

# SEN Information Report September 2015

School SENCo: Headteacher, Mrs Abigail Clay, (currently on maternity leave) and in her absence: Mrs Sue Porteus (Acting Headteacher)

Contact can be made through the school admin office: [admin@topcliffe.n-yorks.sch.uk](mailto:admin@topcliffe.n-yorks.sch.uk) or phone 01845 577412

## Introduction

Topcliffe Cof E Primary School is a mainstream (VC) primary school. We are committed to meeting the needs of pupils with Special Educational Needs and ensuring that all pupils, regardless of their specific needs, make the best possible progress in school. We believe that children are entitled to a curriculum that enables them to achieve the highest possible standards according to their ability. We aim to cater for the social, emotional, physical, intellectual, spiritual and moral development of every child within an inclusive, caring and secure learning environment.

We provide for children with SEN under the following categories:

- Social, mental and emotional health
- Cognition and learning
- Sensory and/or physical
- Communication and interaction

We believe that the curriculum is the key to promoting our aims for **all** children and that education is very much a partnership between the school, the child and the home.

The information below forms the school's SEN Information Report, detailing ways in which parents and children may access the support required.

### ***How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?***

Differentiation of learning activities within our curriculum aim to meet the learning needs of all children in our classes. Teaching objectives are carefully matched to the needs of different abilities within the class.

A child will be considered to have Special Educational Needs if, despite receiving differentiated learning opportunities he/she:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows sign of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.

- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

**All** teachers have a key role in monitoring all aspects of pupil performance and, in particular, the identification of pupil needs. Class Teachers have the responsibility to differentiate the curriculum to match objectives to pupil ability in planning, choose appropriate resources, and organize small group support from Teaching assistants. A well-taught, differentiated curriculum is the first strategy in catering for the differing needs of a class. Specific ‘catch up’ or targeted small group interventions may be provided if a child is having difficulty progressing at the expected rate, or in understanding a particular aspect of the learning. Parents will be consulted and a note made if the teacher has on-going concerns about the child’s achievement.

If a teacher finds that, despite the adjustments described above, the child is still having substantial difficulty in achieving or accessing the curriculum, a meeting will take place between the class teacher and the SENCO (Special Educational Needs Co-ordinator). At this stage the SENCO will review and monitor provision already made for the child and study past assessment records. Some further diagnostic assessments might also be undertaken. If appropriate, the decision will be taken to recognise the child as having Special Educational needs under one of the four categories of need and parents will be invited into school to discuss their child’s progress with the class teacher.

Parents and the child will be asked to contribute to building up a picture of the child’s strengths, interests and areas of difficulty. In some instances it may be agreed that specialist support is required to assess the child’s needs. A plan will then be agreed and appropriate targets, interventions and support identified. Parents and school will work together to support the child in meeting the targets.

On entry to school in Reception the class teacher has a meeting with new parents and a profile sheet is completed. This enquires of parents whether their child has any special educational or medical needs and seeks information about past action taken and involvement of outside agencies. This helps the teacher plan special provision needed on entry to school.

All children are monitored and tracked through Quality First Teaching and assessment. Children’s progress is rigorously tracked. Formal, termly pupil progress meetings are held involving the class teacher and a senior teacher or the Headteacher. Half termly reviews are carried out by the class teacher and adjustments may be made to the provision. Teachers with concerns about a child will inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher will also discuss these with the SENCO/Headteacher.

Each class benefits from high quality teaching assistant support for a substantial part of every day. Teaching assistants, directed and monitored by the class teacher, may provide some targeted one-to-one support or small group support, and will enable the class teacher to spend additional time with pupils requiring skilled intervention to meet their potential.

The school liaises with an extensive list of professionals including educational psychologists, speech and language therapists, occupational therapists, physiotherapists, community paediatricians, school health nurse team and CAMHS.

The SEN provision map records the type of intervention a pupil is receiving and the duration of that support. Pupils’ progress is tracked throughout the school as is the impact of interventions.

All children are assessed for their suitability to sit the SATS tests. The strict guidance laid out by DfE is adhered to. Any child who meets the criteria for additional time, a scribe, a reader or being disapplied is given the correct level of support.

In this school the SENCO is the Headteacher, Mrs Abigail Clay (currently on maternity leave) and Mrs Sue Porteus (Acting Headteacher). You can contact the SENCO via email: [admin@topcliffe.n-yorks.sch.uk](mailto:admin@topcliffe.n-yorks.sch.uk), by telephone 01845 577412 or by writing to the school Topcliffe CE (VC) Primary School, School Lane, Topcliffe, Thirsk, North Yorkshire, YO7 3RG.

***How will both you and I know how my child is doing and how will you help me to support my child's learning?***

The school welcomes parents and pupils to take part in termly reviews. Parents with concerns are encouraged to come into school and discuss them with the class teacher. In addition, any child with a statement or EHC plan will have an annual review meeting with parents as active participants and contributors and pupil views sought and taken into account in an appropriate way. Where children have communication difficulties, perhaps due to their age or due to a special need, we will use alternative methods to establish the child's views – these will be personal to the child.

The SENCO/Headteacher uses termly data to track and measure the progress made by all the children identified as having Special Educational Needs. This progress is then shared with staff and reported to the Governors in an anonymised form.

