



## Bilsdale Midcable Chop Gate and Carlton & Faceby Schools SEN information report December 2018

### **Introduction**

Our SEN information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs.

This information outlines the support and provision you can expect to receive, if you choose Bilsdale Midcable Chop Gate and Carlton & Faceby Schools for your children.

### **1 What kinds of SEN are provided for in our school?**

We welcome children with a broad range of needs to our school.

- Special educational needs and provision falls under four broad areas:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory and/or physical

Behavioural difficulties do not necessarily mean that a child or young person has SEN.

Nationally, approximately 13% of children have been identified as having Special Educational Needs (January 2016 Census data). Our schools are both a little higher than the national average – Carlton – 18.18% and Bilsdale – 28.57%.

We admit and make provision for children with all types of SEN and plan, teach and assess accordingly.

### **2a) What policies do we have for identifying children and young people with SEN?**

### **2b) How do we assess their needs?**

### **2c) What is the SENCo's name and how can I contact them?**

2a) Please read our Inclusion policy alongside this document (available on the "inclusion" section of our website.) We use the "Assess, Plan, Do and Review" process, known as the Graduated Approach.

2b) If you think your child may have SEN, we will observe closely, assess what may be causing the difficulties and share with you what we will do as a school to support you and your child. We talk to parents and children regularly and liaise with other members of school staff.

We have a range of assessments which can be used within school to help identify the specific difficulties your child may be experiencing. For example:

- The Salford Reading test can help identify a difficulty with reading fluency, decoding or comprehension.
- The Visual Stress Assessment can help assess whether your child would benefit from the use of a coloured overlay to improve their reading.

There are also assessments which we can ask you to support with to help identify the difficulties your child may be experiencing. These include:

- The Skills for School Audit which can identify difficulties in learning behaviours.
- The Dyslexia and Dyscalculia Checklists
- The Social Communication Checklist
- NFER tests can help to pinpoint areas of difficulty for some children

With these documents, you complete your version, the pupil (where appropriate) completes a version and school (usually the class teacher) completes a version. The results are then pulled together and discussed with you.

2c) SENCO – Mrs Kathryn McDonald

T – 01642 712340 (Carlton) or 01642 778202 (Bilsdale)

E – [headteacher@carltonfaceby.n-yorks.sch.uk](mailto:headteacher@carltonfaceby.n-yorks.sch.uk) or [headteacher@bilsdalemidcable-chopgate.n-yorks.sch.uk](mailto:headteacher@bilsdalemidcable-chopgate.n-yorks.sch.uk)

SEN governor – Mrs Beverley Workman

T – 01642 712340 (Carlton) or 01642 778202 (Bilsdale)

E – [admin@carltonfaceby.n-yorks.sch.uk](mailto:admin@carltonfaceby.n-yorks.sch.uk) or [admin@bilsdalemidcable-chopgate.n-yorks.sch.uk](mailto:admin@bilsdalemidcable-chopgate.n-yorks.sch.uk)

### **3 What arrangements do we have for consulting with parents of children with SEN and involving them in their child's education?**

At our schools we take parental concerns seriously and we strive to build good relationships with all parents. We ask that in the first instance you make contact with the class teacher to discuss any concerns you may have surrounding either progress, or any other aspect of your child's development. Mrs McDonald (SENCO) works closely with all class teachers.

Communication with you about your child's education includes the following as standard:

- Regular newsletters
- Curriculum newsletters outlining the topic and providing details about the planned learning
- Letters to inform you if your child has been selected to take part in an intervention – this will explain why your child has been selected and offer you an opportunity to discuss further if required
- Termly parent consultation evenings – supported by SENCO as necessary
- Annual school report
- Ongoing opportunities to speak to your child's class teacher, SENCO/Headteacher as needed either by appointment or informally, for example on the playground before school
- Regular parent workshops to support your understanding of the curriculum and expectations

We recognise that as a parent of a child with SEN you may require additional communication between home and school to support your child's learning and progress. This includes:

- Regular email contact
- "Pat on the back" books

- Home school communication books

Parents are invited to attend relevant training opportunities provided by school or externally, for example on attachment, communication or through the Dyslexia Network.

