitored closely by the class teacher and SENCo. Regular discussions ensure that skills are reinforced/transferred back into the classroom and built upon. Regular assessments and close monitoring, enables staff and pupils to evaluate the effectiveness of interventions.

Health care plans and risk assessments are implemented for children who have a high level of need in discussion with parents and relevant professionals.

**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?**

All staff receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants have regular Continuous Professional Development (CPD) training to meet individual needs as necessary. If a pupil has particular needs and the school has exhausted its repertoire, specialist support is sought promptly from relevant professionals.

The school SENCo attends all SENCo network meetings to ensure that our practice is up to date and any new information is shared with all staff.

**How do you evaluate the effectiveness of the provision made for children and young people with SEN?**

The progress and attainment of all children is carefully monitored and reported to parents. If a child is provided with additional and different provision/interventions, we carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time. During the planning meeting with parents and where possible the child, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Our school uses 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 evaluates the impact of all interventions and whether they have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class, will be evaluated regularly by the Senior Leadership Team.

**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?**

Filey CE VC Nursery and Infant School is working towards Inclusion Quality Mark (IQM) Level 1 – Establishing Inclusion. This achievement demonstrates the importance that the school places on meeting the needs of all learners.

All children at our school are welcome to join in all extra-curricular activities with support being made available if required.

**How do you support children and young people with SEN to improve their emotional and social development?**

At Filey CE VC Nursery and Infant School we take emotional support for the children extremely seriously. SEAL nurture groups and ELSA groups are available. Our provision is regularly reviewed, evaluated and improved. Although, from time to time, children may need a high level of individual support, our aim is always to help children to be more independent in lessons. This may be supported by the use of visual timetables, individual visual timetables, prompt boards, peer support and/or mentors.

**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?**

Sometimes it will be helpful for school to request some additional support from an outside agency. Filey CE VC Nursery and Infant School has established excellent working relationships with professionals from the following agencies:

The Educational Psychologist  
School Nurse and Health Visitor  
Educational Social Worker  
Sensory, Physical and Medical Teaching Team  
Speech and Language Therapist  
Physiotherapist  
Occupational Therapist  
Paediatrician

EMS schools for Speech, Language and Communication, Behaviour, Emotional and Social difficulties and Specific Learning Difficulties.

SSA – Specialist Support for Autism Outreach Service  
Portage support

School would only contact an outside agency after consultation with parents. We will take the advice and implement it in order to meet the individual needs of our children and will provide the resources required to develop understanding and learning for particular children's needs.

**What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.**

Should parents of children with SEN have any complaints about SEN they should follow the school's 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.

Mrs J George – SENCo / LAC

Mrs D. Crosier - Headteacher.

Mrs J. Partridge – Chair of Governors.

Mrs J MacMillan - Deputy Headteacher / Designated Senior Person for Child Protection.

School contact number :- 01723 513077

The Parent Partnership Co-ordinator is available to offer advice, listen to worries or concerns, offer home visits, attend review meetings or support transition to a new school. Their advice is impartial and can be provided in the home setting. They can be contacted on 0845 034 9469.