

Hunton & Arrathorne CP School SEN local offer
Date September 2015

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

| | North Yorkshire LA expectation of good practice | School offer |
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| Universal Provision | 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. 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. The school must have a named governor who holds the school to account for making good provision for pupils with SEND. | The staff at Hunton & Arrathorne CP School are committed to providing quality first teaching so that all children can make good progress with their learning. Lessons are 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 We focus on strong universal provision across the four areas of need from the Code of Practice. Challenging targets are set for SEND learners, which are shared with parents and reviewed regularly throughout the school year. Each term, the Headteacher and SENCO review the strategic deployment of support staff in line with the needs of pupils identified with SEND. |
| <p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • Approaches the teaching/ learning and development of children and young people with special educational needs; • Adapts the curriculum/provision and additional learning support available to children and young people with special educational needs; • Supports and improves the emotional and social development of children and young people with special educational need. | | |
| Recording Provision, | 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:- <ul style="list-style-type: none"> • details of any strategies being used to support your child in class; • details of any extra support or interventions for your child • your child's learning targets; • the next date when your child's progress will be | At Hunton, all pupils with SEND have their provision, which is additional to or different from that of their peers, recorded on a provision map. This will detail their specific targets, their individual strengths and needs and the type of support they will need to help them make progress. There will also be a date set for review. Progress towards targets will be shared with parents and pupils and reviewed regularly and at least twice a year. Additionally, they will have an inclusion passport made which records children's achievements, strengths and records important information for the next teacher. |

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| | reviewed. | |
| <p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Identifies the particular special educational needs of a child or young person;</i> | | |
| Interventions | <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) • 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>We use SEND Funding and Pupil Premium Funding to deliver a range of interventions to support SEND pupils. We have an experienced and highly effective group of teachers and teaching assistants who are qualified in a range of intervention programmes. Interventions can support academic progress as well as progress towards behavioural, social and emotional targets. Parents will be advised if their child is taking part in an intervention and it will be detailed on the provision map. Regular assessments are carried out by the adult leading the intervention and the classroom teacher to measure the impact of the intervention.</p> |
| <p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Secures the services, provision and equipment required by children and young people with special educational needs;</i> | | |
| Extra Adult Support | <p>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>We have skilled teaching assistants who support both individuals and groups of children throughout school. Additional adult support is used flexibly throughout school and is driven by the needs of the pupils on the SEND register. The focus is always on ensuring pupils on the SEND register can access high quality lessons but also become more independent as they move through the school. As part of the intervention process, targets are shared with both parents and children. The progress is then reviewed with both parents and children in order to identify next steps.</p> |
| <p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Secures the additional learning support available to children and young people with special educational needs;</i> | | |

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| Expected progress | 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 with National Curriculum levels. | We are frequently assessing pupils' progress through Teacher Assessment. The children are then more formally assessed termly and their progress is recorded using Target Tracker which 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. The assessments have been recorded in National Curriculum levels but are also recorded in Average Points. At Hunton 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 on the provision maps. |
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Monitors the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;*
- *Monitors and evaluates the effectiveness of special educational provision, including information about how children, their parents and young people will take part in any assessment and evaluation;*

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| Inclusion Quality Mark | <p>Many North Yorkshire schools have used our Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefiting different groups of learners, and how their outcomes are improving as a result of their work. A full list of North Yorkshire schools currently holding the IQM is available.</p> <p>Schools who do not hold the IQM should demonstrate their commitment to Equality in line with the Equality Act 2010 and in line with their school's aims and vision statement.</p> | <p>Hunton & Arrathorne CP School has achieved the Inclusion Quality Mark (IQM) Level 4 – Enhancing Inclusion. This achievement demonstrates the importance that the school places on meeting the needs of all learners.</p> <p>For more information about the North Yorkshire Inclusion Quality Mark follow the link. http://www.northyorks.gov.uk/article/25486</p> |
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Supports children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;*
- *Makes activities available for children and young people with special educational needs in addition to the curriculum;*
- *Ensures facilities that are available can be accessed by children and young people with special educational needs;*

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| <p>Support from other agencies</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> | <p>Permission is always requested from parents prior to their child being seen by a specialist agency. We have excellent relationships with many outside agencies and we value the support of these specialists such as the Educational Psychologist, EMS teams, Social services, GPs, CAMHS and Early Years Specialists.. However parental consent will always be sought before any outside agency is asked to support SEND pupils. In addition, we encourage parents/carers to actively meet with the specialists to discuss their child.</p> |
| <p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Secures the additional learning support available to children and young people with special educational needs</i> | | |
| <p>On-going communication with parents</p> | <p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. 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. You should be informed about the National Curriculum levels at which your child is working. If you are not sure what these mean, don't be afraid to ask. 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 | <p>We recognise the importance to communicate with all parents but recognise that parents of pupils on the SEND register may value and need more regular contact. Because at Saxton CE Primary School we strongly feel that parents/carers know their children best we operate an 'open door' policy and parents can request additional meetings with the class teacher/and or SENCO in addition to the planned parent consultation meetings and review meetings. Regular communication with parents at Saxton CE Primary School enables us to discuss progress towards targets and the impact of interventions that children have been participating in. For some children, regular communication takes place on a daily basis through the use of a home/school planner or contact with the class teacher before or after school</p> |

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| | <ul style="list-style-type: none"> • guidance for you to support your child's learning at home. | |
| <p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Consults and works in partnership with parents of children with special educational needs and with young people with special educational needs;</i> | | |
| Inclusion Passport | <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> | <p>If any pupils remain on the SEND register for a length of time then they will receive an inclusion passport. These are a positive tool that is used as a story of a child's journey from their time here at Hunton. It includes information about how they have been supported in their learning and development during their time at school. It also highlights individual strengths and achievements and notes strategies which don't work as well as noting those that do.</p> |
| Parent Partnership | <p>A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p> | <p>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 01609 536198.</p> |
| Statutory Assessment | <p>For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or a Parent Partnership Co-ordinator can talk to you about this in more detail.</p> | <p>Where we feel that a higher level of provision is needed for a student we will liaise with parents, outside agencies as appropriate and request a statutory assessment – Education Health Care Plan.</p> |
| Key contacts | <p>All mainstream schools have a SENCo. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.</p> | <p>At Hunton & Arrathorne CP School, we operate an 'open door' policy. Parents and carers are encouraged to speak with class teachers about any concerns they may have. They will be able to discuss any support your child is receiving. If parents/carers wish to discuss their child's needs further they can contact the SENCO who will be able to talk about</p> |

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| | | <p>how the school can support children with SEND. The SENCO is Mrs Ktima Robson. She is available before, during and after the school day to coordinate meetings with parents, class teachers and outside specialist agencies in order to discuss pupils' needs.</p> |
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