Parents are also signposted to relevant support networks e.g SENDIASS, POSCH, Fun with Autism and NYPACT.

#### **4. What arrangements do we have in place to consult with young people with SEN and how do we involve them in their education?**

The ethos within our school appreciates everyone's uniqueness – that we all have our own strengths and weaknesses. Work carried out within classes, assemblies and when issues arise reinforce this ethos. The views of all children are listened to.

Visitors to the school comment on how articulate our children are when they speak about what it is like to be a pupil at our school. This extends to children with SEN as well. Work with older children in particular includes a focus on aspirations and targeted pieces of work are carried out, for example inviting members of the local community in to talk about their jobs.

Children with SEN may require additional support in articulating their views and aspirations. Targeted work may be undertaken with the class teacher or TA. Some children might find it difficult to express their views verbally; if this is the case then alternative methods are sought, for example by using visual prompts and traffic light cards. Children with SEN are involved in setting and reviewing their own learning targets, as outlined on their individual provision maps. These documents are also shared and reviewed with you on a termly basis or more frequently if required. Pupil views are sought for annual reviews using the first page of the EHCP document; these are maintained in order to track progress in the level of response as a child gets older.

#### **5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Can you explain what opportunities are available to enable school to work with parents and young people as part of this assessment and review?**

We use Target Tracker to assess and track all pupil progress. For children not yet accessing the National Curriculum, we use P-scales.

We meet termly with parents of children with SEN to hold Learning Conversations and more often, informally, as required. This may be a quick chat on the playground, or a message via text, telephone or email.

We aim to make the Learning Conversations (also known as review meetings) as pleasant as possible, recognising that this can be a time that you can find difficult and stressful. We offer refreshments and ensure you are introduced to everyone who is present at the meeting. We try to ensure that we stick to time and ensure you have the chance to ask questions. We offer you the opportunity to complete parent views in advance of the meeting to enable you to feel prepared before the meeting and ensure that the minutes of the meeting are completed in a timely fashion, with a chance for you to make any corrections if anything has been inadvertently missed. Your child also has the chance to complete pupil views before the meeting, as outlined above.

Inclusion passports are used to highlight strategies which have worked (and their impact) and strategies which have not worked (and why they don't work) for each child. This is typically updated annually or more often as required. It forms a very useful document for new teachers to quickly get up to speed with the particular needs of children with SEN so learning time is not lost when a child moves into a new class

Individual provision maps are updated and shared with you and children termly, as outlined above.

#### **6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do we 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?**

Transition between classes within school is carefully planned. Additional visits to see the new class and teacher are planned where needed. A transition book is provided for the summer holidays including photographs and information about the new class and topic. On some occasions, where necessary, a child has been invited into school on an INSET day at the beginning of a new term in order to have prior warning of changes that may have taken place to the building during the

holiday period.

Transition to a new school is equally well planned. A member of staff from the relevant secondary school is always invited to Year 6 SEN reviews, and earlier if appropriate. We have a very good relationship with our main feeder secondary schools and work closely with them to ensure that transition for all pupils, and especially those with SEN, is smooth and handled correctly in order to reduce anxiety for yourself and your child.

We tailor transition packages dependent on the needs and concerns of you and your child and it will always involve a discussion with you to decide together on the best approach.

Transition packages usually take the form of additional visits, but their format may be different dependent upon the pupil. For example, some children are introduced to a key member of staff and spend some time completing art activities in a series of sessions before moving up to secondary school. Other children are tasked with creating a poster or photo book about the new school to share with their current class. Other children require visits to simply familiarise themselves with the site.

Resources are provided to help support transition, for instance examples of what the timetable or school planner might look like. Targeted time is allocated by the learning mentor to support children who may be feeling anxious about transition.

As outlined above work is carried out surrounding employment and higher education (section 4).

### **7. What is our approach to teaching children and young people with SEN?**

Our schools are inclusive and we make every opportunity to include all children. We work closely with you and your child to aim to meet their needs in the best way possible.

If your child requires an intervention to help them address a specific difficulty, we will always inform you of this and give you the opportunity to discuss with the class teacher.

