

Osmotherley Primary School SEN information report

March 2017



Introduction

Our SEN information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs.

This information outlines the support and provision you can expect to receive if you choose Osmotherley Primary School.

1 What kinds of SEN are provided for in our school?

We welcome children with a broad range of needs to our school.

- Special educational needs and provision falls under four broad areas:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and/or physical

Behavioural difficulties do not necessarily mean that a child or young person has SEN.

2a) What policies do we have for identifying children and young people with SEN?

2b) How do we assess their needs?

2c) What is the SENCo's name and how can I contact them?

2a) Please read our SEND policy alongside this document (available on the "Policies" section of our website.) We use the "Assess, Plan, Do and Review" process, known as the Graduated Approach. (Further details available on request)

2b) If you think your child may have SEN, we will observe closely, assess what may be causing the difficulties and share with you what we will do as a school to support you and your child. We talk to parents and children regularly and liaise with other members of school staff.

We have a range of assessments which can be used within school to help identify the specific difficulties your child may be experiencing. For example:

- The New Salford Reading Test. It can identify difficulties with decoding or comprehension.
- The Visual Assessment can help assess whether your child would benefit from the use of a coloured overlay to improve their reading.

There are also assessments which we can ask you to support with to help identify the difficulties your child may be experiencing. These include:

- The Skills for School Audit which can identify difficulties in learning behaviours.
- The Dyslexia Checklist
- The Social Communication Checklist
- Supporting Children and Young people with Co-ordination Difficulties

With these documents, you complete your version, the pupil (where appropriate) completes a version and school (usually the class teacher) completes a version. The results are then pulled together and discussed with you.

2c) SENCO – Miss Jane Bamber
T – 01609 883329
E – headteacher@osmotherley.n-yorks.sch.uk

SEN governor – Mrs Amanda Beanland
T – 01609 883329
E – admin@osmotherley.n-yorks.sch.uk

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

At Osmotherley Primary School we take parental concerns seriously and we strive to build good relationships with all parents. We ask that in the first instance you make contact with the class teacher to discuss any concerns you may have surrounding either progress, or any other aspect of your child's development.

Communication with you about your child's education includes the following as standard:

- Regular newsletters
- Termly curriculum newsletters outlining the topic and providing details about the planned learning
- Letters to inform you if your child has been selected to take part in an intervention – this will explain why your child has been selected and offer you an opportunity to discuss further if required
- Twice yearly parent consultation evenings
- Annual school report
- Ongoing opportunities to speak to your child's class teacher, SENCO or Headteacher as needed either by appointment or informally, for example on the before school
Parent workshops to support your understanding of the curriculum and expectations.

We recognise that as a parent of a child with SEN you may require additional communication between home and school to support your child's learning and progress. This includes:

- Regular email contact
- Home school communication books

4. What arrangements do we have in place to consult with young people with SEN and how do we involve them in their education?

The ethos within our school appreciates everyone's uniqueness – that we all have our own strengths and weaknesses. Work carried out within classes, assemblies and when issues arise reinforce this ethos. The views of all children are listened to.

Visitors to the school frequently speak about how articulate our children are when they speak about what it is like to be a pupil at our school. This extends to children with SEN as well. Children, including those with SEN, are given the opportunity to help lead Collective Worship/School assemblies.

We run an active School and Eco council who are involved in both school improvement and work within the local community for example organising fund raising

events in school, planning and running stalls at the school fairs and making decisions about how we can improve our school environment. Work with older children in particular includes a focus on aspirations and targeted pieces of work are carried out, for example inviting members of the local community in to talk about their jobs. Children with SEN may require additional support in articulating their views and aspirations. Targeted work may be undertaken with the class teacher, TA or learning mentor. Some children might find it difficult to express their views verbally; if this is the case then alternative methods are sought, for example by using visual prompts and traffic light cards. Children with SEN are beginning to be involved in setting and reviewing their own learning targets, as outlined on their individual provision maps. These documents are also shared and reviewed with you on a termly basis or more frequently if required. Pupil views are sought for annual reviews using the first page of the EHCP document; these are maintained in order to track progress in the level of response as a child gets older.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Can you explain what opportunities are available to enable school to work with parents and young people as part of this assessment and review?

We use Target Tracker to assess and track all pupil progress. For children not yet accessing the National Curriculum, we use P-scales. We meet termly with parents of children with SEN to hold Learning Conversations and more often, informally, as required. This may be a quick chat on the playground, or a message via text, telephone or email. We aim to make the Learning Conversations (also known as review meetings) as pleasant as possible, recognising that this can be a time that you can find difficult and stressful. We offer refreshments and ensure you are introduced to everyone who is present at the meeting. We try to ensure that we stick to time and ensure you have the chance to ask questions. We usually offer you the opportunity to complete parent views in advance of the meeting to enable you to feel prepared before the meeting and ensure that the minutes of the meeting are completed in a timely fashion, with a chance for you to make any corrections if anything has been inadvertently missed. Your child also has the chance to complete pupil views before the meeting, where appropriate, as outlined above. Inclusion passports are being introduced to highlight strategies which have worked (and their impact) and strategies which have not worked (and why they don't work) for each child. This is typically updated annually or more often as required. It forms a very useful document for new teachers to quickly get up to speed with the particular needs of children with SEN so learning time is not lost when a child moves into a new class. Individual provision maps are updated and shared with you and children termly, as outlined above.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do we 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?

