



## Leavening Community Primary School SEND information report

### Draft Code of Practice 6.74

'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'. The questions which need to be covered are included in the following proforma in italics. In order to be legally compliant, these must all be answered by the school.

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.

Schools should also make data on the levels and type of need within the school available **to the local authority**. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the school census, is also required to produce the national SEN Information report.

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

**Leavening Community Primary School SEND information report  
September 2021**

**[Link to SEND Policy](#)**

	North Yorkshire LA expectation of good practice	School offer
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.	<p><u>How will the learning and development provision be matched to my child's needs?</u> Every lesson is differentiated in the classroom; we operate on a personalised approach to teaching and learning and our very small class sizes allow us to do this well. We see children as individuals on their own unique learning journey and children progress from their baseline, through aspirational targets for progress. There are also varying levels of TA support in the classroom. Children will access education at their level which will be challenging and help them to reach their targets.</p> <p><u>What support will there be for my child's overall wellbeing?</u> A child's well-being is always our priority. Training is given to staff for medical needs when they arise. We have Individual Intimate Care Plans and staff will change nappies where necessary.</p> <p>Administration of prescription medicines is co-ordinated by the school office. Authorisation forms can also be obtained from the school office. The medicines are kept in a locked cupboard in the school office or refrigerated if necessary. When it is needed in class provisions are made. The administration of medicines is carried out in line with the schools medicine policy, details of which can be obtained from the school office. Behaviour in school is carefully monitored; strategies include zone board; time out; social groups; team teach training; EMS support; Restorative Practice; liaison with parents and phone calls and letters home.</p>
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	If you have a concern about your child this should be raised in the first instance to the class teacher, they will then discuss these concerns with the Inclusion Leader and it is then monitored. A review meeting if this is appropriate. The SEN list is updated regularly; this is based upon discussions with class teachers and the Special Educational Needs Co-ordinator(SENCO). All children who are significantly behind the national average will be initially placed on the vulnerable register as will children who are not progressing. These children will be closely monitored and if there are no

	<p>an individual education plan. This should include:-</p> <ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class;</li> <li>• details of any extra support or interventions for your child</li> <li>• your child's learning targets;</li> <li>• the next date when your child's progress will be reviewed.</li> </ul>	<p>changes observed (within a maximum of 6 weeks) they will then move on to the SEN register.</p> <p>All mainstream schools have a SENCo. Our Inclusion Leader/SENCo Sian Mitchell and all staff form part of the 'Inclusion Team' as we are all working with the children on a daily basis and all have a range of experiences of your child. We will be able to discuss your child's needs with you, the support for learning that we are providing to meet their needs, and what expectations we have for your child's progress. This will include explaining to you where your child is in their learning, and the targets we have set for your child. You and your child will be asked for your views on these targets. You will 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.</p>
•		
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"> <li>• what interventions your child is receiving and what are the intended learning outcomes;</li> <li>• when during the week any interventions will be delivered and for how many weeks;</li> <li>• who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>	<p><u>How will school staff support my child?</u></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. Teaching assistants are deployed where the need is and this can be done on a lesson by lesson basis in order to respond flexibly and swiftly to need. If a specific allocated time is given to a child then parents will be informed. This may be in the form of in class support or interventions run outside of the Maths and Literacy lessons. Some of the interventions we run in school are Reading Intervention, Maths Securing Levels and Nurture groups. The provision map in school shows some of the things we can offer to children with specific needs. Governors will question about the provisions and what impact they are having on the children. Regular slots are provided in the governors meeting for new things happening in school.</p> <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 an Education Health and Care Plan through the local authority. We can talk to you about this in more detail or you can contact the Parent Partnership service.</p>
•		
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><u>How is the decision made about how much support my child will receive?</u></p> <p>Where we feel that something additional or different is needed to support your child because they have SEND we 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. This will include:-</p> <ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class;</li> <li>• details of any extra support or interventions for your child;</li> <li>• your child's learning targets;</li> <li>• the next date when your child's progress will be reviewed.</li> </ul> <p>If your child is not making progress and the gap between them and their peers is widening then your child would take part in an intervention either in a 1:1 situation or in a small group to address the need of your child. If they are still not making progress in class support by a Teaching Assistant may be deployed if this is thought to be beneficial. This is by no means always the case. Most importantly, this support should be aiming to make your child more independent in lessons. This decision will be made</p>