Additional support can be provided during lessons to help children with SEN. This might take the form of additional or different resources, breaking a task down into smaller chunks, providing writing frames, visual supports and continued work using manipulatives. It might take the form of additional support from an adult within school (teacher or TA). Peer support may take place within a lesson, and/or between older and younger pupils.

We aim to always include children with SEN on all educational visits including residential visits.

For the children with more complex needs, a more personalised package of support may be required. For example, children may require sensory breaks in a quiet area or may need more access to the outdoor space or may need a more structured lunchtime.

If a child with more complex needs requires more specialist support, we may seek to involve external agencies from a range of services available to us, including Enhanced Mainstream School staff, Educational Psychologists or Speech and Language Therapists. We would always discuss this with you and seek your written consent before involving such agencies.

Should a child be still making limited progress, and the gap between him/her and their peers is continuing to widen, we would discuss with you the possibility of submitting an Education Health and Care Assessment Request. We would involve you fully in this process and you could also be supported in this process by Jane Clark, from the Special Educational Needs Information and Advice Support Services, or by the Independent Supporters team.

### **8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?**

Adaptations are made wherever needed within the classroom, for example:

- changing the colours of interactive whiteboards
- providing a visual timetable in each class which is updated daily
  - paired work or small group teaching
  - providing coloured overlays

- chewellery (chewable jewellery)
- social stories
- different styles of reading books
- adaptations to homework and/or invitation to attend homework club
- use of ear defenders
- use of ICT to record ideas
- quiet areas within the classroom
- “chunking” learning into smaller sections
- writing scaffolds/frames/sentence starters
- use of practical resources
- fidget toys
- weighted blankets
- dyslexia friendly reading books
- access to our outside area including wildlife area

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

**9. What sort of expertise for supporting children and young people with SEN do we currently have in school? How do we ensure that the expertise and training of staff to support children and young people with SEN is current? How do we access and secure further specialist expertise?**

The SENCo is also the Headteacher and therefore works with colleagues from around the county. The SENCo works closely with an experienced SENCO consultant and specialist teacher. She (SENCo consultant) strives to ensure that her practice is as current and as up to date as possible. The SENCO also accesses the termly NYCC Senco Network meetings and the Swaledale SENCO Development Group and is trained to Tier 3 of the AET Autism training.

TAs have also received training in other intervention packages as follows (used for both pupils with SEN and others)

- 1stClass@Number
- Better Reading Support Partners
- Launch the Lifeboat
- Tier 2 Autism training (AET)
- The Thrive Approach
- OCR Level 1-7

In addition several of our staff members have received training either via the termly NYCC TA network meetings or directly from Enhanced Mainstream School (EMS) staff within school on a range of interventions and programmes including:

- Read, Write, Spell
- “Speed Up”
- Lego therapy

A programme of staff training (for both teachers and TAs) is carried out on a rolling basis and has included:

- speech and language
- autism
- Numicon
- writing individual provision maps
- bespoke inference and Literacy training from Marie Kilgallon
- mindfulness
- Educational Psychologist training
- changes to the Code of Practice
- Attachment
- Neurodiversity
- Emotion Coaching

Specific training is provided as needed for staff members as and when the need arises.

Should we require additional support or expertise to meet a child's needs, and once it has been proven that we are unable to meet this within school, a request for involvement would be made to the Inclusive Education Service.

Where personalised packages are required, both class teachers and TAs are fully involved with the specialist expertise from NYCC EMS teams in supporting the child. Parents and children are also involved in the process at all stages.

#### **10. How do we evaluate the effectiveness of the provision made for children and young people with SEN?**

As outlined in other sections, we carefully monitor and track progress of children using Target Tracker and, where necessary, P-scales. We also use individual provision maps which are reviewed after a term with parents and pupils, leading to new targets being set. We record details of interventions undertaken on the notes section of Target Tracker.

Observations (in class, in small groups and during 1:1 sessions), work scrutiny and pupil conferencing all form part of evaluating the effectiveness of provision, as well as feedback from you as parents. We recognise that work scrutiny provides a valuable measure of progress over time.

Specific intervention programmes use a tight measure of progress. These are carried out as per the recommendations accompanying each package.

Assessments help the teacher, pupil and parent to be aware of any specific areas of difficulty and they provide a baseline against which to measure progress.

