



Settrington All Saints' CE Primary School



SEN information report

September 2023

Introduction

Settrington All Saints' CE Primary School's SEN Information Report is intended to be an informative guide for parents and carers of children who have Special Educational Needs or a disability (SEND) and any additional needs. The following information illustrates the nurture, support and provision you can expect to receive if your child attends our school.

Key Contacts:

SENCo: Mrs Kate Hind
SEN Governor: Mrs Helen Smith
Head Teacher: Mrs Mari Palmer

What does Special Educational Needs Mean?

The term Special Educational Needs (SEN) refers to a child or young person who requires additional and different provision from that which is usually provided within the classroom.

Special Educational Needs (SEN) comes under four broad areas:

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

What support does Settrington All Saints' CE Primary School provide for pupils with SEN or disability?

- We will involve you and your child in his/her education and work together to achieve the best possible outcomes for your child.
- Class teachers will have an open-door policy to discuss any concerns you may have
- Class teachers will be happy to share information such as what works well at home or school
- The SENCo will be available to arrange a meeting to discuss any concerns you may have or discuss your child's progress
- Home-school diaries will be used where appropriate to ensure communication between home and school
- Teaching will be adapted to suit the needs of your child
- Strategies (such as those suggested by outside agencies or the SENCo) will be used to support your child in school

- Other resources such as technology will be used as suggested by the SENCo or outside agencies
- Regular monitoring will check for progress or gaps in learning to be addressed regularly and strategies or interventions will be put in place to support this
- Termly reviews will take place to discuss your child's progress. This termly review will be a structured learning conversation which is recorded on a Support Plan. You will be able to read and agree this document.
- If your child has an Education Health Care Plan (EHCP) there will also be an annual review between you, staff and any outside agencies involved with your child's provision.

Who are the best people to speak to about my child's SEND?

Class teachers

Responsible for:

- High quality first teaching of all children.
- Monitoring progress, planning and delivering interventions
- Liaising with the SENCo and reporting any concerns
- Working with any additional adults involved to ensure they have support in delivering any planned work or interventions for your child to ensure the best possible progress and outcomes.
- Ensuring the SEND Policy is followed for all pupils they teach with SEND.

SENCo

Responsible for:

- Co-ordinating support for all pupils with SEND
- Monitoring and developing the school's SEND policy
- Involving parents/carers in supporting your child's learning
- Keeping parents/carers informed about the support your child is getting
- Liaising with other people such as outside agencies (Educational Psychologist, Speech and Language Therapists etc.)
- Keeping the school's SEN register up to date
- Providing training for teachers and other staff to be better equipped to support pupils with SEND

SEND Governor

Responsible for:

- Monitoring and ensuring the proper support is provided for children with SEND

What kinds of SEN are provided for at Settrington?

- Children and young people with a wide range of SEND are welcomed into our school.
- If your child has an EHCP and you would like them to attend our school, we will welcome your child and seek strategies to ensure their needs are met and their outcomes are achieved.

What policies do you have for identifying children and young people with SEN?

- Children and young people will be identified as having SEN where they are not making progress and interventions put in place have not helped them to progress.
- Class teachers will assess children regularly and plan how best to support a child.
- Outside agencies may support the school in assessing your child's needs.

How are their needs assessed?

- We will discuss carefully with you the needs your child has which need to be supported.

- As appropriate, a Support Plan will be drawn up in order to plan targeted support to achieve the best possible outcomes for your child.
- This will detail the strategies which will be used to support your child as well as details of any interventions and extra support to be given.
- It will also include your child's learning targets and their long-term desired outcomes.
- We will also schedule the next date your child's progress will be reviewed.
- This is usually termly.
- Some pupils may require further support, and in these cases, assessment or support from outside agencies may be required.
- Support plans and strategies will then be suggested for school to implement.

How do you consult with parents of children with SEN and involve them in their child's education?

We communicate regularly with parents. This may include:

- A home/school book
- Updates via telephone
- Regular meetings as appropriate to the needs of your child
- Termly or more regular reviews of progress

How do you consult with young people with SEN and how do you involve them in their education?

- We share progress on targets with pupils regularly. Pupils know how they are doing and what their targets are.
- We have an active worship council to speak for all pupils.
- We discuss aspirations with pupils and how to work towards these aspirations.

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

- Your child's progress is monitored regularly.
- We share this progress with both parents and children.
- Pupils with SEN (SEN Support) also have their own Support Plan. These set achievable outcomes which are reviewed in meetings which are at least termly.
- Pupils with an Education Health Care Plan (EHCP) will also have an Annual Review. All agencies involved in the child's education will be invited to attend or supply a report for the meeting. Annual Reviews are person centred. Your child's views will be recorded or they will be invited to attend the meeting as appropriate.

How will Settrington support my child when they are joining or leaving your school?

For children joining Settrington All Saints' CE Primary School:

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. We encourage coming to look around the school before your child joins us. Some children benefit from a social story to take home with them before their first day. This is usually a short booklet with photographs and short explanations of where their classroom is and what their daily routine will be when they arrive.
- The Head Teacher, Class Teacher and SENCo will be happy to work with your child's previous school/SENCo as appropriate to discuss their needs to ensure their needs are met and so the transition goes as smoothly as possible.
- The SENCo will be happy to attend transition meetings to gather information and become familiar with the needs of your child and answer any questions you or your child may have.

For children moving on from Settrington to another school:

- We will arrange a Transition Review meeting between our school and the next school
- We will contact the receiving school's SENCo and ensure he or she knows about any special arrangements or support that needs to be in place for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Where possible, your child will visit their new school several times. Sometimes, staff from the new school will come to Settrington to meet your child at Settrington.

What is Settrington's approach to teaching children and young people with SEN?

Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

This means that:

- The teacher has the highest possible expectations for your child and all pupils in their class
- All teaching is based on building on what your child already knows, can do and can understand

Group Work:

Your child may be identified as needing some extra support in school. This may be simply because your child has a difficulty or gap in one area of their learning. This would mean that:

- He or she will take part in group sessions with specific targets to help him or her make more progress. This is often led by a Teaching Assistant who has been trained in how to lead the programme.

Support from specialist outside agencies

This means that your child has been identified by the class teachers and SENCo (or you may have mentioned your concerns) as needing more specialist input in addition to the above.

- You will be asked to come to a meeting to discuss your child's progress and help to plan a way forward
- You will be asked to give your permission for us to request a referral to a specialist professional such as and Educational Psychologist. This will help us to understand your child's need better and give us help to better support them in school and with their learning.
- The specialist will work with your child to assess their needs and perhaps:
- Make changes to how your child is supported in class
- Support to reach appropriate outcomes and work towards the ambitions of the young person
- A group led by a member of school staff under the guidance of the professional e.g. Lego Therapy or a Speech and Language group
- The school may suggest some individual support in school.

Individual (one-to-one) support for your child

This means your child will have been identified as having a high level of need for one-to-one or small group teaching.

- Your child may also need specialist support in school from an outside agency such as the NYCC SEND Hub or the Speech and Language Therapy Service.

For your child this would mean:

- The school can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.
- We would arrange a meeting together to complete an Education Health and Care Plan Request (EHCAR) which is paperwork designed to assess your child's level of need. This process is designed to keep the child or young person at the centre of assessment and to involve parents and all agencies working with your child.
- After we have sent the request to the Local Authority they will decide whether they think your child's needs seem complex enough to need a statutory assessment. After this point they will either write a Support Plan or an Education Health Care Plan (EHCP).
- The EHCP will outline the level of funding your child will receive. It will outline how support should be used and what strategies will be put in place. It will include long and short-term goals for your child.
- An additional adult may be used to support your child in class, in small groups or to run an individual programme.
- Your child will still be part of the class under the responsibility of the teacher.
- This type of support is available for children whose needs are severe, complex and lifelong.

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

- Adults in school are made aware of all children with SEND and plan lessons according to all groups of children in their class to ensure your child's needs are met.
- Specially trained support staff work alongside class teachers to support the needs of your child where necessary.
- Resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted as needed to meet your child's needs.
- Personalised programmes will be used in some cases. This will be discussed with you and your child and you will be involved in the planning process.

What sort of expertise for supporting children and young people with SEN do you currently have in school?

- All teaching and support staff are trained to support the needs we have in school.
- We work with outside agencies to follow Speech and Language Therapy (SALT) programmes
- We work with outside agencies to follow Occupational Health (OT) programmes
- Staff are trained to deliver interventions for academic catch up programmes and social skill development programmes.

How do you ensure that the expertise and training of staff to support children and young people with SEN is current?

- Staff training is often as a whole staff
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- We seek bespoke training depending on the current needs of our children.

How do you access and secure further specialist expertise?

- School can request involvement from outside agencies according to the needs of your child.
- There is a single point referral service where we can access via the SEND Hub.

How do you evaluate the effectiveness of the provision made for children and young people with SEN?

- The SENCo, Head Teacher and the Governing Body monitor SEND provision.
- Provision mapping is used across the school to ensure consistency across the school for the inclusion of all pupils, including those with SEND.
- We analyse data, undertake learning walks and liaise with staff, parents and pupils for feedback.

How are children and young people with SEN enabled to engage in activities available with children and young people who do not have SEN?

- We request advice from outside agencies how best to adapt activities to include children with SEND.
- All trips are carefully considered to ensure all pupils are included.
- We plan ahead to ensure things are put in place to allow children with SEND to take part.
- We make sure residential trips are accessible to all by working with the staff at outdoor activity centres before and during our stay.

How do you support children and young people with SEN to improve their emotional and social development?

- We offer nurture groups to improve emotional and social development
- We have a trained ELSA (Emotional Literacy Support Assistant)
- We run Lego Therapy sessions to help with social skills
- Pastoral care on a day-to-day basis helps our school to feel like a family with a zero-tolerance approach to bullying
- We request help from outside agencies to support us in putting strategies or therapies in place for children who need additional support
- We are taking part in the National Nurturing Schools Programme with Nurture UK to develop our Nurture approach
- We offer lunch time Nurture/craft clubs which can be accessed when needed

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 supporting their families?

Outside Agency Support

Pupils may require more specialist support. The SENCo will make a referral based on the identified need. To proceed with the referrals, permission must be acquired from the parent or carer.

Hub (NYCC) referral for specialist support and advice:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Hearing Impairment (HI Team)
- Visual Impairment (VI Team)

Medical:

- Paediatrics
- CAMHS
- Occupational Therapy

- Healthy Child Team
- COMPASS BUZZ
- COMPASS Reach
- SALT (NHS)

Paid Private Consultation:

- Educational Psychologist

Additional support from within our school:

- ELSA

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

If you are concerned about the progress your child is making, please speak to the following:

- Class Teacher in the first instance
- SENCo
- Head Teacher
- SEN Governor

Complaints about SEN should follow the Complaints Procedure which can be found on our website or by clicking the link here: <http://settrington.n-yorks.sch.uk/data/documents/Complaints-Document.docx>

The SEN governor is Mrs Helen Smith.

Useful Links to Further SEND Information:

The SEN Code of practice can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The NYCC Local Offer is here:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Information about SEND specialist support and provision can be found here: [SEND specialist support and inclusion | North Yorkshire County Council](#)

Support for parents and families can be accessed via SENDIASS here [Home - SENDIASS North Yorkshire](#)