Transition between classes within school is carefully planned. Additional visits to see the new class and teacher are planned where needed. A transition book is provided for the summer holidays including photographs and information about the new class and topic. On some occasions, where necessary, a child has been invited into school on an INSET day at the beginning of a new term in order to have prior warning of changes that may have taken place to the building during the holiday period. Our school has a small family setting atmosphere, and great care and sensitivity is always taken in welcoming children into school. We have very good links with our feeder Preschool (Osmotherley Pre-School). Several visits are made by the class teachers into each setting, to meet the children and their families, as well as to talk to the Nursery Practitioners. Children are also invited to attend several familiarisation visits to school in the Summer term. Parents are also invited to attend a meeting with the Class teacher and Headteacher, to talk about starting school and discuss any concerns.

Transition to a new school is equally well planned. A member of staff from the relevant secondary school is always invited to Year 6 SEN reviews, and earlier if appropriate. We have a very good relationship with our main feeder secondary schools Northallerton School and Sixth Form College and Stokesley School and work closely with them to ensure that transition for all pupils, and especially those with SEN, is smooth and handled correctly in order to reduce anxiety for yourself and your child.

We tailor transition packages dependent on the needs and concerns of you and your child and it will always involve a discussion with you to decide together on the best approach.

Transition packages usually take the form of additional visits, but their format may be different dependent upon the pupil. For example, some children are introduced to a key member of staff and spend some time completing art activities in a series of sessions before moving up to secondary school. Other children are tasked with creating a poster or photo book about the new school to share with their current class. Other children require visits to simply familiarise themselves with the site.

Resources are provided to help support transition, for instance examples of what the timetable or school planner might look like. Targeted time is allocated by the learning mentor to support children who may be feeling anxious about transition.

As outlined above work is carried out surrounding employment and higher education (section 4).

7. What is our approach to teaching children and young people with SEN?

Osmotherley Primary School is an inclusive school and we make every opportunity to include all children. We work closely with you and your child to aim to meet their needs in the best way possible.

If your child requires an intervention to help them address a specific difficulty, we will always inform you of this and give you the opportunity to discuss with the class teacher.

Additional support can be provided during lessons to help children with SEN. This might take the form of additional or different resources, breaking a task down into smaller chunks, providing writing frames, visual supports and continued work using manipulatives. It might take the form of additional support from an adult within school (teacher or TA). Peer support may take place within a lesson, and/or between older and younger pupils.

We aim to always include children with SEN on all educational visits including residential visits.

For the children with more complex needs, a more personalised package of support may be required. For example, children may require sensory breaks in a quiet area, may need more access to the outdoor space or may need a more structured lunchtime.

If a child with more complex needs requires more specialist support, we may seek to involve external agencies from a range of services available to us, including Enhanced Mainstream School staff, Educational Psychologists or Speech and Language Therapists. We would always discuss this with you and seek your written consent before involving such agencies.

Should a child be still making limited progress, and the gap between him/her and their peers is continuing to widen, we would discuss with you the possibility of submitting an Education Health and Care Assessment Request. We would involve you fully in this process and you could also be supported in this process by Jane Clark, from the Special Educational Needs Information and Advice Support Services, or by the Independent Supporters team.

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

Adaptations are made wherever needed within the classroom, for example:

- changing the colours of interactive whiteboards
- providing a visual timetable in each class which is updated daily
- paired work or small group teaching
- providing coloured overlays

- chewellery (chewable jewellery)
- social stories
- different styles of reading books
- adaptations to homework
- use of ear defenders
- use of ICT to record ideas eg. Clicker
- quiet areas within the classroom
- “chunking” learning into smaller sections
- writing scaffolds/frames/sentence starters
- use of practical resources
- access to Forest Schools

Some children with a high level of need will also need an Educational Health Care Plan or an Individual health care plan which may include a risk assessment.

9. What sort of expertise for supporting children and young people with SEN do we currently have in school? How do we ensure that the expertise and training of staff to support children and young people with SEN is current? How do we access and secure further specialist expertise?

The SENCo aims to ensure that her practice is as current and as up to date as possible. The SENCO also accesses the termly NYCC SENco Network meetings as well as the Swaledale Alliance SENCO Development Groups. The SENco will be embarking on the National Award for SEN from Autumn 2016.