Where packages have an integral parent feedback system, the certificates/postcards are used to celebrate sometimes the smallest of steps. These are celebrated in assemblies and are provided for parents to demonstrate this progress and some "things to remember".

#### **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?**

We provide a huge range of opportunities for all of our children, irrespective of gender, ethnicity, SEN or disability, to engage in activities. This is further outlined in Section 4.

#### **12. How do we 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.**

One of the biggest successes of our school is the "buddy system" which allocates a Year 6 pupil to be a named buddy for a new Reception pupil. This alleviates

concern and anxiety the younger children may feel about starting school and helps to foster positive peer relationships with the oldest children right from the beginning. This is supported by the inclusive, open ethos of our schools. New starters in other year groups are allocated a buddy of the same age who is given the responsibility of helping the new starter to settle in.

In addition, PSHE lessons target this area and targeted work is carried out by class teachers, TAs and the learning mentor as required.

### **13. How do we 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?**

We work closely with a range of external agencies to help meet your child's needs. This includes the Prevention Service (which has a team of Family Outreach Workers who can support you at home), the EMS teams, the Healthy Child Practitioner team, Educational Psychologists and Speech and Language therapy services.

If we feel that we require some additional support to meet your child's needs, we will always speak to you first and seek your written consent.

### **14. What are the arrangements for handling complaints from parents of children with SEN about the provision made?**

Complaints about SEN follow the general complaints procedure. Please see your child's class teacher in the first instance, to see if your concerns can be immediately addressed.

Should there be no improvement, please do make an appointment to see Mrs McDonald (SENCO/Headteacher).

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 the Chair of Governors.

SEN Governor – Beverley Workman

T – 01642 712340 (Carlton) or 01642 778202 (Bilsdale)

E – [admin@carltonfaceby.n-yorks.sch.uk](mailto:admin@carltonfaceby.n-yorks.sch.uk) or [admin@bilsdalemidcable-chopgate.n-yorks.sch.uk](mailto:admin@bilsdalemidcable-chopgate.n-yorks.sch.uk)

Chair of Governors

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The world of Special Educational Needs is full of jargon! Please find below our attempt to explain some of the acronyms you may come across.

<b>Acronym/ Abbreviation</b>	<b>Meaning</b>
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SENCO</b>	Special Educational Needs Coordinator
<b>NYCC</b>	North Yorkshire County Council
<b>TA</b>	Teaching Assistant
<b>EMS</b>	Enhanced Mainstream School Based across the county to support schools in a variety of ways
<b>EP</b>	Educational Psychologist
<b>CAN-Do</b>	Comprehensive Assessment of Needs document – resource allocation system to be completed as part of an assessment request
<b>SpLD</b>	Specific Learning Difficulties
<b>C+I</b>	Communication and Interaction
<b>SEMH</b>	Social and Emotional Mental Health (formerly Emotional and Behaviour)
<b>SENDIASS</b>	Special Educational Needs and Disability Information Advice and Support Services (formerly Parent Partnership Services)
<b>EHCP</b>	Education Health and Care Plan (being transferred from Statement of Special Educational Needs)
<b>EHCAR</b>	Education Health and Care Plan Assessment Request
<b>DCD</b>	Developmental Coordination Disorder
<b>ASD</b>	Autistic Spectrum Disorder

<b>FASD</b>	Foetal Alcohol Spectrum Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>POSCH</b>	Parents of Special Children – a charity/support group for parents and carers of children with SEN ( <a href="mailto:poschcharity@outlook.com">poschcharity@outlook.com</a> )
<b>NYPACT</b>	The parent and carer forum for North Yorkshire <a href="http://nypact.org.uk/">http://nypact.org.uk/</a>
<b>ELSA</b>	Emotional Literacy Support Assistant
<b>SSA</b>	Specialist Services Autism (formerly ASCOSS)
<b>IES</b>	Inclusive Education Service
<b>SPA</b>	Single Point of Access (means of requesting additional support for children)
<b>SALT</b>	Speech and Language Therapy
<b>OT</b>	Occupational Therapist
<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>CDC</b>	Child Development Centre (based on Brompton Road, Northallerton)