Parents are welcome to make an appointment at any time to discuss the progress of their child or to raise concerns about any possible special educational needs that their child might have.

***How will the school staff support my child?***

***How will the curriculum be matched to my child's/young person's needs?***

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. On occasions this can be individually differentiated for a specific child.

The benefit of this type of differentiation is that all children can access a lesson and learn in a way that is appropriate for their needs. The child's views will be sought three times per year they will be asked about their strengths, about what they find difficult, what we can do to help and what they can do to help themselves.

We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs.

***How is the decision made about the type and how much support my child will receive?***

The class teacher, and SENCO meet regularly to discuss the progress of all children. Decisions are then made as to how best to support a child. Data is analysed half termly to assess the impact of interventions and support can be adapted accordingly.

As a school we measure children's progress in learning against national age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including standardised tests, as appropriate.

When a child's plan is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

**Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;  
How will my child be included in activities outside the school classroom including school trips?**

The school includes children with special educational needs or disabilities in all activities in class and outside. When staff are planning activities they make all reasonable efforts to ensure that all pupils can participate. If necessary, extra staff are taken on school trips to support children who need it, including on the Year 6 residential visit. A risk assessment is carried out prior to any off-site activity to ensure that no one's health and safety is compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.

**What support will there be for my child's overall well being?**

The school's work is underpinned by its Christian values and strives to provide a caring and supportive environment for all children. Children in years five and six are designated 'buddies' and support other pupils at break and lunchtimes. We have a school council which has representatives from each class from Year 1 to Year 6 in the Autumn term and includes children from reception class after the Christmas break. Staff provide a 'listening ear' for children who are suffering lower level emotional health problems and will put in place strategies to help such children, for example providing them with a 'buddy' or a regular opportunity to share their concerns with a staff member. Some children with social and emotional difficulties may be given individualised systems to use to ease stress in the school or classroom setting. In some instances external specialist support may be sought.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.

Children with medical needs are supported within school, unless to do so would make their condition worse.

Epipen training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

In case of medical emergency, we would/do try to contact the relevant parent/carer first –depending on severity would/could contact ambulance as well as liaising with parent simultaneously.

**What specialist services and expertise are available at or accessed by the school?**

The school works closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Child and Adolescent Mental Health Service (CAMHS) and other services provided under the North Yorkshire Local Authority 'Local Offer' <http://www.northyorks.gov.uk/article/26714/Special-educational-needs---local-offer>

Where it is agreed and necessary to meet the specific special needs of a child we may buy in additional specialist staff, for example a specialist trained teaching assistant. Currently a specialist ASD Teaching Assistant (TA) provides one-to-one support for an individual child and another TA has substantial SEN training and expertise having previously worked as an EYFS care provider SENCo. All support staff receive training in any intervention programme they may be asked to deliver. Training in aspects of SEN forms a regular part of the CPD programme for staff.

**How accessible is the school both indoors and outdoors?**

The main school is single story and is wheelchair accessible. The main entrances to the front and side are wide enough for wheelchair access and ramped. A disabled toilet is available for wheelchair users if

the need should arise. The external classroom is accessed by steps but alternative arrangements would be made if a child or adult with a mobility disability needed to access that classroom. We aim to be flexible and adaptable as different needs arise.

***How are parents involved in the school? How can I get involved?  
Who can I contact for further information?***

Parents' evenings are held at least twice a year and parents are encouraged to come in to school to speak to the relevant staff if they have concerns either at the end of the day, or by making a suitable appointment with the school secretary. There are also various curriculum meetings held to increase parental confidence in supporting their child's learning. Parents and children are invited to contribute to half termly special education provision plan reviews.

There are weekly Friday assemblies which all parents are invited to attend, in which the work of the children is shared and achievements celebrated.

The school holds regular parents' forums when the parents are invited in to discuss different aspects of school life and provision. Their views are shared with the staff and governors and action taken accordingly. There is also a Parental questionnaire for parents to give feedback to the school at least annually and parents can contribute to the government school feedback site 'parent view' a link is provided on the school website. The results of this are analysed by the Headteacher and the governing body to ensure suggestions and areas of concern are taken into account in forward planning.

Fortnightly newsletters are sent out to parents with key dates and news updates included. The school has an up to date bespoke website with an APP for news updates to ensure parents have key dates and information available at all times.

***How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?***

For new EYFS Reception parents/carers, meetings are held with the Reception class teacher in the Summer Term prior to their start date in September. There is also a Welcome Evening in the Summer term to inform parents of policies and procedures of the school, plus the further chance to discuss any areas of concern with the class teacher or Headteacher. We also provide a new parents' lunch to give parents the chance to see how lunchtimes work to alleviate any possible anxieties in this area.

The Headteacher gives tours of the school for any parents wanting to see the school in action.

When children are preparing to leave us for secondary school, visits are arranged for them.

Sometimes teachers from the school that the child is transferring to will visit the children in school.

We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If a child has a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

***What do I do if I have a complaint about the SEN provision made at the school?***

Complaints will be dealt with using the school's agreed Complaints Procedure. Information can be found on the policies section of the school's website or a leaflet can be obtained from the school office.