



YARDLEY GOBION CE PRIMARY SCHOOL

Special Educational Needs & Disabilities (SEND) Information Report 2020/21

Important information for Parents and Carers

Introduction

All Northamptonshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- _Communication and Interaction.
- _Cognition and Learning.
- _Social, Emotional and Mental Health Difficulties.
- _Sensory and/or Physical.

What is the LA Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0- 25. The LA refers to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally.

What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as “The Special Education Needs Information Report”. The support which can be offered in school is part of the wider Local Authority Offer, details of which can be found at

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

The information below is intended to support parents about procedures at Yardley Gobion CE Primary:

Key Staff

Mrs J Hooper is the school SENDCo and the Governor with SEN responsibility is Mrs J Hammond.

Policies

Our SEN Policy was updated in light of the new SEN Code of Practice 2-14. The full policies can be found on the website in the policies section, Inclusion Policy (SEND) It outlines the processes and procedures that our school follows to support our pupils with SEN. It is due for review in 2023.

SEND Admissions

We welcome all children to our school, regardless of any special or medical needs, providing that we can meet any specific need that they may have.

When we know a child with SEN is coming to our school then we try to find out as much as we can prior to them being admitted in order that we can best meet their needs.

In admitting pupils with SEN we would expect to have informative discussions with both pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity.

As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound - to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

We do not discriminate against pupils with SEN and do all that we can to meet the needs of the wide range of SEN pupils that we have in our school. All children will be included as far as possible into the everyday life of the school and we aim to ensure every child can access the curriculum at their level.

We take numerous steps to ensure that none of our pupils are treated any less favourably than any others. We liaise closely with parents of children with specific medical needs to ensure that their learning times and playtimes are as smooth and enjoyable as we can make them.

Identification of Children with Special Needs

Each child's current skills and levels of ability are assessed on a regular basis. Pupil progress meetings are held termly.

Sometimes more detailed assessment/screening is carried out by the class teacher, a teaching assistant (TA) or the SENDCo to ascertain the nature of the child's difficulties. These can give a more detailed picture of how the child may learn.

The SEND Code of Practice (2014) states that:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

It also identifies SEND as:

“A child of compulsory school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

Children with SEND are identified under 4 main categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and Physical Needs

Parents

We hold two parents consultation evenings each year when you will be able to discuss the progress of your child with the class teacher. You are also welcome to make an appointment to meet with the teacher, SENDCo or head teacher at any time during the school year.

Parents are consulted as soon as the class teacher may have identified that a child may be having difficulties or may not be learning at the expected rate. We endeavour to keep parents informed about their child at school and meetings are held with relevant school staff as and when it is deemed necessary. If a referral is made to an outside agency then parents are always notified and invited to attend any subsequent meetings that may be necessary.

The views of parents/carers are taken into account and we welcome information from parents that may help us to understand their child.

If you have concerns about any aspect of your child's progress or time at our school or think your child may have special needs please talk to us. The class teacher should be the first person to contact but you may also contact the SENDCo or Head Teacher.

Parents can access the Information, Advice and Support Service (IASS) through the County Council website. This is a free, confidential and impartial service for parents of SEND pupils.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of self-assessment. We endeavour to fully involve all pupils by encouraging them to:

1. State their views about education and learning
2. Identify their own needs and learn about learning.

3. Share in individual target setting
4. Self-review their progress
5. Monitor their success at achieving their targets on their IEP.

Number of children with SEND

Information for the year September 2020-2021.

We currently have 2 pupils who receive some 1:1 teaching assistant support through the High Needs Funding block. (EHCP)

We currently have 20 children on our SEN register.

Provision for children with SEND

All of our learners have access to quality first teaching and carefully differentiated activities or approaches. This is part of our good practice in making teaching and learning accessible to pupils learning at different rates.

Children identified as SEND when they have an identified barrier to learning or are achieving significantly below the expected levels for their age.

All our teachers teach children with SEND and many of our children have their needs met within the classroom setting.

In line with the Code of Practice 2014 we follow the: assess, plan, do, review model.

Sometimes children may require additional support in a group or on a one to one basis and this is outline on a class provision map. These are regularly reviewed and updated. This is called SEN support.

If further advice is needed, teachers will consult the SENDCo who may seek advice from outside agencies. These could include the Educational Psychologist, Speech and Language Therapist, Occupational Therapy, CAMHS, the continence service, Autism Outreach and Behaviour Support Services.

Northamptonshire County Council has a Local Offer which is available to schools and parents and outlines additional support that is available. Details can be found on the County Council website, see above for link.

If children require input that is beyond the normal provision then the school can apply for High Needs Funding. This will usually provide additional finance to help us meet the child's needs.

If we feel that the family of a pupil with SEND requires support, then we may make a referral for an Early Help Assessment. This could then lead to multi-agency input to find appropriate support for the young person and their family.

Occasionally a child may have very complex needs that the school will find it difficult to meet. In this case an assessment for an Educational and Health Care Plan (EHCP) will be carried out. This is only carried out in circumstances when the needs of the child cannot be met following other interventions that have been provided.

Deployment of Staff and Resources

Teaching Assistants in school work with individual or small groups of pupils following a wide range of interventions. Not all pupils worked with are on the SEN register but have been identified as needing additional support in specific areas. Many of these interventions take place in the classroom or in a small, quiet area such as the library. Interventions are recorded by the TA's.

We currently employ 6 teaching assistants who work with children in school. 2 of these work with children on a 1:1 basis. We have a pastoral TA who works with children who may require her input either regularly or on an ad hoc basis. The SENDCo's main role is to oversee and co-ordinate SEND provision across the school. The SENDCo meets with teachers, TA's and parents and outside agencies. She also assesses children and completes paperwork ensuring that our children receive the best possible support.

When a child has been identified as needing specific resources we do all we can to provide them. We aim to provide a wide range of resources for all of our children.

Training

All staff have access to a range of training throughout the year which helps them to meet the needs of our children.

Transition

We have strong links with schools in the cluster. We also communicate closely with pre-schools and nurseries to allow a smooth transition into the school for children joining us in Reception. Our staff will often attend meetings prior to the child's admission to us in order to ensure that needs are known and that there is a smooth transition.

Access and Inclusion and Accessibility Plan

We are an inclusive school and make the best efforts to include all of our pupils, whatever their special need or medical condition in all that we have to offer. Every child can access the curriculum at their level through differentiation, as necessary. All of our children will be included as far as possible into everyday life at school.

For further information please see our Inclusion Policy or contact us at school.

For further information, please see our SEN Policy Document.

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