		<p>by the SEN team and head teacher. More long term class support would be discussed in review meetings and through structured conversation. Your child will have an inclusion passport/ communication book.</p> <p>We use a range of interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. We can explain to you:</p> <ul style="list-style-type: none"> <li>• what interventions your child is receiving and what are the intended learning outcomes;</li> <li>• when during the week any interventions will be delivered and for how many weeks;</li> <li>• who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)•</li> </ul> <p>how the interventions will relate to and support learning in the classroom;</p> <ul style="list-style-type: none"> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>
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 monitor the progress of all children each half term using progress points as a measure. For pupils with SEND, this progress is monitored half termly but often we look at progression in smaller steps. Expected progress is 4 progress points and better than expected is 5+ a year. Good progress is what we aspire to. Pupils with SEND have their own personal Provision map which sets them small, measurable, realistic targets. These are reviewed on going to match the rate of progress of each individual.
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>The school holds the Inclusion Quality Mark at the enhanced level.</p> <p>We have strong links with all secondary schools in the area. There is a transition day for all Year 6's. Additional visits may be set up, High Schools are invited to Annual Reviews in Year 5 and Year 6, and the children's files are photocopied and sent up to the High School.</p> <p>If a your child is transferring to our school we will contact the previous school for information, attend review meetings, set up transition day visits and make a book about our school (if this is appropriate). If your child is leaving our school we will contact the new school with any relevant information and then photocopy all files to send on. The originals will be kept in school in accordance to statutory guidance.</p>
Support from other agencies	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	<p><u>What specialist services and expertise are available at or accessed by the school?</u></p> <p>As a school we may need specialist support for your child. If we feel that the involvement of another agency would be beneficial to help with your child's needs you will be informed and asked to give your consent. Within school we can make referrals to the Enhanced Mainstream schools which provide both in reach and outreach support. These are Specific learning difficulties- Lady Lumleys in Pickering and communication and interaction- Malton Primary. We can also make referrals to Severe Learning difficulties, speech and language, social care, CAMH's, educational psychologist and Parent Partnership service.</p> <p>We also work in close partnership with physiotherapy, occupational therapy, school</p>

	<p>informed and asked to give your consent.</p>	<p>nurse, hearing and vision teams.  A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices 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><u>What training have the staff, supporting children and young people with SEND, had or are having?</u>  The school will be following the Inclusion Development programme produced by the government for dyslexia and SLCN, autism and behaviour. Staff attend training relevant to the needs of the children in their class. This is also discussed at their performance management reviews. Staff training mainly happens on a Tuesday evening and again this is tailored to the needs at the current time.</p>
<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.</p> <p>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.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> <li>• regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes</li> <li>• more regular meetings to update you on your child's progress and whether the support is working</li> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>	<p><u>How will you help me to support my child's learning?</u>  You can support your child by listening to them read, read to them, support them with their homework, for example practising spellings. We have lots of different ways you can support your child's learning in school some of the things include parent open afternoons, parents evenings, volunteers in school, 'Seeing is Believing' days, dads week etc. For information on how to help your child at home talk to your child's class teacher.</p> <p><u>How will I be involved in discussions about and planning for my child's education?</u>  Parents are invited to attend review meetings, discuss IPM's and also have discussions about expected levels for your children and how they need to achieve this. We would always encourage parental involvement in our school. As a parent you can volunteer to help in school (see Mrs Husband) in many different ways from hearing children read to supporting learning in the classroom.</p>

•		
Inclusion Passport	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.	All children on our Special Educational Needs register will have an Inclusion passport. This documents your child's progress and impact of any interventions/support they receive.
Parent Partnership	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.	
Statutory Assessment	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.	
Key contacts	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><i>Our school SENCO is Mrs Sian Mitchell (Headteacher)</i>  <i>Our SEND Governor is Jan Lomas</i></p> <p><u>Who can I contact for further information?</u>  If you are concerned about your child initially approach the class teacher. They can then discuss progress with the SEN team/ Head teacher. Other people involved in working with your child include Teaching Assistants and outside agencies. If you are unhappy you can raise a complaint to the governors- our chair of governors is Alison Edwards</p>