



NEW PARK PRIMARY ACADEMY

SEND Information Report

June 2021

“Nurturing, Growing, Thriving”

The following information briefly outlines the SEND provision at New Park Primary Academy.

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?	
We welcome all children to our school regardless of their needs. We will use our best endeavours to meet the needs of children with SEND. All needs are catered for in order to provide an inclusive education for all, something we are very proud of at New Park. Our school aim is to inspire and challenge all pupils to achieve their best and full potential. We are a highly inclusive school and welcome all pupils into our community and endeavour to provide the necessary support for all to achieve their very best.	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.

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>Parents and carers are encouraged to speak with their child's class teacher about any concerns they may have, after school. New Park recognises that all teachers are teachers of SEND and your child's teacher will be able to discuss any support your child is receiving. If you wish to discuss your child's needs further please contact the Head teacher, Mr Robert Mold, or our Special Educational Needs Coordinator (SENCo), Mrs Charlotte Umpleby who will all be able to talk about how we can support children with SEND. New Park also has a SEND Governor, Mrs Phillipa Bogle, who oversees the development of special needs in our school.</p> <p>Children are assessed half termly to ensure that they are making the expected progress for their age group as well as against their own personal target. Some children can be identified as 'stuck' and will therefore receive some extra help and support. The class teacher is usually the first person to notice that the child needs extra help. If this is the case then they will discuss this with the SENCO to identify appropriate strategies. If, after a period of time has passed, these strategies are not working and the gap is becoming significantly wider in any area then a discussion with parents/carers about the possibility of putting the child on the SEN register will take place. Once a discussion has taken place, a final decision will be made by parents/carers, the class teacher and the SENCO regarding the next appropriate steps. An Individual Provision Map will be completed with specific targets and strategies to help your child make progress. This document will outline your child's strengths, their areas of need and record any additional and different support given to them in school. There will be termly meetings to discuss the progress of their targets and these will be arranged by the class teacher.</p> <p>Sometimes children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to request additional support to help meet a child's additional needs. A request for an Education, Health and Care Plan (EHCP) may be made if parents and professionals supporting a child feel that the young</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>person's needs cannot be provided from within the resources normally available to mainstream schools. An EHCP assessment will not always lead to an EHCP. This is a statutory process and there are timescales to adhere to.</p>	
<p>3. What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</p>	
<p>Regular contact with parents is really important for children with SEND. All parents have the opportunity to discuss their child's progress and targets at Parent's evening and at annual review meetings if the child has an EHCP. For some children, regular communication takes place on a daily basis through the use of a home/school book or contact with the class teacher after school. Our SENCo may also schedule in meetings to review intervention outcomes or to check in with parents regarding their child. Many parents with children who are transported by bus to New Park are encouraged to email or have regular telephone contact in addition to the home/school book.</p> <p>Progress is reviewed termly by class teachers at parents evening. Parents are also invited into school to chat with staff about how best to support their child at home.</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. 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.
<p>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>	
<p>All pupils with SEND are included in discussions about their learning (where appropriate). Their views will be heard and this is a good opportunity for them to discuss things that help them in school as well as things that might not help. Their views will be used / considered when the class teacher and parent are collaborating on their learning plans and personalised provision map. If a child has an EHCP, their views are collected during the assessment process as well as updated during the annual reviews of these documents. We value the input and opinions of the child and aim to make these meetings as child centred as possible.</p>	<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 consulted.</p>

5. What arrangements are in place for assessing and reviewing children and young <i>people's progress towards outcomes</i>. 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>The progress of all pupils is monitored rigorously by the Head Teacher, SENCo and Class teachers. Progress of all children is reviewed regularly to make sure that they are making expected progress. Where pupils are not making expected levels of progress this will be investigated and if appropriate, steps are taken to provide additional support. You will have the opportunity to discuss formally your child's progress at the parent/teacher consultation evenings and at review meetings, however New Park operates an "open door" policy for parents to meet with Class Teachers throughout the year.</p> <p>Performance Indicators for Valued Assessment and Targeted Learning (PIVATS) and P-Scales are used to track and monitor the progress of pupils with needs linked to their learning of the curriculum. PIVATS are used for children who are working at a level which is equivalent to Year 1 up to Year 6. P-Scales are used for children who are working below Year 1 level. These assessments allow staff to record steps of progression at a more detailed level. The progress of pupils with identified SEND will continue to be monitored against national expectations. The progress of all children is monitored on a regular basis as part of an established whole school framework.</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>
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	
<p>Transition can be a difficult time for most children and at New Park we put in place a range of strategies to make this process as smooth as possible. All children currently have 1 day with their new class teacher in the summer term to get to know them and for the teacher to learn more about their new class. We sometimes also provide children with photo books or special objects before the summer holidays that they can keep safe and refer to in order to prepare for their new class. Prior to the end of the summer term all teachers will hold transition</p>	<p>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.</p>

