

## School Information Report in line with the Special Educational Needs & Disabilities Code of Practice

All North Yorkshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND.) They are supported by the Local Authority to ensure that all pupils, whatever their specific needs, make the best possible progress in school. The Local Authority have published their Local Offer for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This can be found at:

[SEND Local Offer | North Yorkshire Council](#)

Our Local Offer outlines how Bilton Grange School contributes to the Local Authority Offer by detailing the support and provision that you and your child can expect to receive.

### 1. What kinds of Special Educational Needs and Disabilities (SEND) are provided for?

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. modified tasks, extra time or breaks in formal assessments. We take guidance from North Yorkshire County Council to ensure that we are following the requirements as outlined in 'Special Educational Needs & Disabilities Code of Practice 0-25 years (2015)' (Code of Practice).

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

## 2. How do we provide support for parents of a child with a Special Education Need or a disability?

At Bilton, pupils with a wide range of SEN are welcomed into the school. If a parent of a pupil with an Education and Health Care Plan requests a place at the school, the pupil is welcomed and strategies sought to meet needs. We would encourage parents to talk to us about the needs of their child.

Who are our key members of staff?

Mrs Sian James – Head Teacher

Mrs Anna Baldini – Special Educational Needs Coordinator (SENCo)

Mr Barry Elsworth – SEN Governor

Class teachers, the SENCO and the Head Teacher are available to discuss your child's progress or any concerns you may have.

Class teachers are responsible for:

- ✓ High quality teaching of all children, including those with SEND.
- ✓ 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 or additional support) and letting the SENCO know as necessary.
- ✓ Ensuring that all staff working with your child in their classroom are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- ✓ Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO (Special Educational Needs Co-ordinator) is responsible for:

- ✓ Coordinating the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- ✓ Liaising with professionals from outside school e.g. Speech and Language Therapy, Educational Psychology, specialist teachers etc.
- ✓ Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- ✓ Ensuring records of your child's progress and needs are updated.
- ✓ Updating the school's SEND register.
- ✓ Ensuring that you are kept informed about the support your child is getting.
- ✓ Being involved in reviewing how they are doing and supporting your child's learning.

The Head Teacher is responsible for:

- ✓ The day to day management of all aspects of the school, this includes the support for children with SEND.
- ✓ Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### 3. How do we identify children with SEN and how do we assess their needs?

Pupils might enter school with previously identified SEND. However, the progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team in conjunction with the class teacher in line with our assessment policy. If a child fails to make adequate progress or is observed to be unable to access the regular curriculum after making reasonable adaptations, extra support or provision is put in place. There are three different levels of support:

- i. *Quality Teaching* describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. Class teachers have the highest possible expectations for all pupils in their class and employ teaching strategies and techniques that are closely matched to the learning objectives and the particular needs of the pupils in the class. Each class also has access to a bank of physical resources such as writing frames, pencil grips, voice recorders, iPads, laptops and sensory supports such as wobble cushions or fidget tools. These are used to create an inclusive learning environment, where all pupils are happy, motivated, challenged and make good progress alongside their peer group.
- ii. *Additional Support* describes specific, additional and time- limited interventions provided for some pupils who need help or a 'boost' to accelerate their progress, enabling them to work at, or above, age-related expectations. They are often targeted at a group of pupils with similar needs and fill gaps in learning.
- iii. *'SEN Support'* describes targeted provision that is additional and extra for a minority of pupils. This means a pupil has been identified as having a Special Educational Need and it will be necessary to provide highly-tailored interventions to accelerate progress or enable them to achieve their potential. Your child will have Individual Provision Map which will be regularly reviewed to ensure needs are being met. Specialist support, from a professional outside the school may be sought and, if necessary, we may request an assessment by the Local Authority for an Education, Health and Care Plan.

