



Ingleton Primary School SEND Information Report

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'.

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

Ingleton Primary School SEND Information Report

Ingleton Primary School offer

North Yorkshire LA expectation of good practice

1. The kinds of SEN that are provided for, in our school:

At Ingleton School, we make provision for children with SEN in each of the four categories identified in the 2014 SEN Code of Practice:

Communication & Interaction difficulties We have a small number of pupils with an ASD diagnosis. Thus, we have an awareness in school of how to best support these children. There are a number of TAs who have a high level of experience to support these children.

We also have children who experience speech and language difficulties and we work closely with the speech and language therapists in order to best support these children. This may include children who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources that we use to support these children and give them time when possible to work 1-1 with a TA.

Cognition and Learning we are experienced in supporting children with Cognition and Learning difficulties through Quality First Teaching and effective differentiation. This includes children with specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia.

We also cater for children with moderate learning difficulties. For example, we support children by breaking down activities and chunking, we provide appropriate resources including the use of technology and multisensory activities and providing adult support.

We also run a number of intervention programmes:

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.

- Units of Sound (Reading, Memory Games, Spelling programme)
- Speaking and Listening through Narrative / Narrative Therapy / Oral to Written / Semantic Links (communication and understanding)
- Teodorescu Perceptuo-motor Programme / Speed Up (handwriting)
- Talking Maths, Success@Arithmetic, Talk Maths, Numbersense, 1stclass@number (maths)
- Phonics, Reading Recovery, Inference Intervention (reading)

We also support these children through social skills groups run by teaching assistants:

- Time to Talk / Socially Speaking (confidence and working in a group)

Sensory and or Physical We work closely with outside agencies to provide support for children who have sensory or physical needs. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We have made adaptations when needed to enable wheelchair use. We have also adapted a toilet with the use of a hoist pulley system. We hold regular meetings with outside agencies and parents to review the approaches that are in place for these children.

Social, emotional & mental health difficulties For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through individualised praise and behaviour systems as well as social skills groups or 1-1 work with a TA. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service), Educational Psychologist and school nurse when necessary.

2. Our policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of our SENCO

Acting SENCO – Jo Colledge 015242 41592

The attainment and progress of all children is carefully tracked and monitored throughout the school year by the class teachers and pupil progress meetings are held termly to review the provision that is in place. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress and reflect on each child's next steps.

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:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child

<p>If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents and also with the SENCo.</p> <p>The targets of children who have IPM's (Individual Provision Maps) are reviewed termly and teachers are formally asked at these key points of the year to reflect upon the progress of children on the SEN list and to identify any other children of concern.</p> <p>Weekly dialogue between teachers, teaching assistants and SENCo take place. During these dialogues, pupils of concern are discussed and progress/provision of all children on the SEND list is discussed in detail in order to inform future provision and priorities. Where concerns have been raised, the child may be added to the SEN list at the 'SEND support' level so that their progress can be closely monitored and additional support can be put in place as necessary. Parents are always informed at this stage. The SENCo would liaise with the relevant outside agencies. This would help determine whether, further formal assessments need to be carried out in order to identify key areas to target and to evaluate the effectiveness of any interventions that are put into place. These assessments could be repeated following an intervention programme to evaluate whether progress has been made.</p>	<ul style="list-style-type: none"> • your child's learning targets and their long term desired outcomes • the next date when your child's progress will be reviewed. <p>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.</p>
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3. Arrangements for consulting parents of children with SEN and involving them in their child's education.

<p>We recognise the importance of working collaboratively with parents/carers of children with SEND in order to achieve the best outcomes for them.</p> <p>As a school, we strive to ensure a high level of communication with parents so that they feel well informed about what is happening in school and how well their child is progressing. This usually includes parent evenings, open evenings and annual reports. We usually have an 'open door policy' and teachers are always happy to meet with parents at a mutually convenient time. However in light of the current national pandemic of Corona Virus we have had to reassess how these systems work for the time being making sure that safety of all is paramount. There this year we will be using email much more when communicating one to one with parents and using social media to convey whole school information as well. With regard to parents evening and open evenings,</p>	<p>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. 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:</p> <ul style="list-style-type: none"> • 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
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<p>we will make a decision depending any restrictions being in place. Twice yearly paper reporting to parents in February and July will stay the same. School have a text messaging service that informs parents of events. Teachers use email to communicate regularly with parents. Teachers can chat to parents outdoors at the end of the school day if a safe distance is maintained. Face to face meetings can be arranged with parents indoors and face coverings must be worn. The school publishes a monthly newsletter for parents detailing forthcoming news and celebrating the successes of children, parents access this via email.</p> <p>We aim to meet with parents of children with SEND as they join our school, either in Nursery, Reception or in later years. The SENCo then regularly meets with many parents of children with SEN to review their progress and to make collaborative decisions about how to meet their needs. For children with Educational Health Care Plans, parents will be invited to attend their Annual Review meeting in which children’s progress against their individual targets are looked at in detail and decisions about future provision is jointly agreed.</p>	<ul style="list-style-type: none"> • guidance for you to support your child’s learning at home.
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4. Arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities made available to work with parents and young people as part of this assessment and review