<p>meetings in school in order for members of staff to discuss a child's additional needs.</p> <p>In year 6 we invite the SENCo from the relevant Secondary School to discuss specific needs of the pupils and a transition plan will be put into place. Children with SEND will also have extra visits to their new setting in order for them to become familiar with the routines of the day.</p>	
7. What is you School's approach to teaching children and young people with SEN?	
<p>Our Whole school provision map documents clear expectations and the Universal provision made for all children to access. Lessons are designed with precise objectives, which incorporate effective differentiation and appropriate levels of support and challenge for all pupils. Pupils will engage in lessons with high levels of interaction and an emphasis will be placed on learning through dialogue, with regular opportunities for pupils to talk individually and in groups. All pupils will be assessed regularly to analyse "gaps" and ensure "target teaching". All staff approach lesson organisation thoughtfully led by the needs of individual children/class. All staff share the expectation that pupils will accept responsibility for their own learning and strive to work with independence. All staff at New Park will praise and encourage children in order to motivate them further.</p> <p>New Park are also committed to ensuring that class teachers are able to support the skills delivered in intervention groups so that skills are transferred and embedded in the main classroom. All interventions are recorded on an Intervention map each term as well as our needs based whole school provision map and this document is reviewed regularly. New Park school has a number of skilled teaching assistants who support both individual and groups of children throughout school. Although, from time to time, children may need a high level of individual support, our aim is always to help children to be more independent in lessons.</p> <p>We have an active Twitter and Facebook page where we post regularly about our children's achievements.</p>	<p>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</p> <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;

	<ul style="list-style-type: none"> • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?	
<p>All staff have high expectations of all children and will put relevant adaptations in place to ensure they achieve this. The learning environment is dyslexia friendly, which means it is accessible to all. Further adaptations could be necessary for more specific needs such as partially sighted children, children with mobility issues and hearing impaired children. These are specific to individual children and will be addressed accordingly. Risk assessments are in place for children who require them.</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>
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>Staff who deliver focused interventions are highly trained and they are observed delivering the interventions. In doing this we can ensure that all the staff are consistent in their approach. Any staff who feel they need more training in a specific area have the opportunity to attend relevant training sessions. Every member of staff is valued and encouraged to share experience and knowledge gained from teaching both children with SEND and those without.</p> <p>Our SENCo, Mrs Charlotte Umpleby has the NASENCo qualification accredited by Wolverhampton University.</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.</p> <p>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 exhausted its repertoire, specialist support should be sought promptly.</p>

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?	
<p>Progress of children with SEND is monitored through pupil progress meetings, analysis of the data, teacher reports on progress of SEND pupils and intervention records.</p> <p>Individual Provision Maps are kept for all children with SEND and these are attached to the SEN register. These are reviewed every half term to ensure that the provision is having an impact.</p> <p>Quality first teaching will be evaluated every half term through learning walks and conversations with teachers. Provision for SEND is also evaluated for effectiveness.</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>
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?	
<p>All of our children with SEND have the same opportunities as everybody else in school. Provision is made for all children to take part in extra- curricular activities, trips, school productions and sporting events. We pride ourselves with the provision we make to ensure children with SEND can take part in everything we have to offer.</p>	<p>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.</p>

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.	
<p>All children know they can talk to someone they trust within school at any time. The school uses BOXALL, a social emotional and well-being tool to identify activities to close any gaps within children's emotional landscape. These activities can be delivered as a whole class, small groups led by identified Teaching assistants or as one to one sessions. All children participate in PSHE lessons and circle time activities, as well as whole school assemblies which tackle issues such as relationships, bullying etc. We run support groups for more vulnerable children, such as Time to Talk in Early Years and Key Stage 1 and Socially Speaking in KS2.</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</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>Sometimes it will be helpful for school to request some additional support from an outside agency. New Park has established excellent working relationships with professionals from the following agencies:</p> <ul style="list-style-type: none"> • The Educational Psychologist & Early Years Support Service • School Nurse and Health Visitor • Sensory, Physical and Medical Teaching Team • Speech and Language Therapist • Physiotherapist • Occupational Therapists • Paediatrician • Harrogate Hub for Speech, Language and Communication /Cognition and Learning difficulties and Social and Emotional Mental Health . • ASCOSS – Autistic Spectrum Condition Outreach Service • Young Carers • CAMHS • Just B (bereavement service) • Severe Learning Difficulties Team 	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and targeted mainstream provisions, 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>

<ul style="list-style-type: none"> • Healthy Schools <p>Prevention Team Professionals from all the above agencies regularly support staff and children in school. School would only contact an outside agency after consultation with parents. Sometimes, if several outside agencies are involved, school will request a TAC (Team around the Child) Meeting.</p>	
14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.	
<p>If you are not satisfied with the provision made for your child in school regarding SEND your first point of contact should be the class teacher or SENCo. Explain your worries or concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Head Teacher and ask for a school Governor representative. Finally, if you do not feel that the issues have been resolved then you will need to follow our formal complaints procedure as outlined in the Complaints procedure policy.</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>

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, straight forward 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>