



## Upper Wharfedale Federation SEND Information Report 2018 – 2019



<p>This is what we provide in our school</p>	<p>This is North Yorkshire LA's minimum expectations of good practice</p>
<p>We welcome all children to our school regardless of their needs. We will use our best endeavours to meet the needs of children with SEN. All needs are catered for in order to provide an inclusive education for all. At both schools our aim is to inspire and challenge our pupils to achieve their best and achieve their full potential.</p>	<p>Children and young people (CYP) with a wide range of SEND 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.</p>
<p>2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?</p>	



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We pride ourselves on our ‘open door’ policy. Parents and carers are encouraged to speak with their child’s class teacher about any concerns they may have. They will be able to discuss any support your child is receiving. If you wish to discuss your child’s needs further please contact the Executive Head teachers Mrs Christine Boxall or Mr Chris Norris or Special Education Needs Coordinator (SENCo), Mrs Orla Gibbons who will be able to talk about how we can support children with SEND. Children are assessed regularly to ensure that they are making the expected progress.

Some children can be identified as ‘stuck’ and will therefore receive some extra help and support. The class teacher is usually the first person to notice that the child needs extra help. If this is the case then they will ask for a meeting with the SENCO to use the early identification toolkit to pinpoint exactly what needs the children has and chose specific strategies to support these needs. Parents must be involved from this very early stage and all conversations/meetings must be recorded.

The chosen strategies will be recorded on a class provision map to show where support is being directed, the frequency and with whom.

If these strategies are not working following a period of time and the gap is becoming significantly wider than their peers in any area then a discussion with parents/carers about the possibility of putting the child on the SEND register will take place.

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
- your child’s learning targets and their long term desired outcomes
- the next date when your child’s progress will be reviewed.

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.



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Once a discussion has taken place, a final decision will be made by parents/carers, the class teacher and the SENCO regarding the next appropriate steps. This may include making a referral to an external agent/agency.

An Individual provision map will be written with specific targets and strategies to help your child make progress. They will also have an inclusion passport which will outline strengths, areas of need and record additional and different provision made. There will be meetings to discuss the progress of the targets. This will be arranged by the class teacher.

Sometimes children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to request additional support to help meet a child's additional needs. A request for an Education, Health and Care Plan (EHCP) may be made if parents and professionals supporting a child feel that the young person's needs cannot be provided from within the resources normally available to mainstream.



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### 3 What arrangements do you have for consulting with parents of children with SEND and involving them in their child’s education?

The first early conversations with parents are vital in understanding and assessing a child’s true needs and difficulties. From that point on, regular contact with parents is vital for our children with SEND. The school communicates with parents regularly throughout the year through:

- Parents evening twice a year
- Review meetings to discuss individual provision map outcomes
- Regular update meetings with parents/carers
- Meetings at the request of parents

For some children, regular communication takes place on a daily basis through the use of a home/school book or contact with the class teacher before or after school.

In addition to this we will give information to parents about how to support their child at home.

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 and respond to it. 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:

- 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
- guidance for you to support your child’s learning at home



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### 4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

The children are consulted in a variety of ways to gain pupil voice.

We ask all children for their views on topics they have done in class and after school clubs. Various other things to do with school life are discussed through school and class councils. All pupils with SEND are included in discussions about their learning (where appropriate). Their views will be heard and this is a good opportunity for them to discuss things that help them in school as well as things that might not help. Their views are recorded on their inclusion passports.

A questionnaire is completed with all children at the end of the academic year.

School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEND are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.



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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

All children should make the expected progress in a year. Some children may need additional and different support in order to achieve this. Even with additional support some children may not fully meet these expectations but will still make progress. They are assessed regularly throughout the year in order to monitor the progress that they are making according to their individual starting points. Monitoring of progress towards identified outcomes will be undertaken by all the adults involved with the provision. Progress will be reviewed on an on-going basis and records/notes kept in the assessment folders and inclusion passports.

Inclusion Passports are used to communicate the provision and progress of children with SEND when accessing support from external services or when a child is going through a period of transition from or to another school. Individual provision maps (IPM’s) are used to highlight targets and areas for development and outline strategies that will be used to help. Both documents are working documents and are reviewed regularly. During this review process the views of the parents and child are established and recorded.

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.



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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.

Transition is very well planned for all children. We hold a meeting with the Secondary schools in the area to discuss individual children and their needs. There is also a document called the inclusion passport that is passed on to the next school. This documents all the interventions that have happened in primary school along with other information such as interests, levels and recent achievements.

