



## **1. The kinds of SEND for which provision is made at the school**

At Yealand CE Primary School we are committed to ensuring that every child has the opportunity to reach their full potential. We work with families and a wide range of agencies to provide effective support for pupils and strive to ensure that all children have access to the provision which is necessary to support their special educational need or disability.

We support children with a wide range of different Special Educational Needs and Disabilities which fall within the four broad areas of need;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

## **2. Information about the school's policies for the identification and assessment of pupils with SEND**

At Yealand CE Primary School we identify children with SEND at the earliest possible opportunity, through regular contact with our Early Years settings and by assessment at the start of the Foundation Stage Year using the PIPS baseline screening programme. We also screen all children in Reception for Speech and Language difficulties' using WellComm.

Throughout the school we monitor and track the progress of all children, using the 'Assess-Plan-Do-Review' Model. Children with SEND may be identified at any stage of their school life. In the Foundation Stage and Years 1 and 2 the assessments used are:

- Baseline scores at the start and end of the Foundation Stage year
- The Foundation Stage Profile
- The P scales, using the Lancashire PIVATS.
- termly assessments of progress (KLIPS)
- Annual Teacher Assessment sheets for both core and foundation subjects.
- the end of Key Stage 1 SATs tests

In Key Stage 2 the assessments used are:

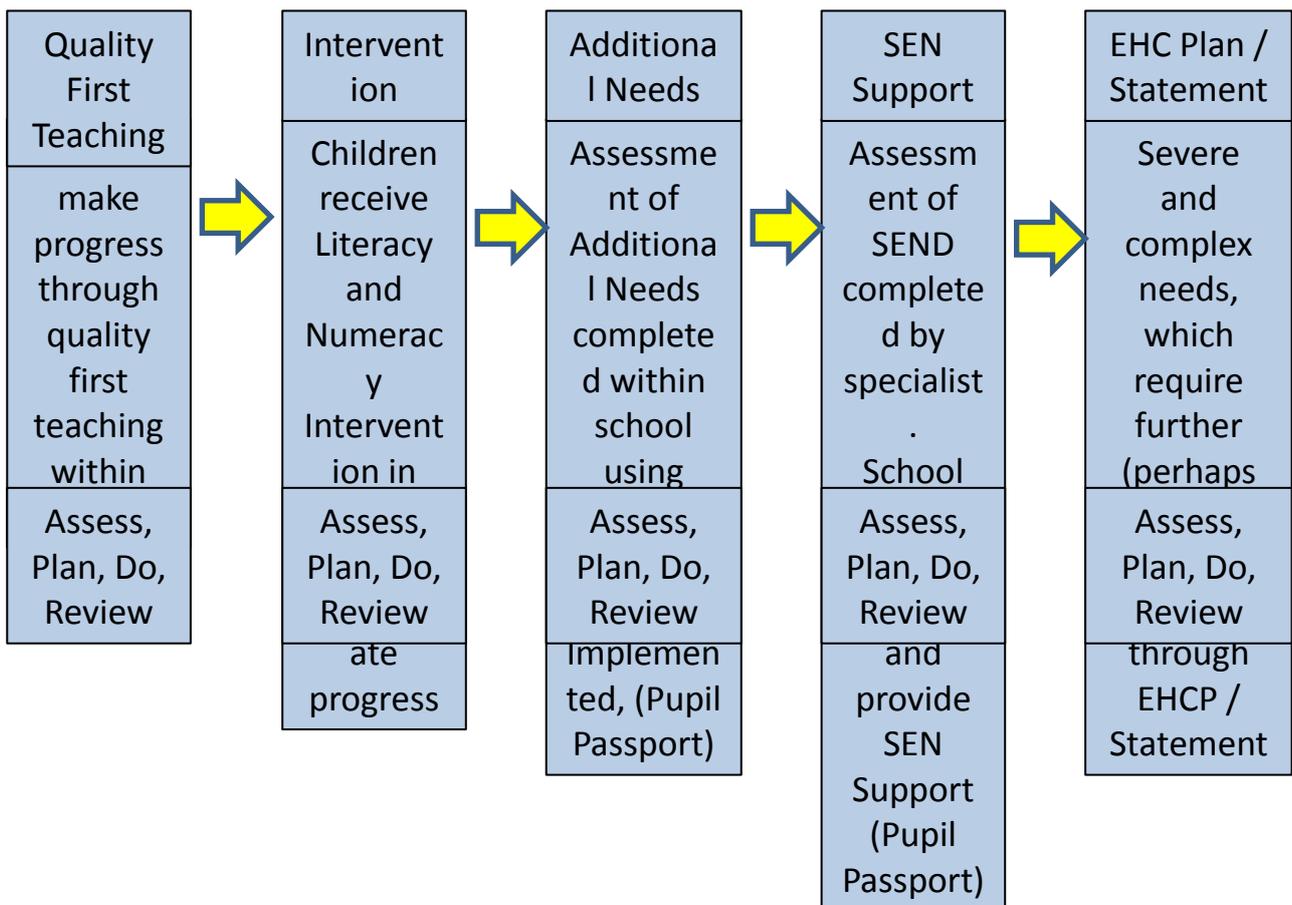
- the P scales, using the Lancashire PIVATS programme, for children working outside the national expectations for their age group
- termly assessments of progress including the end of Year Optional SATs tests in Years 3, 4 and 5 in English and Maths
- termly assessments of progress (KLIPS)
- Annual Teacher Assessment sheets for both core and foundation subjects.
- the end of Key Stage 2 SATs tests