TAs have also received training in other intervention packages as follows (used for both pupils with SEN and others)

- Active Literacy Kit
- ELS
- Sir Kit
- 1stClass@Number
- Reading Intervention
- RPI
- Paired Reading

In addition several of our staff members have received training either via the termly NYCC TA network meetings or directly from Enhanced Mainstream School (EMS) staff within school on a range of interventions and programmes including:

- Lego therapy
- Sensory processing difficulties
- Behaviour management

A programme of staff training (for both teachers and TAs) is carried out on a rolling basis and has included:

- speech and language
- autism
- writing individual provision maps
- changes to the Code of Practice
- RPI
- Safeguarding

New staff members attend the North Yorkshire “Introduction to Communication Difficulties” training and go on to access other relevant modules from this package of support as needed.

Specific training is provided as needed for staff members as and when the need arises.

Should we require additional support or expertise to meet a child’s needs, and once it has been proven that we are unable to meet this within school, a request for involvement would be made to the Inclusive Education Service.

Where personalised packages are required, both class teachers and TAs are fully involved with the specialist expertise from NYCC EMS teams in supporting the child. Parents and children are also involved in the process at all stages.

10. How do we evaluate the effectiveness of the provision made for children and young people with SEN?

As outlined in other sections, we carefully monitor and track progress of children using Target Tracker and, where necessary, P-scales. We also use individual provision maps which are reviewed after a term with parents and pupils, leading to new targets being set. We record details of interventions undertaken on the notes section of Target Tracker.

Observations (in class, in small groups and during 1:1 sessions), work scrutiny and pupil conferencing all form part of evaluating the effectiveness of provision, as well as feedback from you as parents. We recognise that work scrutiny provides a valuable measure of progress over time.

Specific intervention programmes use a tight measure of progress. These are carried out as per the recommendations accompanying each package.

Assessments help the teacher, pupil and parent to be aware of any specific areas of difficulty and they provide a baseline against which to measure progress.

Where packages have an integral parent feedback system, the certificates/postcards are used to celebrate sometimes the smallest of steps. These are celebrated in assemblies and are provided for parents to demonstrate this progress and some “things to remember”.

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?

We provide a range of opportunities for all of our children, irrespective of gender, ethnicity, SEN or disability, to engage in activities. This is further outlined in Section 4.

12. How do we 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.

Osmotherley Primary School has an inclusive, open ethos. A successful initiative that works well at playtimes and lunchtimes is the use of a ‘Friendship Stop’ in the playground. The Y6 and Y5 children are responsible for making sure it is placed outside and that any children standing at the ‘Friendship stop’ are included in play with others. The older children present an assembly on the friendship stop at the beginning of the Autumn term for new starters. Older children are encouraged to share stories and books with younger children on a weekly basis, as part of our ‘buddy system’. In addition, PSHE lessons target this area and targeted work is

carried out by class teachers, TAs and the learning mentor as required.

13. How do we 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?

We work closely with a range of external agencies to help meet your child's needs. This includes the Prevention Service (which has a team of Family Outreach Workers who can support you at home), the EMS teams, the Healthy Child Practitioner team, educational psychologists and Speech and Language therapy services.

If we feel that we require some additional support to meet your child's needs, we will always speak to you first and seek your written consent.

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made?

Complaints about SEN follow the general complaints procedure. Please see your child's class teacher in the first instance, to see if your concerns can be immediately addressed.

Should there be no improvement, please do make an appointment to see Miss Bamber (Acting Headteacher/SENCO).

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 Mrs Beanland (SEN governor and chair of governors) at the school.

SEN Governor Mrs Amanda Beanland

T – 01609 883329

E – admin@osmotherley.n-yorks.sch.uk

The world of Special Educational Needs is full of jargon! Please find below our attempt to explain some of the acronyms you may come across.

Acronym/ Abbreviation	Meaning
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
NYCC	North Yorkshire County Council
TA	Teaching Assistant
EMS	Enhanced Mainstream School Based across the county to support schools in a variety of ways
EP	Educational Psychologist
CAN-Do	Comprehensive Assessment of Needs document – resource allocation system to be completed as part of an assessment request
SpLD	Specific Learning Difficulties
C+I	Communication and Interaction
SEMH	Social and Emotional Mental Health (formerly Emotional and Behaviour)
SENDIASS	Special Educational Needs and Disability Information Advice and Support Services (formerly Parent Partnership Services)
EHCP	Education Health and Care Plan (being transferred from Statement of Special Educational Needs)
EHCAR	Education Health and Care Plan Assessment Request
DCD	Developmental Coordination Disorder
ASD	Autistic Spectrum Disorder

FASD	Foetal Alcohol Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
POSCH	Parents of Special Children – a charity/support group for parents and carers of children with SEN (poschcharity@outlook.com)
NYPACT	The parent and carer forum for North Yorkshire http://nypact.org.uk/
ELSA	Emotional Literacy Support Assistant
SSA	Specialist Services Autism (formerly ASCOSS)
IES	Inclusive Education Service
SPA	Single Point of Access (means of requesting additional support for children)
SALT	Speech and Language Therapy
OT	Occupational Therapist
CAMHS	Child and Adolescent Mental Health Services
CDC	Child Development Centre (based on Brompton Road, Northallerton)