#### 4. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

The Code of Practice explains that once a potential SEN is identified, four steps must be undertaken to put effective support in place. These actions form part of a cycle 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. The Code states that this process is known as the 'Graduated Approach'. The four steps are:

**Assess:** the class teacher and SENCO clearly analyse a pupil's needs before identifying a child as needing SEN support. This may be through half termly assessments, observations, discussions and work produced. Your child's spelling, reading and mathematical age may be assessed to help monitor their progress against the National Curriculum. Other areas of need such as Communication and Interaction, Social, Emotional and Mental Health and Sensory or Physical Needs may also be assessed in a range of ways. This may well include involvement from external agencies or medical teams.

**Plan:** parents are notified wherever it is decided that a pupil is to be provided with SEN support. Your child's teacher will discuss your child's needs with you and a plan will be put in place to address those needs. An Individual Provision Map will then be written for your child, to outline the support that will be offered. We encourage parents and children to be involved in this process. Pupil comments will be included in the plan and we ask that parents sign these and add comments of their own. We are very aware that you know your child best and your support can help us achieve the best for them.

**Do:** the class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher by the Teaching Assistant, the class teacher should still retain responsibility for the pupil.

**Review:** the effectiveness of the support should be reviewed by analysing assessments at the end of an intervention in line with the agreed date. Inclusion passports will be reviewed termly and new targets set if necessary.

## 5. How are parents and pupils involved in the review process?

The class teacher and, where necessary, the SENCO will discuss the progress of your child with you and results from interventions will be shared. There will be an opportunity for you to share your views and raise any concerns that you may have. By mutually sharing information about what is working well at home and school, similar strategies can be used by both parties which will benefit your child and ensure maximum progress. This provides an opportunity to work collaboratively in order to achieve the best possible outcomes for pupils with SEN. We aim to prepare your child for adulthood and achieve outcomes that reflect their ambitions, so will carefully consider their desired outcomes. The views of your child will have been gathered and recorded whilst writing the Individual Provision Map and may be reviewed with the plan so that their thoughts and feelings can be included and up to date.

Your child's next steps will then be agreed upon and targets set. These may include home targets and targets relating to your child's long term desired outcome. Details of any strategies and interventions that will be used to support your child in class, will be explained to you and outcomes made clear. You will know who will deliver the interventions and understand how the class teacher will incorporate these targets into the daily teaching. Ways of supporting your child at home will be discussed.

After the review, your child's inclusion passport will include the new intended outcomes, strategies and interventions to be used and state who will carry out the intervention. We will provide you with 2 copies of your child's plan so that you can keep a copy and ask that you sign and return a copy to school for our records.

The views of all children, including those identified with a SEN, are regularly sought through the student council. Student interviews are also carried out to ensure the views of pupils with SEND are collected and heard.

## 6. What is an Education, Health and Care Plan?

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 Assessment. This type of support is available for children whose learning needs are severe, complex and lifelong. It means that your child will require particularly high levels of individual or small group teaching and also need specialist support in school from a professional outside the school. This may be from Local Authority SEND HUB or outside Agencies such as the Speech and Language therapy (SALT) or Occupational Therapy Services. We also have a close working relationship with ADYS who provide us with advice and guidance and can offer support to the school to

ensure that we are providing the best support that we can.

### 7. How can my child be referred for an Education, health and care plan?

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.

First we would assess the level of need by meeting together to complete an Education Health and Care Plan Request (EHCAR). It is designed to be a process which keeps children at the centre of the assessment and involves parents and all agencies working with your child.

After the school has sent in the request to the Local Authority, they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will write an Education and Health care Plan (EHCP).

The EHCP will outline the level of additional support your child will receive, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. Some of this additional support may include personalised support from an additional adult in school. The additional adult may be used to support your child with whole class learning, run individual programmes or small group interventions that include your child. Your child will still be part of the class, under the direct responsibility of the class teacher.

### 8. How will the teaching be adapted for my child with SEND?

All children are assessed and monitored carefully. Staff are all fully aware and have access to children's reports and records and are made aware of all pupils with specific needs. Children's records and meetings with the previous class teacher and SENCO, ensures teaching approaches and lessons are planned according to all groups of children in the class and individual children's needs.

