SEN Information Report

Date: 19.9.26 **Review Date: 19.9.27**

This document is compliant with the SEND Code of Practice. See 6.79 of SEND Code of Practice

Definition of Special Education Needs (SEN)

The SEN Code of Practice (DfES, 2014) says pupils have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age.

or b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

The Code of Practice (2014) provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Difficulties
- Sensory and Physical Needs

Identification

For a child or young person to be entered onto Easingwold Community Primary School's SEND list we take account of what work has been done previously and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily teaching. If a child or young person is not making adequate progress, they will only be considered as having a SEN, if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. As such, any child or young person on our SEND List receives support that is additional to and different from that which is ordinarily provided for most of the other children of the same age.

Children or a young person are identified as having a SEND through a variety and combination of ways including.

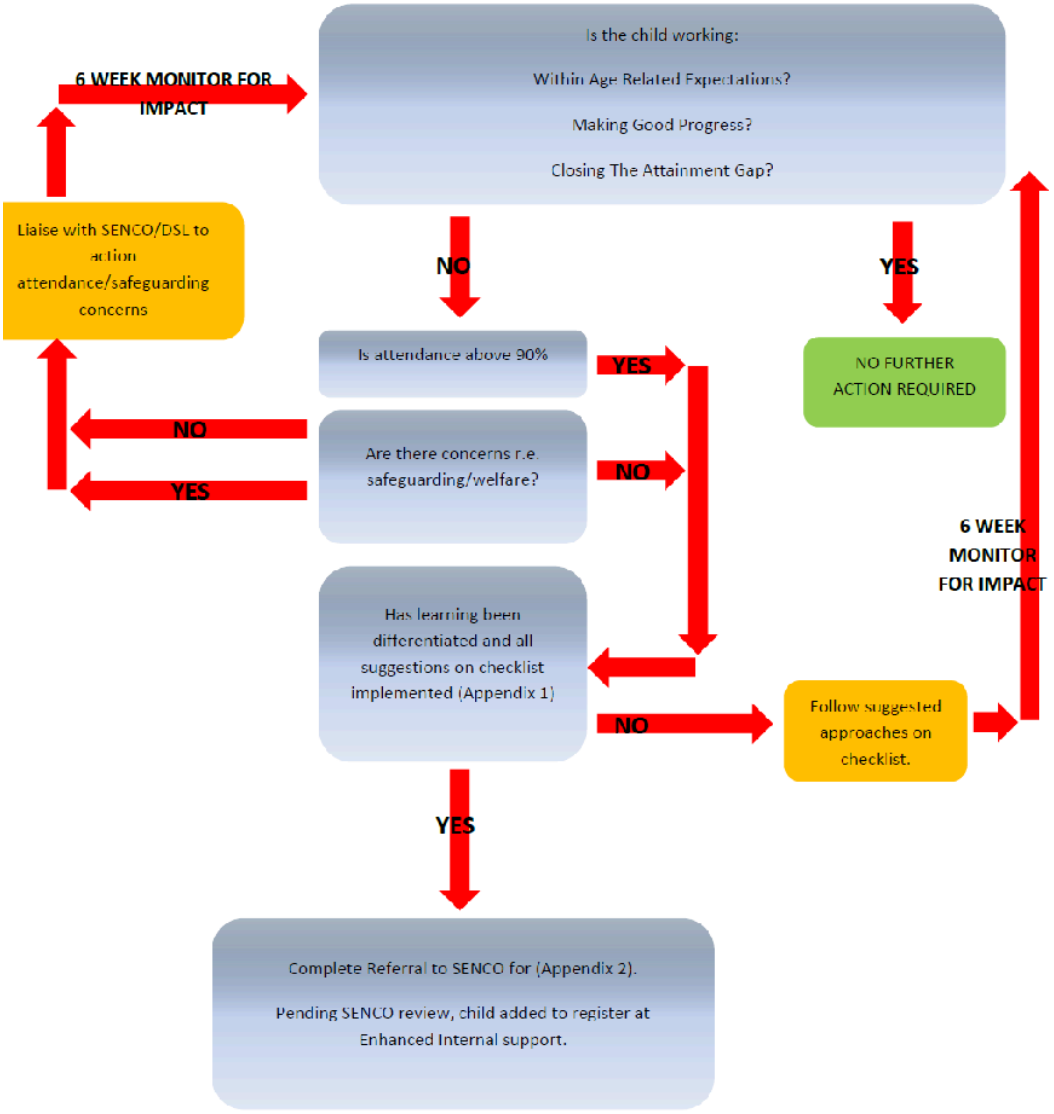
- Communication with previous settings
- Children performing below ‘age related expectations’
- Concerns raised by parents/carers
- Concerns raised by a teacher.
- Collaborative working with external agencies
- Use of standardised assessment such as Elklan, GLR (Dyslexia Screening Test)
- Children or a young person that already have an Educational Health Care Plan (EHCP)