<p>When supporting children with SEND, we aim to talk to our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small.</p> <p>For children with an Educational Health Care Plan those views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views. We use a range of practical and visual strategies to support children who find it difficult to express their views with words. Wherever possible, we try to take into account the views, wishes and aspirations of our pupils when discussing outcomes for the child and approaches to achieve them.</p>	<p>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.</p> <p>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>
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<p>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</p>	
<p>We are frequently assessing pupils' progress through Teacher Assessment. The children are then more formally assessed termly and their progress is recorded using our schools tracker system this allows us to analyse the data in greater detail. Progress of all children is reviewed regularly to make sure that they are making at least expected progress. Parents/carers have the opportunity to discuss their child's progress at parents' evening and at review meetings. We expect Pupils on the SEND register to make the same progress in line with their peers. Each term children's targets and progress is shared and reviewed in pupil progress meetings. In light of the current national situation and the fact that the majority of children have missed a large amount of education since March 2020, school are taking the step to allow children to settle into school and a new routine, as health and wellbeing is a priority. During the first few weeks of the school term all teachers will be making a baseline assessment of all pupils. This means we have the correct picture and information to use as we move forward for all pupils in terms of assessment.</p>	<p>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>
<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>	
<p>We have our own Nursery in school and can take children from 3 years old, the transition between Nursery and Reception is smooth. This is due to the nature of our shared outdoor area. Our teachers and TAs work very closely together in this area of school.</p> <p>We offer home visits to all parents who are starting Nursery. We encourage all new parents to come and visit school at a convenient time before their child is due to start in Nursery, or Reception if their child hasn't accessed our nursery provision. We also host an evening welcome meeting for new nursery parents so that they are comfortable and confident with how Nursery works.</p>	<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>

In order to support children and families of children with SEND, we also offer meetings in the term before the children start school with the SENCo, Headteacher, parents, and representatives from the preschool setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school. At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits.

Children with SEND may initially come to school on a part-time basis but this is individual to each child. We liaise closely with parents of children with SEND to help them to decide when their child is ready to come to school on a full-time basis. If a child with SEND is joining our school part-way through their school career, we will arrange for parents to meet with the SENCo and Headteacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

Moving classes: We have a structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND. All children are given the opportunity to spend a morning with their new class teacher. Where necessary, children with SEND make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and are given photo-books of their new classroom, teacher and any other adults that will be supporting them. Unfortunately, during Summer Term 2020 this was unable to happen due to the national pandemic and school not operating as it normally would. However, despite this we pride ourselves on the fact that most children still managed to access some time at school during June and July 2020. We feel this opportunity was a gateway for children to being able to return to school with the new changes and routines in place in September 2020. Therefore, despite the national pandemic we still offered the best type of transition we could given the circumstances.

For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

<p>Transferring to a new school: Moving on to secondary school can be an exciting but daunting time for all children, so at Ingleton we ensure that the children are well prepared for the transition. We have good links with the local Secondary Schools including special schools within the area. For children with Educational Health Care Plans, the SENCo from the secondary school will be invited to either the Year 5 transition Annual Review or the Year 6 Annual Review or both.</p> <p>This gives parents the opportunity to find out how the school will be able to support a child through the transition and beyond. If a child is on 'SEN Support' but does not have a EHCP, parents will be invited to attend a 'Transition meeting' with the SENCo from the secondary school during Term 6 of their final year to find out more about the support available. Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENCo will arrange an extra visit to the secondary school. If a child with SEN is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school. Our Headteacher will liaise with the new Headteacher, SENCo to ensure that they are well informed of the child's individual needs.</p>	
<p>7. What is our School's approach to teaching children and young people with SEN.</p>	
<p>We provide an inclusive learning environment where all children, including children with SEN are treated equally and have access to the full range of opportunities that we provide. For some activities, children are grouped according to ability but we also ensure that pupils are provided with the opportunity to work with children of all abilities within their class throughout the year. Teachers differentiate learning to meet a variety of different needs and children are encouraged to reflect upon their own progress and are fully involved in the process of selecting learning that matches their own learning needs. Our approach is to tailor learning opportunities so that they are accessible to all the children through effective planning and differentiation of lessons. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels. The high expectations and aspirations that we have for all children in the school are extended to children with SEND. Children with SEND and disabilities are fully included in activities throughout the school day. If necessary, we provide additional support to enable this to happen, for example</p>	<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 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)

