

Starbeck Community Primary School SEN information report

Code of Practice 6.79

'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'.

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.

The North Yorkshire local offer can be found at:

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



Starbeck Community Primary
and Nursery School

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Date: September 2018

Link to SEN Policy <http://www.starbeck.n-yorks.sch.uk/attachments/download.asp?file=85&type=doc>

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
1 What kinds of SEN are provided for in your school?	
<p><i>At Starbeck School we welcome all children regardless of need. All children are individuals and have their own needs. Starbeck School has a range of resources and strategies to cater for children with a special educational need. We endeavour to cater for all children, whatever their need, inspiring and challenging them so they can reach their full potential.</i></p>	<p>Children and young people (CYP) with a wide range of SEN 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>
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><i>We have an open-door policy at Starbeck School and encourage families to talk to us with any questions they have. If families have a concern regarding their child's needs the first point of contact is the class teacher. The class teacher will listen to your concerns and talk through any strategies or interventions being used in class. They may need to discuss your child's needs further with either the SENCO, Mrs Sally Pitts, or the Headteacher, Mr Garry de Castro Morland.</i></p> <p><i>All children are assessed regularly to ensure that expected progress is being made. The school will discuss any children who are not making expected progress and put in strategies to help accelerate progress. If these strategies have limited impact, the class teacher will discuss the child's progress with the family, with the possibility of placing them on the SEN register. A target mat will be written detailing specific targets and strategies to help your child make progress. External agencies may be contacted and become involved to help support the school and your child to make progress.</i></p>	<p>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:-</p> <ul style="list-style-type: none"> • 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. <p>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.</p>

<p><i>Families and children are fully involved in the SEN target setting progress, attending meetings and sharing their views.</i></p> <p><i>Some children present with complex needs and require a higher level of support. Even with external agency support and specific targeting setting some children do not make sufficient progress. In these cases, an Education, Health and Care Plan (EHCP) may be applied for from the local authority.</i></p>	
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3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

<p><i>Regular contact between families and school is vital for all children but especially for children with a special education need.</i></p> <p><i>The school communicates regularly though:</i></p> <ul style="list-style-type: none"> • <i>Parents evenings twice a year</i> • <i>Annual reports</i> • <i>Meetings with families to review target mats</i> • <i>Meetings at the request of families</i> • <i>Newsletters</i> • <i>School website</i> • <i>Questionnaires</i> • <i>Stay and learn sessions</i> • <i>Headteacher updates weekly</i> • <i>Parent forum</i> <p><i>Some children and families benefit from a home school book which helps to facilitate communication.</i></p> <p><i>Families can arrange a more formal meeting with the class teacher or senior leader by telephone appointment.</i></p>	<p>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.</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.</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.
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4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

<p><i>Children at Starbeck School are consulted in a variety of ways to gain their voice.</i></p> <ul style="list-style-type: none"> • <i>A head boy and head girl are elected at the beginning of the school year and are instrumental in coordinating the school council and representing the pupil voice</i> 	<p>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 SEN are listened to and they are supported to achieve their aspirations as far as possible. You school will be able to describe how this is undertaken and the frequency with which the child is</p>
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<ul style="list-style-type: none"> • <i>The school council, consisting of children from year 2 to year 6, meets regularly to discuss children's views. The school council shares ideas and issues with their classes and brings them back to the meeting.</i> • <i>Questionnaires on a variety of groups of pupils</i> • <i>Informal talks on specific aspects of school and support. This could be all children or targeted groups of children.</i> • <i>Class conferences and assemblies</i> • <i>School leaders' feedback</i> • <i>Children with special educational needs are involved in their target setting and provision (where appropriate).</i> • <i>Discussions with individuals regarding their provision</i> <p><i>Children can bring their views on any issue to the Headteacher for action. These have included arranging a club and raising money for charity.</i></p>	<p>consulted.</p>
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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

<p><i>All children should make at least expected progress in a year. Some children may need additional and different support to achieve this.</i></p> <p><i>Children are continually assessed in class for progress and attainment in lessons and using the school's tracking system. Teachers and teaching assistants address misconceptions in class and use catch-up sessions to provide extra support.</i></p> <p><i>All children's progress is formally reviewed during pupil progress meetings. Children at all levels that are not making expected progress are highlighted and provision put in place to accelerate their progress. Children who are making better than expected progress are identified and additional challenge is planned to push them reach their full potential.</i></p> <p><i>Children with special educational needs have additional target review meetings involving school staff, the child and family. During the meetings the previous targets are reviewed and new set targets to extend and challenge their learning: academically, socially and behaviourally.</i></p>	<p>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.</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>
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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

Starbeck School has good links with the local high schools and are involved in thorough transition programmes for all year 6 children. Each child is discussed individually and their needs, including levels, interests and recent achievements, are shared.

Extra transition visits for children with special educational needs can be arranged to help the child build confidence and be positive about their transition.

Some families decide to move their children mid-year or mid-primary school for a variety of reasons. Starbeck School will contact the receiving or previous school to ensure that any additional needs are known prior to the child changing school and provision is in place to ensure a smooth and relaxed move.

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.

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

All staff at Starbeck School are committed to provide quality first teaching and have high expectations for all children. Learning is scaffolded to meet the needs of all learners in the class. Lessons are taught to the expected level, with differentiation for those pupils that require this and further challenge to extend children's learning.

The curriculum is developed to engage learners in the classroom. Children can record their learning in a variety of ways and practical resources are available in each classroom such as word cards, dictionaries, steps to success prompts and multiplication grids.

