



## Fountains Earth Lofthouse CE Primary School SEN information report 2016 - 17

'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 should 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 Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

The questions which need to be covered are included in the following proforma in italics. In order to be legally compliant, these must all be answered by the school.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward 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.

Schools should also make data on the levels and type of need within the school available **to the local authority**. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the school census, is also required to produce the national SEN Information report.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

	<b>North Yorkshire LA expectation of good practice</b>	<b>School offer</b>
Universal Provision	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. 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. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.	Staff at Fountains Earth School are committed to providing quality first teaching so that all children can make good progress with their learning. Lessons are carefully differentiated to meet the needs of all children whatever their learning style. Staff use a variety of teaching styles and resources in lessons to support children's learning. The school places importance on the fact that children learn in different ways. Our named SEND governor is Mrs Sue Fry and the SENCo is Mrs Heather Partridge. (NB after December 2016 interim SENCo will be Miss Lynette Brammah)

***Code of practice requirements 2014. The SEN information report should describe how the school or setting:***

- ***Approaches the teaching/ learning and development of children and young people with special educational needs;***
- ***Adapts the curriculum/provision and additional learning support available to children and young people with special educational needs;***

***Supports and improves the emotional and social development of children and young people with special educational need.***

Recording provision	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:- <ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class;</li> <li>• details of any extra support or interventions for your child</li> <li>• your child's learning targets;</li> <li>• the next date when your child's progress will be reviewed.</li> </ul>	Children who have been identified as needing some additional support have their targets recorded on the underachieving register and receive regular intervention. Some children may also have an inclusion passport or an individual provision map which describes the child's individual strengths and needs and the type of support they will need to help them make progress. This report is created together with the child and parents and is reviewed half-termly.
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Interventions	<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> <p>what interventions your child is receiving and what are the intended learning outcomes;</p> <ul style="list-style-type: none"> <li>• when during the week any interventions will be delivered and for how many weeks;</li> <li>• who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>	<p>At Fountains Earth School we are able to offer a variety of interventions to support the needs of all children. All sessions are delivered by trained staff. Interventions are carefully monitored in order to ensure that they have an impact on children's learning and adaptations are being made regularly. All interventions are recorded on a provision map each term.</p>
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***Code of practice requirements 2014. The SEN information report should describe how the school or setting:***

- ***Secures the additional learning support available to children and young people with special educational needs;***

Extra adult support	<p>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>Fountains Earth School has skilled teaching assistants who support both individuals 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. Pupil progress meetings are held termly to discuss individual children's progress and the strategies that are put in place to support each individual child.</p>
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**Code of practice requirements 2014. The SEN information report should describe how the school or setting:**

- **Secures the additional learning support available to children and young people with special educational needs;**

Expected progress	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 with National Curriculum levels.	At present Fountains Earth assesses using a point scoring system, based on the previous National Curriculum levels, in line with the new curriculum. Not all children will be able to achieve national expectations, and so some additional support may be needed to help a child to make progress. You will have the opportunity to discuss your child's progress at parent/teacher meetings and at review meetings.
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**Code of practice requirements 2014. The SEN information report should describe how the school or setting:**

- **Monitors the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;**
- **Monitors and evaluates the effectiveness of special educational provision, including information about how children, their parents and young people will take part in any assessment and evaluation;**

Inclusion Quality Mark	Many North Yorkshire schools have used our Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefiting different groups of learners, and how their outcomes are improving as a result of their work. A full list of North Yorkshire schools currently holding the IQM is available. Schools who do not hold the IQM should demonstrate their commitment to Equality in line with the Equality Act 2010 and in line with their school's vision and aims statement.	Fountains Earth Primary School has achieved the Inclusion Quality Mark (IQM) at level 2 which shows our commitment to meeting the needs of all learners.
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**Code of practice requirements 2014. The SEN information report should describe how the school or setting:**

- **Supports children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;**
- **Makes activities available for children and young people with special educational needs in addition to the curriculum;**
- **Ensures facilities that are available can be accessed by children and young people with special educational needs;**

<p>Support from other agencies</p>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, 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>	<p>Sometimes it will be helpful for school to request some additional support from an outside agency. Fountains Earth Primary School has established working relationships with professional agencies such as:</p> <ul style="list-style-type: none"> <li>• The Educational Psychologist</li> <li>• EMP Hookstone Chase Primary</li> <li>• EMS Rossett High School</li> <li>• Speech and Language Service</li> <li>• School Nurse and Health Visitor</li> <li>• Educational Social Worker</li> </ul> <p>We also seek advice from other specialists whenever necessary.</p>
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**Code of practice requirements 2014. The SEN information report should describe how the school or setting:**

- **Secures the additional learning support available to children and young people with special educational needs;**

<p>On-going communication with parents</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. 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.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work</p>	<p>Regular contact with parents is really important for children, especially with SEND. All parents have the opportunity to discuss their child's progress and targets at Parent/Teacher Consultation evening and at review meetings.</p> <p>Fountains Earth also encourages that regular communication takes place on a daily basis through the use of a home/school planner as well as regular meetings with the class teacher.</p>
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	<p>with you to ensure the most appropriate targets are set to ensure progress. You should be informed about the National Curriculum levels at which your child is working. If you are not sure what these mean, don't be afraid to ask.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> <li>• regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes</li> <li>• more regular meetings to update you on your child's progress and whether the support is working</li> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>	
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***Code of practice requirements 2014. The SEN information report should describe how the school or setting: Consults and works in partnership with parents of children with special educational needs and with young people with special educational needs;***

<p>Inclusion Passport</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>	<p>At Fountains Earth School, Inclusion Passports and Individual Provision Maps are used for some children in order to summarise the support that has been provided for a child over a period of time. The documentation also highlights individual strengths and achievements and notes strategies which don't work as well as noting the difference particular support has made to the child's learning. This passport or provision map will follow the child as they move on to a new school.</p>
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Parent Partnership	A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.	Staff are always available to offer advice, listen to worries or concerns, attend review meetings or support transition to a new school.
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Statutory Assessment	For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or a Parent Partnership Co-ordinator can talk to you about this in more detail.	From time to time 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 an Education, Health Care Assessment (EHCA). Statements of Special Educational Need have been replaced by Education, Health and Care (EHC) Plans as of September 2014. Timescales for the completion of new applications for EHCPs have been reduced from 26 to 20 weeks.
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Key contacts	All mainstream schools have a SENCo. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.	At Fountains Earth C E Primary School we operate an 'open door' policy. Parents and carers are encouraged to speak with class teachers about any concerns they may have. They will be able to discuss any support your child is receiving. If you wish to discuss your child's needs please contact the SENCo, Mrs Partridge (Miss Brammah from Jan 2017) who will be able to talk about how we can support children with SEND.
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