There is a graduated approach that enables the right level of intervention and support when needed:

Pre SEN Register Protocols

Tackling SEN provision sits firmly with the class teacher. All pupils with Special Educational Needs are best provided for through Quality First Teaching, excellent provision and refined differentiation. To ensure our SEN Register is reflective of need, the following protocols will be used prior to adding a child to the SEN Register.

CONCERNED ABOUT A CHILD?



There is a process of constant review and therefore possible movement within the graduated approach. It is important the children are given specific and relevant input, and this may be in the form of a short-term intervention. It does not mean that a child or young person will necessarily be placed on the SEND list. These targeted children or young people will be closely monitored, and their progress tracked through our Initial Concern process. If a specific educational need is highlighted, an individual learning plan called 'My Support Plan' may be put in place. These will be written with the parents, child or young person and class teacher. These identify clear SMART targets to be supported in class and through clearly defined interventions. These will be regularly reviewed as part of the ongoing Assess, Plan, Do, Review cycle, such that we are aware of the effectiveness of the provision made for our pupils with SEND and make alterations to best meet their needs and fulfil their potential accordingly.

Other agencies are involved, when necessary, e.g., speech and language therapy. Any children or young people who then require an 'EHCP' will have annual and interim reviews. Parents, SENDCo, and LA representatives - usually the appropriate caseworker, class teacher, supporting TAs and any other parties involved in the EHCP provision are invited to contribute/attend the annual reviews.

School Policies that are linked to the identification and assessment of SEND

- SEND Policy
- Accessibility Plan
- Safeguarding Policy and procedures
- Supporting Pupils with Medical Conditions
- Behaviour Policy
- Single Equality Scheme and Accessibility plan

My Support Plans

My Support Plans are created for all children or young people who are on the SEND list with a view that these are entirely working documents, which are continually reviewed and follow the child or young person through their education, creating a holistic picture of the child and how best to support them. They are created in a joint process involving the parents/carers; the child or young person and the class teacher with an outcome focused approach. When completing My Support Plans, we strive for targets to not only look at the term or year ahead (in the short/medium term), but also further into the child's future e.g., the next Key Stage (long term). This lends itself to the forward planning approach adopted by school to better meet the needs of all its SEND pupils. Parents/carers will be supported to understand how they can promote these targets at home. The learning plans are child centred, monitored and reviewed termly.

Special Educational Needs Policy Implementation

This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the **SENDCo** – Miss Toni Potter

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It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEND Code of Practice 2014. With the SENDCo, it is the role of the headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how to best support children with SEND. The headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to

support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the headteacher in carrying out this policy.

The **school governor for SEND** is: Mrs Lucy Walton.

The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs.

The Head Teacher, Mrs Parratt will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy every three years and the Information Report annually.

Partnership with Parents/Carers

The SENCo and teachers will have regard to the SEN Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents/carers are involved with any decision that SEN provision is necessary for their child's or young person's progression. Partnership with parents/carers plays a key role in enabling children and young people with SEN to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners, with due consideration given to our 'Equality Policy' named Single Equality Scheme and Disability Plan (found in the Special Needs and Disability section on our school website) and supported to play an active and valued role in their child's education.

Home-school communication around SEND are detailed below:

● There is a Parent/Carer SEND leaflet for your key information and an initial point of reference.

● The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

● The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.

● My Support Plans will be reviewed with your involvement each term as appropriate.

● Homework will be adjusted as needed to your child's individual needs.

● Dojo, phone calls or a home/school book may be used to support communication with you when this has been agreed to be useful for you and your child.

● Parental/carer support groups such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) are highlighted on our website.

