

Beckwithshaw School SEN Information Report

Date September 2014

North Yorkshire LA expectation of good practice

School offer

TEACHING AND LEARNING

How do we approach the teaching/learning and development of children with special educational needs? How do we adapt our provision to support children?

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.

Our universal provision for learning at Beckwithshaw Primary School ensures that all children receive Quality First teaching. Throughout teaching and learning we will observe and assess regularly in order to plan for all pupils needs. These observations and assessments will shape future teaching and learning so that they meet the development and learning needs of all children. In practice this means that learning is targeted to ensure that children make progress and teaching and learning is differentiated so that it is appropriately challenging and matched to individuals. Our observations will also help us understand the needs of individuals so that we can plan engaging and motivating learning in order for children to enjoy and achieve at Beckwithshaw Primary School.

How do we identify the particular special educational needs of a child?

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:-

- 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 reviewed.

Through our observations and assessments we may identify that a child has additional and different needs alongside Quality First Teaching. If we feel that your child needs something additional and different we would contact you and ask you to come in to discuss this. At this meeting we would identify where we felt your child needed something additional and different. We would record this information in an individual provision map which would detail additional and different strategies or support for your child and some learning targets. The additional and different support would be carefully tailored to ensure that it met the learning and development needs of your child.

How do we secure provision and equipment required by a child in order to make progress?

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>Interventions may be used at Beckwithshaw to support pupils with SEND to make better progress. These interventions will be planned to help your child achieve their learning targets. At our school interventions are delivered by both teachers and teaching assistants. Your child's individual provision map would detail what interventions your child would receive and what the intended learning outcomes are. These interventions would be monitored by your child's class teacher and the special educational needs coordinator to ensure that the additional provision is helping your child to make accelerated progress.</p>
What additional learning support is available?		
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>As part of our Quality First Teaching we use adult support within all lessons to help children make progress. Through our observations and assessments we know children's learning needs well and can carefully plan additional small group or one to one support where we feel that this is necessary. If we feel that your child needs additional adult support over and above the high level of support we provide all children we will discuss this carefully with you. Where additional adult support is provided for children with SEND this would be carefully planned and managed to ensure that the additional support enabled and encouraged independence in lessons.</p>

How do we monitor progress for children with special educational needs? How do we monitor the effectiveness of our special educational provision?

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.	At Beckwithshaw Primary School we carefully monitor all children through day to day assessments, summative assessments and tracking systems. Through our assessments we can identify children who may need additional and different support. Pupils with SEND are monitored closely by both class teacher and special educational needs coordinator. When your child gets and individual provision map this will include SMART targets (Small, measurable, achievable, realistic, time-limited targets). Progress towards these SMART targets will be carefully monitored and measured. We will share this progress information with children in an age appropriate way. You will be included and informed about progress towards these targets when the individual provision map is reviewed and new targets are set. A child with SEND will continue to access Quality First Teaching and, therefore, we will also look at overall progress within National Curriculum levels.
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How do we ensure that the provision at Beckwithshaw Primary School is inclusive?

Inclusion Quality Mark	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.	At Beckwithshaw Primary school we are committed to ensuring that children become the best they can be in a caring and supportive environment. The provision for SEND in our school ensures that we can successfully include all learners and provide good outcomes for all children.
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	<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>	
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AGENCIES AND COMMUNICATION

How do we secure additional learning support available to children and young people with special educational needs?

<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>At Beckwithshaw Primary School we work closely with a range of services to enable us to enhance our provision and support. This includes our Educational Psychologist who works in a consultation role to identify areas of personalised support for individual children or to deliver training which enables us to develop our Quality First Teaching and any additional support throughout school. We also have access to Enhanced Mainstream schools who are a knowledge base for various specific needs. A speech and language therapist visits school to assess and work with individual children through a referral system where a possible speech and language difficulty is identified. Alongside this there are various services which we can seek support from where necessary. Specialist support and services are used to enhance the support that we can provide to meet your child's needs. Where we identify a need for an enhancement or further support we will seek to find the most appropriate service for each individual child. If we feel that we need to seek support from any of these agencies to discuss your child's needs we will share this with you and will not proceed without your consent.</p>
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How do we work in partnership with parents of children with special educational needs at Beckwithshaw Primary School?

<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</p>	<p>At Beckwithshaw Primary School there are many lines of communication. Each child has a home school diary which serves as daily communication about children's learning. Teachers are available to discuss their child informally on a daily basis or make a meeting with their child's teacher at a mutually convenient time.</p>
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	<p>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"> • 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. 	<p>All teachers provide their e-mail address for communication for more sensitive matters. We also have regular parent consultations where teachers and parents discuss children's learning and development. If a child is recognised as requiring additional support parents would be consulted in this process. This may mean that there is more regular contact about the impact of the additional support. In addition to this this if your child is recognised as having special educational needs there will be further communication in the form of an individual education plan (IEP) which would detail the targets and support and an inclusion passport. These documents will require some consultation with parents so there may be some additional meetings to discuss and update these.</p>
<p>Inclusion Passport</p>	<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>Each child who is identified as having special educational needs has an inclusion passport. These highlight your child's strengths and areas for development in addition to likes and dislikes. The passport is useful to provide an overview about what provision has been put in place and whether it has been successful or unsuccessful. It is an on-going document that will be useful throughout school but particularly in supporting transitions between teachers and classes.</p>
<p>Parent Partnership</p>	<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>http://www.northyorks.gov.uk/parentpartnershipservice</p> <p>Parent Partnership Co-ordinators are a qualified team of professionals who have an experienced background in SEND. They are available to offer you advice, listen to worries and concerns, offer home visits and support you in meetings if you require. They can be contacted on the 0845 0349469 or on the above link.</p>

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.	If after a period of time after your child's has been identified as having a special educational need and we have concerns about the impact of our in school support on progress and attainment then we may request a statutory assessment. This would be the next stage in getting further support, beyond our available resources, for your child's needs.
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>If you have concerns about your child's learning and development then please speak to your child's class teacher. They are best placed to discuss this with you as they have day to day contact with your child and know the levels of support that they require and will be able to talk about their learning and development. The teachers may discuss this with the SENCO and Headteacher and if necessary we will meet to plan actions.</p> <p><u>Key Contacts</u></p> <p>Class 1 - Mrs J Hunton jliddell@beckwithshaw.n-yorks.sch.uk</p> <p>Class 2 - Mrs S Taylor staylor@beckwithshaw.n-yorks.sch.uk</p> <p>Class 3 - Mrs T Benning tbenning@beckwithshaw.n-yorks.sch.uk</p> <p>SENCO - Mrs J Hunton jliddell@beckwithshaw.n-yorks.sch.uk</p> <p>Headteacher - Mrs D Cooper headteacher@beckwithshaw.n-yorks.sch.uk</p>