The tests used in school for diagnostic purposes are

- Rapid Dyslexia Screening Tool

**3. Information about the school's policies for making provision for pupils with SEND and additional support for learning that is available to pupils with SEND**

## Our Graduated Response to SEND



### i) Quality First Teaching

The Special Educational Needs and Disability Code of Practice 2014 states that teachers are responsible and accountable for the progress and development of **all** pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At Yealand CE Primary School we strive to ensure that **every** pupil has access to quality teaching, which enables most children to make appropriate progress.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

We regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The National Curriculum Framework (2014) states that teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Our teachers achieve this by using an 'Assess-Plan-Do-Review' model. Progress is monitored rigorously, so that children who are not making an appropriate level of progress can be identified at the earliest opportunity.

### ii) Intervention

Each term, every Class Teacher liaises with a senior member of staff, who is responsible for monitoring pupil progress. Where there are initial concerns about the progress a pupil is making in Literacy and Numeracy, appropriate strategies and interventions will be identified to support the pupil and help them to continue to make progress. These are recorded by a senior member of staff, who is responsible for monitoring pupil progress and are also outlined on our School Provision Map. The school's SENDCO is also involved in this process to ensure that all children are supported effectively.

### iii) Additional Needs

If a teacher continues to have concerns about a child's progress, then lessons will be planned to ensure that there are no barriers to the pupil achieving. The teacher will adapt resources or change the teaching method used, to suit that child.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support, in assisting the pupil.

The Class Teacher will liaise with the SENDCO, who will offer advice and guidance on strategies to support the pupil. The SENDCO will support the Class Teacher in identifying any Additional Needs that a pupil may have. As part of this assessment, information will be sought from the Class Teacher, Pupil and Parent, through individual questionnaires.

Individual Support Plan identifies what the child can do currently, either with or without support and what their next steps are. On it, Specific, measurable, achievable, realistic and timed (SMART) targets are set. Strategies, interventions and provisions are identified on the plan, which informs staff and parents how we will help children to achieve their targets. These interventions are also outlined on our School Provision Map.

Individual Support Plan and the targets on it are evaluated on a termly basis. Class teachers review Individual Support Plans with the SENDCO at termly review meetings. The Class Teacher also liaises with the parents, involving them in the review process, on a termly basis. Parental views are paramount in ensuring effective provision. Children are also involved in the process. They discuss their Individual Support Plan and targets with their class teacher or teaching assistant and they sign to say that they understand and agree to work hard towards their targets.

#### iv) SEN Support

If a child continues to struggle to make adequate progress, despite receiving support for their Additional Needs, then the SENDCO may decide that further, more specialist assessment, is necessary, to ascertain whether the pupil has a Special Educational Need.

This assessment may need to be completed by a specialist from outside the school. These specialists may include a Speech Therapist, an Educational Psychologist, a Clinical Psychologist, a Community Paediatrician, an Occupational Therapist, a Physiotherapist, Stepping Stones Short Stay School and specialist teachers from the SEND Service. The permission of the parent is essential when requesting specialist assessment.

Following this assessment, school will implement the strategies, intervention and/or specialist equipment and resources recommended by the professional who has completed the assessment. These will be recorded on the pupils Individual Support Plan along with targets suggested by the specialist, who has completed the assessment.

The Special Educational Needs and Disability Code of Practice 2014 states that where it is decided that a pupil does have SEND, the decision should be recorded in the school records and the pupil's parents **must** be formally informed that special educational provision is being made.

At this stage the pupil will be recorded as receiving 'SEND Support' and will be added to our Special Educational Needs and Disabilities Register. The Class Teacher will discuss this with the parent and also notify them in writing.

SEND Support will take the form of a four-part cycle, as will all stages of Our Graduated Response to SEND, through which earlier decisions and actions are revisited, refined and

revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

#### v) Education, Health and Care (EHC) Plan

If the child's needs are or have become severe and/or complex and this continues to have an impact upon their learning, the SENDCO may request the Local Education Authority to carry out a statutory assessment of the child's SEND. If the LEA agrees, it requests information from all the people who have been involved in supporting the child. Using this information, the LEA Special Educational Needs and Disabilities Officer (SEND O) will decide whether the child's needs meet the criteria for an Education, Health and Care Plan to be issued, in order to support their needs more effectively.