Gaps in their learning / understanding will be identified and support put in place to help them make the best possible progress.

Specific resources and strategies, which may be suggested by professionals from outside the school, will be used to support your child within the classroom when they are working individually or in small groups. The use of these resources and strategies are to help to break down the barriers to learning that a particular need may cause.

Planning and teaching is adapted on a daily basis to meet your child's learning needs if necessary. This may include the use of different coloured books or coloured overlays for reading. Positioning in the room is also important to help some children achieve their best. Teachers will support children in a variety of ways including scaffolding of tasks; breaking tasks into smaller, more manageable, chunks; providing concrete support apparatus to support learning; encouraging short brain breaks or providing fidgets or seating supports. If you use a strategy at home that you know is particularly helpful for your child, it may be possible to incorporate similar strategies in school. Please speak to your child's teacher or the SENCo about this.

Teaching assistants who work with your child in the classroom or during interventions are trained to support the individual needs of your child. If interventions take place outside the classroom, the teaching assistant and teacher regularly liaise to ensure what is being taught in these sessions is embedded in the classroom.

Interventions and personalised learning are planned when needed and these will be discussed at review meetings. However, if you have any concerns about your child's progress or learning, please contact us immediately so that we can adjust our approach, personalise learning further if necessary, and support with home tasks or targets.

Health care needs will be planned for and a designated member of staff will be named to be responsible for these needs.

### 9. How are our staff trained to support children with SEN?

We annually evaluate the needs of all children including those who require SEND support. All staff audit their skills each year and staff are carefully deployed according to their strengths and the children needs. SEN issues are discussed in every Senior Leadership Team (SLT) meeting. And regular time is set aside in whole staff meetings to discuss SEND needs and provide training.

Provision is carefully planned. Targets for SEND provision are embedded into the schools development plan and training is carefully planned in. We regularly and carefully review the quality of teaching and how children with

SEND are catered for alongside SEND policy and procedures. Our school holds the North Yorkshire Inclusion Quality Mark which enables self-evaluation of inclusive practice. Throughout the year, staff have training in SEND issues from the SENCO or a SEND specialist as appropriate. Recent training includes EEF 5-a-day principles for adaptation, using Lego Therapy, Zones of Regulation, Autism Awareness, Dyslexia and Dyscalculia and PDA awareness.

Our SENCO also attends termly North Yorkshire SENDCo Network Meetings which include updates on best practice across the county. She also works collaboratively within the YCAT SENCO network. If a child has a particular need, we will provide training to allow the class teacher to best understand and meet that need within the classroom. Advice and support for individual children can be sought from the NYCC SEND HUB or ADYS and training provided through these services if needed.

#### 10. How do we evaluate the effectiveness of our SEN Provision?

Along with monitoring and tracking children's progress in Reading, Writing, Maths and Science on a half termly basis we review their social and emotional well-being during Pupil Progress Meetings. These meetings are held every half term with Key Stage leaders and class teachers. In these meetings the progress of pupils with SEND is a focus. It is expected that children will be making at least expected progress, the aim being accelerated progress in order that they will close the attainment gap. Personalised SEN Provision is monitored by class teachers and overseen by the SENCO and Head Teacher. The SENCO undertakes learning walks and monitoring of provision and looks at pupils' work in order to identify quality teaching needs, training needs and assess the success of interventions. Progress of children with a special educational need are also monitored in each subject area by the subject leader. Subject leaders also recognise and advice teachers on adaptations that may be necessary for children in the main four areas of need across their subject.

In review meetings with parents and during pupil interviews, progress against outcomes is discussed. Using a start score and an end score, after an intervention, progress can be measured numerically. This is called a ratio gain and indicates the level of success of an intervention. This score and the pupil and parents view, helps to plan next steps and adjust teaching in order to maximise the pupils attainment.

The progress of children with an EHCP is formally reviewed at an Annual Review with all involved in the child's education and health care needs, including the child.