Pupil Voice

Teachers/SENDCo and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. The children regularly discuss their progress and support with staff. Pupil voice is highly valued in our school, and we feel their contributions to their own My Support Plan is key to the pupil's success.

A Graduated Approach

When a potential special educational need has been identified, a graduated approach will be taken. This involves assessing, planning, implementing, and reviewing the approach taken so that it is increasingly

personalised to the child or young person. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken and to gain 'Pupil Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child.

Transition Arrangements and Preparing for Adulthood

We recognised that transitions can be difficult for a child or young person with SEND and take steps to ensure that any transition is as smooth as possible. We are keen to involve parents/carers as much as possible with their transition to their next year group. The children or young person will spend 2.5 days during the summer term with their new teacher/s. Teachers may also spend time with children or young person in their current class prior to September. Parents' Consultations are planned for the autumn term where the transition period is discussed, reviewed, and evaluated. The period of transition depends on the individual needs of your child or young person.

When writing and reviewing EHC Plans there is always a focus on the longer term transition to the next Key Stage for that individual pupil and what smaller 'SMART' targets are needed to achieve the aspirations of the pupil, parents/carers, and the staff within school such that each pupil may achieve their full potential and so that we provide all children and young people with an education that will enable them to be resilient within adulthood and become lifelong learners. The SENCo has also taken opportunities to visit and work closely with our partner secondary schools and local SEND schools to acquire a more in-depth knowledge of their routines, systems, and ethos. Staff at ECPS support with the writing of learning passports and meet with secondary teachers to ensure all essential information is shared for a smooth transition into Year 7. The SENCo arranges and staff accompany children and/or parents/carers to their new school for additional pre-visits.. Where possible, secondary staff/SENCo will attend a Year 6 annual review to meet you and your child, where there is an EHC plan in place. At this meeting, we hope to ease any worries and concerns you may have during your child's transition to their new school.

First and foremost, we prepare our children with SEN for adulthood through the curriculum but in addition to this, some children have bespoke lessons on how to make toast; cross the road safely; buy shopping; self-care and experience social interaction.

Teaching, Learning and Assessment

We are strong advocates that all teachers are teachers for children with SEND. Our teaching, learning, and planning procedures reflect this and are as follows:

● My Support Plans for all children and young people on our SEND list —including reviewing of outcomes at the end of each cycle

● Individual SMART targets

● Adapted/Differentiated learning

● Multi-sensory activities

● Data analysis

● Pupil progress meetings with class teacher, SENDCo and Headteacher

● Transition forms and meetings at transition points

● My Support Plan meetings are held termly between child/ young person, teacher, and parents/carers to discuss progress and next steps.

● Targeted interventions delivered and reviewed regularly through book looks and evidenced progress within core subject areas.

● Teachers and support staff working closely together.

How we adapt the curriculum and learning environment for children & young people with SEND

Easingwold Community Primary School has a range of approaches to supporting children and young people with SEND needs. All children and young people benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children and young people to make good progress. Adaptations are made for different groups and individuals. Sometimes this is enough to ensure a child or young person is on track to reach their full potential, however sometimes a My Support Plan will be needed with individual 'SMART' targets and strategies to work towards achieving them. This will be put in place in discussion with parents/carers and where appropriate the child or young person. This would mean additional adaptations for a child or young person and specific intervention in a small group or 1:1 basis. The SENDCo works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child or young person requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential, we take some of the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- Support pupils to achieve their full potential despite any difficulty or disability they may have.
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- Provide opportunities for pupils to develop confidence, self-esteem, and resilience.
- Work in partnership with parents/carers, pupils, and external agencies to cater for children's special educational needs and disabilities.
- Make provision for children with SEND to fully develop their abilities, interests, and talents.
- Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- Ensure all children with SEND are fully included in all aspects of school life and can develop their Cultural Literacy.
- Regularly review policy and practice to achieve the best outcomes for all our pupils.

Provision

We aim to provide our pupils including those with SEND, with all the facilities necessary in order that they can realise their full potential. Listed below is the main body of our provision, however it may not list every skill, resource, and technique we employ to achieve this as these are continually developed and modified to meet the changing requirements for individual pupils. Your child/ young person will receive:

● Quality First Teaching.

