



Brompton and Sawdon CP School SEN Information Report – July 2018

<p>1. What kinds of SEN are provided for at Brompton and Sawdon CP School?</p>
<p>We value all children and work hard to adapt our provision so that all kinds of special educational needs are provided for in school.</p>
<p>2a. What is the SENCo's name and how can I contact them? What is the name of the SEN governor?</p>
<p>The SENCo is the Headteacher Mr John Logue supported by Mrs Hayley England They can be contacted on the school's number 01723 859359 or directly by email on headteacher@bromptionsawdon.n-yorks.sch.uk The SEN governor is Dr Mary Jones who can be contacted via the school office.</p>
<p>2b. What policies do you have for identifying children and young people with SEN? How do you assess their needs?</p>
<p>Concerns can be raised by teachers, parents, SENCo or outside agencies. Assessment data is analysed on a termly basis to identify children who might need extra support. We use a graduated response of assess, plan, do, review. A SEND profile or an intervention plan may be put in place if appropriate. This may include how the child will be supported, learning targets, desired outcomes and progress made. Outside agencies are contacted if it is felt that more guidance is needed on assessing children's needs. For children who have complex needs we will refer for an education, health and care plan. Parents are consulted and kept informed at every stage.</p>
<p>3. What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</p>
<p>We have an open door policy where parents are encouraged to have informal meetings as required so that we are all working together. Parents are encouraged to share their concerns and goals for the future and their expertise about their child. Once a term more formal consultations take place where individual targets and intervention plans are shared with parents enabling them to add their own thoughts.</p>
<p>4. What arrangements do you have in place at Brompton and Sawdon CP School to consult</p>

with young people with SEN and how do you involve them in their education?

Children write their own passports which let staff know important information about themselves. Targets are shared with children with SEN and they are welcome to attend the first part of the termly meetings. If a child has an Educational Health Care Plan, they attend their annual review and write a report with the support of the SENCo.

Children are encouraged to talk about their aspirations and their views are listened to and help to inform future plans.

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

We endeavour to ensure children with SEN support make at least expected progress. All targets are reviewed on a termly basis by TA, teacher and SENCo to find out how well the plan is working, how much progress the child has made and what school's next steps should be. Children's thoughts are collected before the meeting so that everyone's views are heard.

6. What are the arrangements for supporting children and young people in moving between phases of education?

We work closely with nursery settings, secondary school settings and between year groups to ensure a smooth transition for all children.

Extra visits are arranged with well-known members of staff to acclimatise the children and to get to know new members of staff.

Booklets can be made of new classrooms and staff for children who need.

Parents are involved in this process and can ask for extra transition if they feel it is appropriate.

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

Our SENCo will work closely with all our staff to ensure that provision is relevant and appropriate.

Where it is felt that more support is required, we use a variety of approaches. These include

- Different teaching styles and differentiated work
- Speech and language support
- Groupings- 1:1 or small groupings
- Resources – privacy barriers, fiddle toys,
- Use of IT
- Meet and Greet
- Peer support and mentoring
- Evidence based interventions
- Extra support in and out of the classroom
- Lunch time clubs
- Outdoor SEAL opportunities
- Cool down time
- Overlays and coloured books
- Visual timetables
- Play based learning

The teacher will explain what extra support your child is receiving.

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

The school building has been adapted to make it accessible for all children. The curriculum and learning environment is continually being adapted and changed to ensure all children are able to make the best progress. Here are examples of changes which may be made

- where a child sits
- use of an overlay
- changes in timetable
- timeout areas
- support
- accessing different year groups

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?

We are committed to continued professional development for all staff. The SENCO attends termly network meetings and behaviour and attendance meetings. The information is then shared with all staff at regular meetings. The SENCO has also attended training on autism and mental health support and accessed specialised guidance from Graham, Barrowcliff and Kirkbymoorside Enhanced Mainstream Support

All staff have received Maths, reading and writing training recently. We have also received training as part of the Compass Buzz input into school and worked closely with post adoption team workers.

A teaching assistant is trained in speech and language. From Sept 2018 we will have a qualified SaLT available to support children in school.

We have also received training in the delivery of different interventions which are used successfully throughout school including: Write away together, Inference in Reading, Success@arithmetic and Read, Write, Inc.

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

All pupils should make expected progress in line with their peers. We evaluate the impact of interventions and classroom practice on a termly basis

- Ratio gains are explored
- Entry and exit scores are linked with transference of skills into class work
- Targets and outcomes are measured
- Observations and book scrutiny are carried out
- Professional discussions with staff
- Discussions with child and parents
- Progress is shared at pupil progress meetings with the HT every term and then shared with Governors
- Provision is analysed and next steps are decided on

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?

All children are encouraged to take an active role within the school. The school makes all reasonable adjustments to include all children.
Extra-curricular clubs are open to all children (depending on age).
Transportation is provided to ensure those who require adapted transport can still access school trips and swimming sessions.

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.

We use the outdoor environment to promote emotional and social well being using a TA to provide opportunities to release from the classroom and experience a more secure and open environment.
At lunchtime, we have a quiet room which is used if needed.
We have assemblies about differences which promote tolerance and help school to have a family feel where we all support each other.

13. How does Brompton and Sawdon CP 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?

The Head teacher and SENCo will work with all other staff to ensure continuity of care and education by everyone.

We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of your child's progress.

- The Class Teacher is available for advice and support in the first instance. Our SENCo is also available to offer advice.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others.

Parents' permission is always acquired before referring for support from outside agencies.

If your child's need has been referred to a specific team, we will be able to support parents in accessing their services.

We have regular contact with the following professionals to help support children and their families:

- Health Visitor
- Speech and Language Therapist
- School Nurse
- Advice from professionals in other areas maybe sought as a need arises, such as:
 - Educational Psychologist
 - Physiotherapist
 - Occupational Therapist
 - Enhanced Mainstream Service Cognition and Learning
 - Enhanced Mainstream Service Severe Learning Difficulties

- Enhanced Mainstream Service Social and Communication
- CAMHS (Children and Adolescence Mental Health Service)
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14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

If you have concerns about the provision made at school for your child, first discuss this with the class teacher.

If you are still not happy, then the next stage is to talk to the head teacher.

After this, you will need to follow the school's complaints procedure which can be found on the website.

15. Other useful links

The Equalities Scheme and Accessibility Plan can be found on the school's website. These two documents give more detail about school's commitment to providing high quality education for all children.

North Yorkshire's SEN Local Offer

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

Angela Cavill (SENDIASS- SEND information, advice and support service) provides independent advice and support to children and families.

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