



## **New Park Primary Academy**

### **SEND Information Report**

#### **Include information on evaluating progress of SEND children**

New Park Primary Academy is committed to meeting the needs of pupils with Special Educational Needs and ensuring that all pupils, regardless of their specific needs, make the best possible progress in school. We believe that children are entitled to a curriculum that enables them to achieve the highest possible standards according to their ability. We aim to cater for the social, emotional, physical, intellectual, spiritual and moral development of every child within an inclusive, caring and secure learning environment. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This includes quality-first teaching, short-term intervention programmes, in-class support, small group settings and other interventions.

We believe that the curriculum is the key to promoting our aims for all children and that education is very much a partnership between the school, the child and the home.

This document should be read in conjunction with our SEND policy, which is available on the school website, and the SEND Code of Practice 2014

#### **Definition of Special Educational Needs and Disabilities.**

A child or young person has SEN if they have a learning difficulty or disability which requires special educational provision to be made for them.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health issues
- Sensory and /or physical needs

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age
- Has a disability which prevents or hinders the child from making use of facilities provided for others of the same age in mainstream schools

#### **What is the authority's Local Offer?**

The local offer provides useful information for children and young people with special educational needs and disabilities (SEND) and their families. It exists to help families, individuals, groups and organisations find information so they have more choice and control over the support they receive

Information about the Local Authority Offer can be found at :

[www.northyorks.gov.uk/article/26714/The-North-Yorkshire-County-Council-local-offer](http://www.northyorks.gov.uk/article/26714/The-North-Yorkshire-County-Council-local-offer)

### **Who is the SENCo and how can parents contact them?**

The School SENCo is Mrs. C. Umpleby

An appointment can be made via the school office by telephoning: 01423 503011

### **How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?**

All children are monitored and tracked through Quality First Teaching and assessment. Children's progress is rigorously tracked. Formal, termly pupil progress meetings are held involving the class teacher, SENCo and Head Teacher. There may be more frequent progress meetings to review and amend intervention groups. Teachers with concerns about a child will inform parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher will also discuss these with the SENCo and/or Head Teacher, who work together to plan appropriate programmes of intervention and support.

At New Park we aim to identify and support children with special educational needs and disability (SEND) as early as possible. This is achieved through a variety of ways:

- Whole school assessment to carefully monitor children's progress and identify any areas of difficulty
- Discussion between class teachers and the SENCo
- Meetings with parents
- Liaison with a child's previous school/setting
- Children identified through lesson observations/learning walks
- Self-referrals where children raise concerns about their learning with a member of staff

### **How will school support my child?**

Your child will be supported primarily through quality-first teaching with appropriate, targeted differentiation in place according to pupil need. There may also be:

- Additional adult support where appropriate to complement the work of the teacher.
- Reduced class sizes where appropriate and the use of small group work.
- Personalised provision where appropriate through targeted, time-limited programmes.
- Personalised provision through adapted resources and interventions.
- Detailed records are kept of the support and interventions provided for SEND children in the form of an SEN provision map. The progress and support given to SEND children is monitored closely in order to help them meet their full potential.

### **What should I do if I think my child may have special educational needs?**

If you believe your child may have special educational needs you should contact your child's class teacher in the first instance. In most cases, pupils are only identified as SEND if they do not make adequate progress after good quality personalised teaching has been given and the child has had access to intervention groups, if appropriate. After further assessment, outside agencies would be called upon if:

- Communication (expressive and receptive) difficulties, including interaction with adults and peers alike, create a barrier to learning
- Sensory or physical needs which inhibit progress despite intervention from Occupational Therapists, physiotherapists or the provision of personal aids
- Social, emotional or mental health problems despite interventions by specialists
- Assessments highlight a level of achievement significantly below age-related targets in Early Years Foundation Stage or in Numeracy and Literacy in KS1 and KS2

If a child is identified as having extra needs or disability; they will then be added to the SEND register maintained by the SENCo in order that additional provision may be given to them.

With parental permission, the school will seek further advice from external agencies such as SEND Specialist teachers; Speech and Language Therapy, Occupational Therapy or Child and Adolescent Mental Health Services (CAMHs); Educational Psychology Service.

Additionally parents will be referred to SENDIASS, whose aim is to 'inform, assist, support and enable parents or carers of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child.' More information is available by following the link of the North Yorkshire SEND website: [www.northyorks.gov.uk/article/28456/SEND---information-advice-and-support](http://www.northyorks.gov.uk/article/28456/SEND---information-advice-and-support)

### **The role of the Class Teacher**

Always discuss any concerns about your child with the class teacher first of all.

They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Educational Needs/Disability Coordinator (SENCo) know as necessary.
- Writing Individual Provision maps, sharing and reviewing these with parents at least once a term and planning for the next term. Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **Special Educational Needs Coordinator (SENCo)**

Responsible for:

- Developing and reviewing the school's SEND Policy
- Co-ordinating all the support for children with special educational needs (SEND)
- Ensuring that you are:
  - Involved in supporting your child's learning
  - Kept informed about the support your child is getting
  - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologists, Occupational Therapy etc.

- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in the school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best possible progress.
- Once a child has been placed on the Special Educational Needs Register they will monitor his/her progress and liaise with teachers about the type of support that can be provided.

### **Headteacher**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date with issues relating to SEND.

### **SEN Governor**

Responsible for:

- Making sure that the necessary support is given for any child who attends the school, and who has SEND.
- Liaising with the SENCo, Headteacher and full Governing Body about all issues related to SEND.