An Education, Health and Care Plan is a legally binding document which sets out the provision the child **must** receive to meet their SEND. The LEA provides the school with additional 'top up' funds to cover the cost of this provision. This is used for Teaching Assistant support and/or Specialist Teaching and/or specialist equipment and resources.

When a pupil has an Education, Health and Care Plan, an Individual Support Plan is still written and reviewed on a termly basis. Each year the school must hold an Annual Review with the parents and all outside agencies involved with the child to assess the child's progress. A representative from the LEA may attend these reviews. Some children with severe and complex needs may already have a Statement of Special Educational Needs or an Education, Health and Care Plan when they start school in the Foundation Stage. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school.

Yealand CE Primary School SEND profile shows that 29.17% of the school's population are currently identified as having SEND.

#### **How the school evaluates the effectiveness of its provision for such pupils**

The Individual Support Plan is updated and monitored and the class support and teachers meet regularly to discuss progress.

Effectiveness of the provision provided to is measured through ongoing assessment and regular consultation. The provision may be modified at any time but this will be recorded within the Individual Support Plan and the School's Provision Map.

#### **School's arrangements for assessing and reviewing progress of pupils with SEND**

Yealand CE Primary School adopts an 'Assess-Plan-Do-Review' cycle throughout each stage of its Graduated Response to SEND.

A school Provision Map is used to record interventions which take place in school, including the provision that is made for pupils with SEND.

Regular monitoring and assessment takes place and is recorded on the school tracking system. The progress of pupils with SEND is also monitored using their Individual Support Plan.

### **The school's approach to teaching pupils with SEND**

#### **How school adapts the curriculum and learning environment for pupils with SEND**

Our approach to teaching pupils with SEND is outlined in Our Graduated Response to SEND (see above)

The National Curriculum Framework (2014) requires Yealand CE School to offer a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. At Yealand CE School, this is what we strive to achieve.

The National Curriculum Framework (2014) recognises that a wide range of pupils have special educational needs, many of whom may also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving and in many cases, such planning will mean that these pupils will be able to study the full national curriculum. A minority of pupils will need access to specialist equipment and different approaches. The SEN and Disability code of practice is clear about what should be done to meet their needs.

Strategies which are used at Yealand CE School to enable access to the National Curriculum are:

- Differentiation of the curriculum to match tasks to ability.
- Grouping of children according to ability for Literacy and Numeracy to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Use of Teaching Assistants to provide additional support within the curriculum.
- Small intervention groups and 1:1 support for Additional and SEND Needs.
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- Peer group support through mixed ability grouping, paired reading and "buddy" systems.
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- Access to extra-curricular clubs and to the social life of the school.
- In-Service training for all staff on the needs of children with SEND

The Equality Act 2010 placed a statutory duty upon the Governing Body of the school to write and implement an Accessibility Plans, with an aim to;

- (a) increase the extent to which disabled pupils can participate in the school's curriculum,

(b) improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

(c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

#### Access to the school environment

Yealand CE Primary School is on a level site with easy access to all areas, both inside and outside, for children with mobility or visual impairments. There is a disabled toilet and medical room facility which includes a height-adjustable changing bed.

Ramps have been installed where classroom doors open into the playground.

There are a wide range of intervention groups that take place throughout school on a daily basis. Identified children can access these groups each half term. The school employs two teaching assistants (TAs) employed to monitor and support the provision of children with SEND in specified year groups.

#### **e) Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum**

The school offers a wide variety of clubs, either before or after school and at lunchtime. All extra-curricular activities are available to all children. Opportunities are provided for all children in KS1 and KS2 to attend clubs.

#### **f) Support that is available for improving the emotional and social development of pupils with SEND**

Pupils have access to PHSCE lessons within class. Some pupils are allocated a 'playground buddy', who encourages them to join in with games and activities.

#### **4. The name and contact details of the SEND Co-ordinator (SENDCo)**

Name: Kathryn Brown

Contact: 01524 781360

Email: k.brown@yealand.lancs.sch.uk

#### **5. Information about the expertise and training of staff in relation to children with SEND, and about how specialist expertise will be secured**

The SENDCO is working towards the National Award for Special Educational Needs and Disabilities Co-ordination. The SENCO regularly attends courses on SEND issues run by the

LEA. She also attends school INSET sessions about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect children with SEND. She attends the local SENCO "Cluster" meetings which are run by the LEA.