Children with SEND will also have extra visits to their new setting in order for them to become familiar with the routines of the day.

Once the secondary school place has been confirmed then a meeting will be set up with parents, the current school SENCO and the SENCO from the secondary school to discuss how the transition for the child will take place to ensure a smooth and relaxed change occurs.

Transition between schools – in year transfers  
Class to class transition – one key stage to another

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.



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

All staff are committed to providing quality first teaching so that all children can make good progress with their learning. Lessons are differentiated to meet the needs of all children. We offer a wide variety of evidence based interventions to support the needs of all children. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. Staff receive regular training and support provided by a number of different agencies. All interventions are recorded on an Intervention map each term. These Intervention records outline the purpose of the intervention and an evaluation of the intervention to ensure that the impact is clear and the next steps can be easily identified.

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. 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:

- 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;



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	<ul style="list-style-type: none"><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</li></ul>
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### 8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

We believe that all teachers are teachers of SEND. We will make effective changes to the curriculum and learning environment to ensure that all children are able to achieve their full potential. All staff have high expectations of all children and will put relevant adaptations in place to ensure they achieve this.

The learning environments are dyslexia friendly which means they are accessible to all.

Further adaptations could be necessary for more specific needs such as partially sighted children, children with mobility issues and hearing impaired children. These are specific to individual children and will be addressed accordingly. Risk assessments are in place for children who require them.

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.

Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.



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9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?

Staff who deliver focused interventions such as narrative therapy and reading intervention have all had the necessary training. As a whole school, we have refresher training for all the different areas of need. All our staff are highly trained and they are observed delivering the interventions. In doing this we can ensure that all the staff are consistent in their approach.

All staff should receive regular training to enable them to meet a range of SEND. 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 SEND 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.



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

Progress of children with SEND is monitored through pupil progress meetings, analysis of the data, teacher reports on progress of SEND pupils and intervention records and children’s own work in their books and records of observations.

Individual provision maps are kept for all children with SEND. These are reviewed every half term to ensure that the provision is having an impact.

Quality first teaching will be evaluated every half term through teacher observations. Provision for SEND is also evaluated for effectiveness.

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’. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. 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.



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### 11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

All of our children with SEND have the same opportunities as everybody else in school. Provision is made for all children to take part in extracurricular activities, trips, school productions and sporting events. We pride ourselves with the provision we make to ensure children with SEND can take part in everything we have to offer. The inclusion of children with SEND in sport has been recognised in our PE Gold Quality Mark and the Sainsbury School Games mark. Children with SEND have positions of responsibility in school such as school council, school eco group and Fairtrade group.

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 SEND should be equally represented in positions of responsibility e.g. the school council.



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12. How do you support children and young people with SEND 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 SEND and measures to prevent bullying.

At both Schools we support children emotionally in a variety of ways. All children participate in PSHCE/SEAL lessons and circle time activities, as well as whole school assemblies which tackle issues such as relationships, bullying etc. We run support groups for more vulnerable children, such as Time to Talk in Early Years and Socially Speaking in KS2 and narrative therapy. On occasions, children may need additional emotional well-being support and all teachers feel confident to provide a more personalised strategy. Our children all have the opportunity to share their feelings with a member of staff that they feel comfortable with. We have done a lot of work around the 5 key aspects of learning and children are made aware of these where possible.

- ☐ Motivation
- ☐ Social skills
- ☐ Empathy
- ☐ Self-awareness
- ☐ Problem solving

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.



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### 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 SEND and supporting their families?

The school has access to a wide range of professionals and outside agencies that we can contact for further support and advice. If we feel that outside agency input would benefit your child then we will have a meeting in school to discuss this with you. We have access to:

- Speech and Language therapists
- Educational Psychologists
- Prevention Services
- Parent Support, SENDIASS
- Healthy Child Team
- Enhances Mainstream Schools Provision for SPLD, SEMH and Communication and Interaction.
- Social Care
- Specialist Teachers for children with a sensory, physical or medical difficulty.
- Looked after children workers
- Occupational Therapists
- GP’s, Community Paediatricians

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.



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

If you are not satisfied with the provision made for your child in school regarding SEND your first point of contact should be the class teacher or SENCO. Explain your worries or concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Head Teacher and ask for a school Governor representative. Finally, if you do not feel that the issues have been resolved then you will need to follow our formal complaints procedure as outlined in the Complaints procedure policy.

There must be a designated governor for SEND in the school and complaints about SEND should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher 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.