## 11. How is Bilton Grange Primary School accessible to children with SEND?

The main building is accessible to children with physical disabilities via ramps and disabled entrances.

We ensure that equipment used is accessible to all children regardless of their needs. We request advice from external agencies as needed to ensure all lessons are accessible and inclusive for those pupils with SEND, alternative activities can be taught as required to enhance their curriculum.

Extracurricular activities are accessible and encouraged for children with SEND. It may be that adjustments would need to be made to allow a child to access extracurricular activities, but this would be discussed with individual parents. No child would be excluded access to an extra curricular activity due to their need.

Trips, including residential, are accessible and encouraged to all children including those with SEND. Extra risk assessments, arrangements and planning will take place as required on an individual basis.

## 12. What support is available for improving emotional and social development?

The well-being of all of our pupils is extremely important to us all. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) are integral to our curriculum and are also taught explicitly.

We are very lucky in our school to have a dedicated parent and pupil support assistant who works closely alongside class teachers and parents to provide emotional support for pupils across the school. This may be individually or in small groups to build self-esteem and resilience or to help children develop strategies to manage anxiety. Where necessary referral for further support through Compass Phoenix can be arranged the SENCO.

It is important to us that children feel safe to talk to all adults in school. We do not tolerate any form of bullying behaviour within our school. Any incidents of bullying that are either witnessed or reported will followed up following the guidance laid out in our Antibullying policy. If you have any concerns about bullying behaviour, please speak to your child's class teacher.

Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom and a personalised plan may be put in place for pupils with the highest need. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.

We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

### 13. How do we support children who join our school or who leave it?

A transition to a new class or a new school can be a very stressful and worrying time for a child and parent. At Bilton, we support in any way possible to reduce these worries for all pupils.

Within school, when pupils move from class to class, smooth year-to-year transitions are ensured through regular collaborative sessions for the pupils throughout the year and regular meetings between staff. Some children may be given additional transition support such as spending more time with their new teacher or in their new classroom. They may also be given photographs and transitional Social Stories to help them prepare for the new year. All pupils within the school are familiar with all members of staff through playtimes, assemblies and day to day teaching. Transition arrangements are discussed in advance - with pupils and parents views a taken into account. If necessary, teaching assistants may support a child in a new class for a short time to ensure there is some continuity for the child.

When moving to a new school, we will contact the receiving school's SENCO and ensure that they know about any special arrangements or support that need to be made children and all records are passed on as soon as possible. A transition plan, tailored to a child's individual needs is made. Children are aware of key members of staff at our school and the new school with whom they can talk through any concerns or worries and their views are actively sought when devising and reviewing transition arrangements. Some pupils will need additional time to adjust to a new school and days can be planned where they can visit the other school for a number of sessions before starting full time. They may go for these additional transition sessions with a teaching assistant, or in the case of transferring to a secondary school, with a friend or a small group, or by themselves. If it is deemed necessary, key members of staff are temporarily used to support transition and staff from the other school may come to visit your child in their present school.

14. How do we involve other bodies to help meet the needs of children with SEN and their families?

If a child fails to make expected outcomes it may be necessary to involve outside agencies for specific support. With permission from parents/carers, referrals are made to the North Yorkshire SEND HUB or ADYS for support with specific learning difficulties, autism, communication and interaction difficulties or sensory or physical needs.

Other educational outside agencies also include: Educational Psychology (EPS), specialist health services such as Speech and Language Therapy (SALT) other medical services as needed for individual children. In addition, SENDIASS co-ordinators can offer impartial advice and support. More information about SENDIASS and their services can be found at [www.sendiassnorthyorkshire.co.uk](http://www.sendiassnorthyorkshire.co.uk)

15. What are the arrangements for handling complaints from parents of children with SEN about provision made at the school?

The first point of contact for concerns is the class teacher. Following this, it is always best to contact the SENCO or the Headteacher, 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. The school has a formal complaints procedure and can provide further advice on this matter if necessary.

Should you wish to discuss any aspect of this document in more detail, or require it in an alternative form, please do not hesitate to contact us.