Interventions are planned to meet the needs of the specific group of children or the individual. Starbeck School offers a variety of evidence based interventions and these are carefully monitored to ensure they have the desired impact and that clear next steps can be identified. Staff are trained in delivering the interventions. Interventions are monitored for value for money and are reviewed for impact.

Interventions are matched to the needs of the child. They can be delivered on an individual or group basis and in the classroom or in an intervention

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;
- 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

<p>space.</p> <p>Governor for SEND – Mr Tim Redshaw</p>	<p>classroom;</p> <ul style="list-style-type: none"> • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
<p>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</p>	
<p><i>All teachers are teachers of SEND and provide effective changes to the curriculum and learning environment when needed. Expectations are high for all children, with all children expected to make good progress.</i></p> <p><i>Alternative ways of recording learning is encouraged throughout the school and additional resources are available in classes to support learning. Some children require a more flexible approach to learn. In these cases individualised timetables can be created, allowing children to have rest breaks or physical breaks. One to one or small group evidence-based interventions are put in place to target an area of need.</i></p> <p><i>Further adaptations for specific needs can be made to enable children to access the school and the curriculum. These could include mobility, visual impairments or hearing impairments. Risk assessments are in place for those children who need them and are shared with families.</i></p> <p><i>Some children have short or long term medical needs. The school should be informed about these and a health care plan will be written in consultation with the family, child and health care professionals. This will include any medication, adaptations to school and emergency procedures the child needs.</i></p> <p><i>Please refer to the Accessibility Plan on the school website.</i></p>	<p>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.</p> <p>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.</p>
<p>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</p>	
<p><i>Special educational needs has a high profile at Starbeck School. The school has an enhanced mainstream provision for social, emotional and mental health needs, which enhances the school by giving support and expert knowledge to the school.</i></p>	<p>All staff should receive regular training to enable them to meet a range of SEN. 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 SEN funding to meet a range of need. However, if a pupil has particular needs and the school has</p>

<p><i>Outside agencies work with school to train staff in interventions and support for different individuals or groups of children, enabling them to put appropriate strategies in place.</i></p> <p><i>The school staff have knowledge of providing for and supporting children with a variety of needs including autism, visual and or hearing impairments, cognition and learning difficulties, social, emotional and mental health needs and communication and speech needs.</i></p> <p><i>Focused interventions are targeted to the needs of the different cohorts of children and staff receive the necessary training for this.</i></p>	<p>exhausted its repertoire, specialist support should be sought promptly.</p>
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10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

<p><i>All children are monitored for their progress and attainment, at regular points throughout the year. Ongoing assessment occurs in every lesson and this assessment feeds into future planning and any catch-up interventions that allow children to have an extra boost in certain aspects of their learning.</i></p> <p><i>The provision for children with SEND is evaluated for its effectiveness and value for money using pre and post assessment data. The governing body monitor this effectiveness.</i></p> <p><i>Starbeck School liaises with the local authority to ensure that up-to-date, effective evidence-based interventions are used and that these have impact.</i></p>	<p>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’.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>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.</p>
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11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

All children with SEND have the same opportunities as other children. All children are actively included in all aspects of school including extra-curricular activities and school trips, for example the drumming club, choir, sports leaders and running club.

Additional arrangements are made to help maximise the experiences of pupils with SEN to access and attend school visits and residential trips.

Opportunities are given for all pupils to be on the school council. The council members consult all pupils for their views.

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

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

Adults and pupils work in an inclusive way to support others. We encourage children to talk and share any problems they have, giving all children the opportunity to share their feelings with a member of staff they feel comfortable with.

Starbeck School is an enhanced mainstream school for social, emotional and mental health needs offering support to other schools with strategies to support children such as Lego therapy and the drawing and talking programme.

The children's emotional and social development is taught through the national curriculum, assemblies that teach about different religious festivals and current global issues and the PSHE curriculum which focuses on aspects such as relationships, growing up and anti-bullying.

Starbeck School continually teaches children about different aspects of safety, in particular how to be safe on line and what actions to take if they are worried about something. Talks are arranged in school by professionals such as the police and NSPCC to further deepen the children's knowledge

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

<p><i>on safeguarding themselves and others.</i></p> <p><i>The school's anti-bullying policy is renewed and revisited annually.</i></p> <p><i>Sports leaders are active in the playground to support children in and pupils are directed towards key members of staff if they have any issues they want to discuss.</i></p>	
<p>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 SEN and supporting their families?</p>	
<p><i>The school has access to a wide range of professionals and outside agencies that can be contacted for further support and advice if needed. If an outside agency is felt to be of benefit to your child you will be fully involved in the process.</i></p> <p><i>Some of the outside agencies that school has access to are as follow:</i></p> <ul style="list-style-type: none"> • <i>Educational Psychologist</i> • <i>Early Year's Specialists</i> • <i>Speech and Language Therapists</i> • <i>Occupational therapists</i> • <i>Prevention Team (support for families)</i> • <i>Enhanced Mainstream School for Communication and Interaction, Cognition and Learning and Social, Emotional and Mental Health</i> • <i>Specialist Teachers for Vision and Hearing Impaired</i> • <i>Children's Social Care</i> • <i>Looked After Service</i> 	<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>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	
<p><i>If you are not satisfied with the provision made by the school for your child the first point of contact is with the class teacher. They will listen to you concerns and worries and try to resolve them. If you are not satisfied that your concern has been addressed you can speak to the Headteacher or Deputy Headteacher.</i></p> <p><i>Finally if you do not feel your issue has been resolved you can follow the formal complaints procedure which is outlined in the complaints policy on</i></p>	<p>There must be a designated governor for SEN in the school and complaints about SEN 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.</p>

the school website, directing any concerns in writing to the Chair of Governors, Mr Richard Walker.