



Danby CE VC Primary School SEN information report- April 2021



Our SEND offer is underpinned by our Christian Vision. Our vision as a Church of England Primary School, deeply rooted in strong Christian tradition, is to be:
A happy and friendly learning community where **EVERYONE** enjoys the opportunity to achieve their potential within a trusting Christian School.

1 What kinds of SEN are provided for in your school?	This is what we provide in our school
	<p>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.</p> <p>Special Educational Needs refers to a child who requires additional and different provision from that usually provided within the classroom. Children can have special educational needs due to a range of reasons or circumstances.</p> <p>Special Educational Needs comes under four broad areas:</p> <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, mental and emotional health• Sensory and/or physical
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>Where the school feels that something additional or different is needed to support a child because they have SEND this will be discussed with the parent and the child.</p> <p>Information may well be recorded in an IEP. These should include: -</p> <ul style="list-style-type: none">• details of any strategies being used to support the child in class;

	<ul style="list-style-type: none"> • details of any extra support or interventions for the child • child's learning targets and their long term desired outcomes • the next date when the 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 may need to be referred for an Education, Health and Care Plan.</p> <p>If parents need to talk to staff about the needs of their child, they can contact the SENCO (Special Educational Needs Co-ordinator)- Mrs Liz Orland who has responsibility for:</p> <ul style="list-style-type: none"> • Coordinating all 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. • Ensuring that parents are: involved in supporting your child's learning; kept informed about the support your child is getting; involved in reviewing and monitoring 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 Psychology etc. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. <p>Our SEND Governor is Mrs Polly Wright She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEND. <p>The child's class teacher is also always available to discuss the child's needs.</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>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.</p>

	<p>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 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. • a clear date to review the SEN support plans
<p>4. What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</p>	
	<p>The class teachers and senior leaders have an open door to all pupils. In addition to these class discussions, individual discussions take place to ensure all pupils including those with SEND have a voice.</p> <p>School will obtain the views of all children (pupil voice) to shape provision in school. 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.</p>
<p>5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. 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>	
	<p>All pupils with SEND should make at least expected progress, in line with their peers. SEN provision is monitored by the SENCO, head teacher and designated governor. Adjustments to provision are discussed with parents and children, if appropriate. Children's progress and application to learning is continually monitored and reported to parents.</p> <p>The progress of children with an EHCP is formally reviewed at an Annual Review with all involved with the child's education, including the child. We meet to review their progress half way through the year too.</p> <p>The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.</p> <p>Parents will be involved termly in reviewing Individual Education Plans and in</p>

	parent consultations.
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>Inclusion Passports or Individual Chronologies which include all pupils' data and intervention strategies that have been used during their time at school are sent to the next school in addition with discussions with teachers from feeder schools. The SENCO arranges an appropriate transition review in plenty of time before any move. Staff from the receiving school are invited to attend. Transition meetings and visits are arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil receives as much transition work as t deemed necessary in order to make a successful transition.</p> <p>For pupils starting school, information of their needs will be gained from previous providers and through discussions with parents.</p> <p>When the children move from the infants to the juniors, discussions between staff take place.</p>
7. What is your School's approach to teaching children and young people with SEN?	
	<p>High quality teaching and support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers.</p> <p>Additional strategies employed will be recorded on an IEP/Inclusion Passport/Provision Map* which will include information about: the short term targets, teaching strategies to be used, the provision to be put in place.</p> <p>Class teachers are made aware of all students with specific needs and plan lessons according to all groups of children in their class, and will ensure that your child's needs are met.</p> <p>Specially trained support staff work alongside class teachers to support the needs of your child where necessary.</p> <p>Specific resources, evidence based interventions and strategies will be used to support a child individually and/or in groups.</p> <p>Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</p> <p>Personalised programmes (IEP's) may be needed for some pupils, alternative care and / or curriculum activities can be arranged on an individual need basis, the SENCO will discuss this with you and involve you and your child in the planning process should it be needed.</p> <p>This process will be reviewed at least termly and targets / provision will be</p>

	recorded. All staff will be involved in this process.
8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?	
	At Danby CE VA Primary School, we provide a creative curriculum which is differentiated to meet the needs of every individual child. Targeted support is given to children with SEND and where appropriate specific intervention programmes will be put in place. Progress is monitored regularly and different strategies will be employed if required. If the support within school is not showing improvement for the child then additional agencies will be worked with for support, advice and guidance to make appropriate adaptations.
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?	
	Schools will actively seek information, training and support for children with SEN when specific needs arise. Staff attend regular training to keep up to date with new initiative. Our school works closely with a range of specialists. All staff attends training to ensure we all understand and are able to meet the needs of all our pupils. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class in addition to regular generic training. Pastoral care is high on the agenda at Danby School for all pupils, including those with SEND.
10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?	
	The progress and attainment of all children is carefully monitored and reported to parents. SEN provision is monitored by the SENCO, head teacher and designated governor. Adjustments to provision are discussed with parents and children, if appropriate. Data is gathered termly and in depth conversations take place between key staff. If a child is provided with additional and different provision/interventions, the impact is carefully monitored 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. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.

	Other provision, for example provision regularly used in-class (known as High Quality Teaching), will be evaluated regularly by the headteacher.
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?	
	All pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN are equally represented in positions of responsibility whenever they arise. Reasonable adaptations will be made to enable this and will always be discussed with parents/carers.
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.	
	All children follow the NYCC PSHE curriculum. For some children additional interventions may be necessary for emotional support e.g. SEAL nurture groups, the provision of a key worker. The school's anti bully policy is available for you on the school website. In line with our Christian values, we listen to and support pupils and families with social and emotional needs in a nurturing manner.
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?	
	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.
14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.	
	If you have a concern, we would ask that you first approach your child's class teacher. If the class teacher is unable to resolve the issue, you can talk to our SENCO or head teacher. We will try to work alongside you to resolve any issues with the best interests of your child at heart. If you still feel that your issue has not been resolved to your satisfaction you can make a formal complaint by writing to the chair of governors at the school. The school's complaints procedures are available on the school's website.