Your child/ young person may receive:

● Specific small group work including targeted interventions

● Specific targeted work on an individual basis as part of a small group

● Specialist individual support or sessions from specialist teachers or other professionals

● Specified 1:1 support during lessons and/or playtimes

● Individual targets and a My Support Plan

● Writing aids/technology

● Pre-teaching of new concepts to enhance learning

● Support manipulatives, e.g., Numicon, Dienes, counters, writing frames, vocabulary lists.

● Tabletop resources

The school budget, received from North Yorkshire LA, includes money for supporting children or young people with SEND.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors based on needs in the school.
- The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:
- The children receiving extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected
- Deciding what resources/training and support are needed

How Children/Young Person with SEND are Included in Activities outside the Classroom

- The school have a range of extra-curricular clubs offered throughout the year. These are available to all children and young people with special educational needs.
- Children and young people and their parents/ carers are involved in planning for any activities or trips.
- All children are supported and encouraged to attend our full pupil offer, including residentials.
- Support is provided for children or young people with SEND during transition times, break times and lunch times as needed.

Evaluating the Effectiveness of Provision for Children/Young Person with SEND

To evaluate the effectiveness of the provision for children and young people with special educational needs (SEND), we use a range of qualitative and quantitative methods, including progress tracking data, individual support plans (called My Support Plan), and intervention reviews. Pupil progress meetings and SEN parent meetings monitor outcomes, focusing on academic progress, social development, and emotional well-being. These meetings include input from the SENCo, class teachers, SEND support staff and external specialists where relevant. Crucially, the views of the children and young people themselves are actively sought through pupil voice activities and we also gather regular feedback from parents and carers through meetings, surveys, and reviews. The outcomes of pupil progress meetings are presented to senior leadership and the governing body, where they are closely scrutinised to ensure accountability and continuous improvement. Insights from these evaluations inform future planning and help tailor support to meet the evolving needs of each learner.

Staff expertise and Provided Training Opportunities

Staff training in relation to SEND is carried out on a regular basis depending on the needs of the children/ young people within our school. Individual staff may attend the training, and this may be on specific areas of need such as Dyslexia or Autism or more whole school issues such as Inclusive Classroom Practice. In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND, if needed i.e., Makaton training.

Our SENDCo has the National Award for Special Educational Needs Co-ordination.

External Agency Support

Links with external agencies are vital to ensure that we provide the highest levels of support for our pupils with SEND. Any one of the support services can raise concerns about a pupil. This will be brought to the attention of the SENDCo and the pupil's parents/carers.

A request for support from external services is likely to follow a decision taken by the SENDCo, colleagues, in consultation with parents/carers. External support services will usually see the child or young person, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Below is a list of the services that the school most regularly work with:

- SEN Hubs
- Early Help
- Speech and Language therapists
- Educational psychology team

To find out about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please use this link: SEND Local Offer | North Yorkshire Council

Interventions

The SENDCo and the pupil's class teachers, in discussion with parents/carers, will decide on the action needed to help the pupil to progress in the light of their earlier assessment.

This might be: -

- To provide key learning targets appropriate to the child's/ young person's current achievement
- To provide different learning materials or specialist equipment.
- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- To provide effective intervention without the need for regular or on-going input from external agencies.

Targeted Mainstream Provision

Targeted Mainstream Provision (TMP) provides specialist support, so that children and young people with SEND can make progress within a mainstream setting.

Use of Alternative Provision

Alternative Provision is defined as 'education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by

schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour' (DfE 2013).

Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.

When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs, and value for money.

Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

Supporting Pupils with their Emotional and Social Development

We recognise that pupils with SEND may well have an Emotional and Social Development needs that will require support in school. We have a robust Safeguarding Policy in place, and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or Health & Well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle.

We believe that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's/ young people's needs are addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care. A range of support strategies are in place for pupils who need them including: 1:1 pastoral support, Speech Language and Communication interventions, Lego Therapy, Multi-Sensory Interventions, and tailored-bespoke interventions that are created on an individual needs-assessed basis

Arrangements for Dealing with Complaints from Parents/Carers

The school deals with any complaints from parents/carers by calling a meeting with the Headteacher, and all the concerned parties. (Please refer to our 'Complaints Procedure' which can be found on our website for further details).

Admission Arrangements (also see admissions policy)

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and our Single Equality Scheme and Disability Plan.