Within school there is an ongoing programme of INSET training for all members of staff. Members of staff also attend courses run by the LEA and Medical Services. The school Governors are informed of courses on SEND and are invited to attend.

Teaching Assistants employed by the school also attend courses run by the LEA, school INSET sessions specifically for their needs and whole staff INSET, when appropriate.

The SENCO leads and organises INSET sessions for the school staff on specific SEND issues.

## **6. Information about how equipment and facilities to support children with SEND will be secured**

Resources for children with Special Educational Needs and Disabilities are currently devolved to schools as part of the AWPU in the School Budget, in the form of a "Notional SEN Fund." This is based on a range of indicators.

The "Notional SEN Fund" includes funding for children who have a remaining Statement of Special Educational Needs (Band A-D). These children do not receive an additional funding.

Children who have a remaining Statement of Special Educational Needs (Band E or above) or those who have an Education, Health and Care Plan will receive additional funding from the Local Authority, through a 'top up'. Schools will provide the first £10,000 of funding from their school budgets.

The school uses its "Notional SEN Fund" to employ Teaching Assistants and Welfare Assistants to work with children with Special Educational Needs and Disabilities. The funding also pays for in-house SEN teaching and some specialist resources and equipment.

Children who have a remaining Statement of Special Educational Needs (Band E or above) or those who have an Education, Health and Care Plan receive one "Statutory Support Visit" each year from a specialist teacher from the Inclusion and Disability Support Service. This is funded by the LEA. The teacher monitors the provision made for the child in school and makes further recommendations where appropriate.

In addition the school "buys in" regular visits throughout the year from specialist teachers to work directly with children carry out assessments or to advise and support school staff.

## **7. The arrangements for consulting parents of children with SEND about, and involving them in, their education**

Parents / carers are valued, and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents are kept fully informed where their child has SEND and are encouraged to attend reviews, support the development of individual

approaches to their child and provide help at home wherever possible. The school operates an 'Open Door' policy, providing parents with opportunities to discuss any matter with the relevant member of staff.

Each year, two parents' evenings are held which keep parents updated on their child's progress, effort and attitude. Class teachers also complete an annual report on each child, with copies sent to parents.

Parents have regular opportunities to provide feedback about their child's education, through attendance at parents' evenings, contributions at an annual review, meetings with class teachers and SENDCO and through parental questionnaire responses.

#### **8. The arrangements for consulting children with SEND about, and involving them in, their education**

All children with SEND are involved in the 'Assess-Plan-Do-Review' process. They discuss their Individual Support Plan and targets with their class teacher or teaching assistant and they sign to say that they understand and agree to work hard towards their targets.

Children work closely with the class teacher or teaching assistant on achieving each target.

Children with a Statement of Special Educational Needs and Disabilities or Education, Health and Care Plan attend their annual reviews. They complete a contribution advice form, which is shared at the annual review meeting.

#### **9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school**

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school or if they are unhappy with the provision the school is making for their child, they should talk first to the child's Class Teacher. If the parents think that the child should be given more support they should raise their concerns with the SENDCO and then the Head Teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for monitoring SEND provision within school.

Parents may ask the LEA to conduct a statutory assessment of their child at any time. The LEA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LEA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LEA makes a statutory assessment, but decides at the end of that process not to draw up a statement of SEN for the child the parents again have the right to appeal to the SEN Tribunal.

## **10. How the governing body involves other bodies in meeting the needs of pupils with SEND and in supporting the families of such pupils**

The school is involved with many external agencies, with the aim of providing comprehensive support for all pupils in school. All external staff are made to feel a part of our school community and work closely with pupils, parents and staff.

## **11. The contact details of support services for the parents of pupils with SEND**

<b>Name</b>	<b>Position</b>	<b>Contact</b>
Liz Eddington	Educational Psychologist	01524 781360
Sharon Keating	SEND0	01524 586638
Jo Dyer	Caseworker	
	School Nurse	

## **12. The school's arrangements for supporting pupils with SEND in transferring between phases of education**

The SENDCO and the Foundation Stage class teachers arrange visits to Early Years settings when they are informed of a child with SEND who will be starting school at Yealand CE. When a child already has a Statement of SEND or an EHC Plan they are usually invited to attend the child's Annual Review held during the summer term in the Early Years setting.

For Year Six transition, the SENCO provides information to the local Secondary Schools about children with SEND who have chosen to go to them. For pupils with a Statement of SEND or an EHC Plan, the SENCO arranges a meeting with the SENCO from the chosen Secondary School, the parents and the child during the summer term prior to transition.

## **13. Information on where the local authority's local offer is published**

The Local Offer for Lancashire can be accessed at:

[www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send)

The Local Offer for Yealand CE Primary School can be accessed at:

[www.yealand.lancs.sch.uk](http://www.yealand.lancs.sch.uk)