<p>'meet and greets' in the morning, additional support at playtimes or lunchtimes or for extra-curricular activities, including school trips.</p>	<ul style="list-style-type: none"> • 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>	
<p>The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'. Our priority is to ensure that all children, including children with SEND have access to good or outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children. We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':</p> <p>Assess: The class teachers and if necessary the SENCo or professionals from external agencies, assess the needs of the individuals. We always aim to complete two cycles of 'assess, plan, do, review' before we make the decision about putting the child on the SEN list or considering the involvement of other agencies.</p> <p>Plan: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.</p> <p>Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.</p> <p>Review: We evaluate the impact of the support provided and consider whether changes to the support need to be made.</p> <p>A small number of children may require specific adaptations to the learning environment. Examples include the provision of modified equipment, individual workstations, picture cards, sensory equipment (e.g. sensory stories) etc. Through consultations with teachers, TAs, parents, children and Headteacher, the SENCo makes decisions regarding the most effective allocation of resources in order to most effectively meet the needs of the children with SEN within the school.</p>	<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 that may include a risk assessment.</p>

<p>This includes physical and human resources. Teaching Assistants are allocated carefully according to their skills and experience, with many Teaching Assistants becoming specialised in certain areas such as Speech and Language or with certain interventions.</p>	
<p>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?</p>	
<p>The SENCO regularly attends North Yorkshire SENCO meetings to keep up to date on new policies and procedures for the foreseeable future these will be held online. All staff are given the opportunity and encouraged to continue their professional development in SEND areas. Where necessary, staff will undertake specific training in an area of immediate need or seek advice from outside agencies and professionals.</p>	<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. 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>
<p>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	
<p>We have a robust system of self-evaluation in which we evaluate: - Outcomes for learners, Behaviour, Safety and Welfare, Effectiveness of Leadership and Management and the Quality of Teaching, learning and assessment.</p> <p>As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs. The SENCO and SEN governor meet to discuss the provision for children with SEND. The Governors also receive regular reports. Each term, the performance data of children with SEND is analysed by the SENCO and Head teacher and areas of need are identified. The Head teacher and SENCO, based on Pupil progress meetings and data put termly intervention programmes together. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective.</p>	<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.</p> <p>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>

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>We provide, for all children, a broad, balanced and relevant curriculum and we work to overcome the barriers to learning, so that all children are able to make good progress. Children with SEN are fully involved in the life of the classroom and work with their peers in our mixed aged classes. For some children we have 1-1 TAs supporting their needs, but we ensure that this does not cause segregation and other children join the table making a small group.</p> <p>We recognise that progress encompasses aspects of academic attainment, personal and social development and independence and that all progress should be celebrated. All children are given the same opportunities to participate in school activities and are supported throughout their time at school to achieve the best that they can whatever level they are working at.</p>	<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 equally represented in positions of responsibility e.g. the school council.</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>Training on medical needs is provided through first aid training. Any additional extra requirements for specific medical needs would also receive training. Many healthcare professionals provide support to the school as and when required and the School Nurse attends school regularly and offers excellent support for our older children.</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</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>We have strong links with a range of education, health and social care professionals who can support the process of assessment, target-setting and ensuring that the needs of children with SEND are appropriately met. The school uses the single point of access and the SENCo and head teacher understand how to make referrals using this if they have any concerns. The school work alongside: the new SEN Hub service that has been set up by North Yorkshire LA. School will spend this year becoming acquainted with the new referral forms and paperwork as well as getting to know new team members.</p>	<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>

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

Our complaints procedure relating to SEND is the same procedure for the whole school. The full policy can be read on the school website. In the first instance, the complaint must be brought to the attention of the class teacher or head teacher (Mrs J Colledge) who may be able to resolve it. If the complaint cannot be resolved a complaints form must be completed and sent to the chair of governors, Mrs Jen Thistlethwaite.

Our SEN linked governor is Mr Rowan Knapton.

There is a template complaints form on our school website.

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 head teacher 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.