### **How will I know how my child is doing?**

Children who are on the Special Needs Register have an Individual Provision Map (IPM) that is written by the class teacher, discussed with the SENCo and reviewed by parents and children three times a year. Extra meetings are scheduled as and when necessary. Children are fully engaged in the plan, do, review cycle by contributing to their IPM targets. Previous IPM's are annotated and considered in the formation of the next IPM. IPM's are reviewed and amended regularly with children and parents and are very much working documents where all parties have ownership.

All IPM's have SMART (Specific, Measureable, Achievable, Realistic and Timed) targets resulting in 'I can' statements overseen by the teacher and TA. The children in school discuss and help to formulate their own IPMs and review previous targets set. The opportunity to discuss and review these targets is offered at least three times per year. Children with a Statement or an EHCP, (Educational and Health Care plan) will be invited to an annual review of need (six monthly for children under 5.) A representative from the Local Education Authority will attend if necessary and parents are strongly urged to attend.

### **How is the decision made about the type and how much support my child will receive?**

The nature and amount of support given to a child is based on the child's needs and the progress made. This is reviewed termly and discussed with the SENCO, class teacher and parents. Children on

the SEN Register and with EHC plans will receive extra support as determined on the IPM, after close liaison with parents.

### **How will my child be included in activities outside the school classroom including school trips?**

All children whether they have special educational needs or not will be involved in the full life of the school. Our school aims to ensure that all children have full access to a broad, balanced curriculum and extra-curricular activities including trips. Risk assessments are undertaken when trips are planned and the appropriate support put in place as and when necessary.

### **How do we support our pupils with SEND as they move on to high school or move to another school?**

Transition to high school or any other school setting can be a challenging time for both children and their parents. We aim to make the transition as seamless and smooth as possible. The Year 6 children are supported by members of staff. Designated teachers visit them in school and liaise with the Year 6 class teacher. All children are encouraged to attend Transition Days at their new schools during the summer term.

All relevant SEND information and reports are shared with, and transferred to, the receiving school. Additional visits are arranged for children with SEND supported by our school staff; should this be needed.

### **How does the school work with external services?**

A request for support from external services is likely to follow a decision taken jointly by school in consultation with parents, should there not be the expected progress made. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given. The Class teacher and SENCo will make additional programmes of support after consultation with outside agencies. Any advice will be included in the pupil's support programme or IPM. Additional support may be requested from SEND Traded Team of Specialist teachers to support and advise the teacher of the child. If the child has been awarded an Education, Health and Care Plan or is still in receipt of an existing Statement of Educational Need; their needs will be outlined in the provision and approach sections of the documentation. TA's work in a team approach with the teacher and other adults, ensuring that extra provision is planned and delivered for the child with SEND.

The following are agencies the school may contact to seek further advice to support a child with additional needs:

- Speech and language therapist
- School nurse
- Specialist teacher from Inclusion and Disability Support Service (IDSS)
- Physiotherapist
- Occupational Therapist
- Educational Psychologist
- Child, adolescent mental health team (CAMHS)

### **What if my child needs more support than the school can provide?**

If, after external agencies have been involved; your child is still not making progress, an application for an Education, Health and Care Plan (EHCP) will be considered. All parties, including health and other agencies involved with the child, contribute to this plan. If a Statutory Assessment is required, the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA).

The LA will need to have:

- Information about the child's progress over time
- Documentation in relation to the special educational need
- Details of action taken by the school to meet the child's special educational needs
- Particulars of any special resources or arrangements put in place.
- Individual Provision Maps (IPMs) for the child
- Health reports, including medical history where relevant
- National curriculum assessments and reports, for example from an advisory teacher or an Educational Psychologist
- Reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Educational services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all the agencies who have involvement with the child.

If the Provision Panel agrees to the need for an EHCP, the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

EHCPs are subject to annual reviews which will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

### **What training have the staff supporting SEND had or what training are they having?**

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Additionally the SENCo attends Network Groups every term to update knowledge and skills; which are then cascaded to other members of staff when appropriate.

Individual teachers and support staff attend training courses that are relevant to the needs of the specific children in their class. We have a wide variety of staff, trained to deliver specialist support in many areas. All staff in school are at least Level 2 Teaching Level Assistants and some are trained to Level 4 and above.

### **How are the children with SEND enabled to take part in all the activities at school?**

Children with Special Educational Needs and Disabilities are an integral part of school. They are encouraged to take part in every opportunity offered by school including after school clubs,

residential trips, school trips and sporting activities. Parents are consulted every step of the way and meetings held regularly to highlight any potential barriers and to quickly overcome these in a safe and measured way. This ensures, by careful planning and negotiation, SEND children access every part of our school life. Risk assessments are carried out to ensure the safety of the children and may necessitate a higher staff to pupil ratio, extra time, alternative transport and equipment. Additional Risk Assessment is completed with Specialist Teachers to ensure complete safety for children with more complex needs.

**What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?**

The school has a Lead Teacher (SENCo) for Children Looked After. The SENCo compiles termly Personal Educational Plans with the relevant Social Worker and additionally prepares, after liaising with the class teacher, an EPM (Educational Provision Map) which highlights the support offered in school and progress and attainment. Should the child have an EHC or Statement of SEN this plan is reviewed at the relevant reviews as and when necessary over the year.

**What should I do if I have a concern or complaint about the provision for my child?**

Should you have a complaint we would ask that initially:

- a) The class teacher and SENCo are informed and a discussion would take place with the parents about the nature of any complaint and possible solutions
- b) If the parents have concerns that cannot be directly dealt with the class teacher, then the Head Teacher will be informed and a plan drawn up with all relevant parties to overcome the problem
- c) Should the parents still have concerns about their child they will be advised to consult the school Complaints Policy where next steps are highlighted to advise parents.