



SEND INFORMATION REPORT

Principles

This report is to provide parents and carers with clear information regarding the school's SEND procedures and practices in line with the following code of practice (6.79) guidance:

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

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.

The North Yorkshire local offer can be found at:
<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

It is our aim that:

- children are included in and have access to a broad, balanced and relevant curriculum
- children achieve the very best they are capable of
- children experience a wide range of activities leading to greater independence and decision making
- children are happy and demonstrate personal development
- children's needs are identified early and all learners are well equipped to meet those needs

The following information outlines SEND provision at Croft Church of England Primary School:

Croft Church of England Primary School SEND information report	
School offer	North Yorkshire LA expectation of good practice
The kinds of SEND provided for...	
<p>What are Special Educational Needs and Disabilities? Special educational needs and provision can be considered as falling 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 <p>Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.</p>	<p>Children and young people (CYP) with a wide range of SEND 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>
Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO (mainstream schools)...	
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)? The Class teacher Is responsible for:</p> <ul style="list-style-type: none"> • 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 SEND Coordinator know where necessary. • Writing 'SMART' targets and using these to plan for the continued progress of the children. Personalised teaching and learning for your child as identified on school's individual 	<p>The name and contact number of the SEND Coordinator should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have</p>

provision map.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SEND Coordinator is Mrs Nicola Carbert (supported by Head Teacher Mr Simon Robson).

The SEND Coordinator is responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (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 Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in our 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 pupils with SEND in the school to achieve the best progress possible.

The SEND Governor – Mrs Denise Wilson-Bainbridge

Is responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.

School contact telephone number: 01325 720528

School email address: admin@croft.n-yorks.sch.uk

Please see website or ask in school for our latest Ofsted report and SEND policy.

Please note:

Our school crosses two Local Authorities meaning that we usually access services for pupils depending on where they live. If a pupil's home address or GP is in a neighbouring authority, their initial support may need to come from the Local Authority Services of the neighbouring authority. If a child resides in North Yorkshire then they will instantly access North Yorkshire Local Authority services.

What are the different types of support available for children with SEND in our school?

Class teacher input via specific targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SEND Coordinator) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group/individual work Intervention which may be:

- Run in the classroom or another area.
- Run by a teacher or a Teaching Assistant (TA).

SEND support

- It may be that your child has a specific barrier to their learning and this is affecting their progress. The Class Teacher would discuss any specific difficulties with the SEND Coordinator, HT and parents to clearly identify the child's needs.
- There are four main areas of need: Cognition & Learning; Communication & Interaction; Social, Emotional & Mental Health and Sensory & or Physical.

We have a range of Assessments to help identify needs. North Yorkshire Local Authority have developed a Comprehensive Assessment of Need tool (CAN – DO), which looks at areas of strength in the child, which would help build on the areas of need that require an intervention.

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:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most pupils will benefit from SEND 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 plan.

<ul style="list-style-type: none"> • SEND support is the term used when your child needs some additional and or different support from that given to most children of a similar age. • We use a wide range of interventions and strategies. Your child’s needs would be specifically targeted and a learning programme planned so that progress could be measured. This may be delivered by a trained TA. It would be a timed and monitored intervention to enable your child to make accelerated progress. The provision recorded on an IPM would be reviewed with you and the views of your child sought. The aim would always be to make your child more independent. • The school may call on extra specialist support from an outside professional, if your child is not making progress despite the Quality first teaching and an intervention. • You would be asked to give your permission for us to refer your child to a specialist professional. This will help school to better understand your child’s particular needs and better support your child in school. • The specialist professional will work with your child to understand their needs and make recommendations with targets, provision, support and advice. <p>Education Health and Care Plan (EHCP)</p> <ul style="list-style-type: none"> • For a very small number of children who have severe or complex learning needs, a request for an EHCP Assessment may be made; if the parents and professionals supporting your child feel that the child’s needs cannot be met with the resources normally available in school. • 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. • We would meet together to complete a ‘Comprehensive Assessment of Need’ form (CAN – DO) this is part of the North Yorkshire Local Authority paperwork designed to assess the level of need. This document puts the child at the centre of the assessment and involves the parents and agencies from education, health and care who may be involved with your child. • Some children may still have a ‘Statement of SEN’; over the next 2 years these will be transferred to the new system using an EHCP. • If your child has an EHCP or a Statement of SEN they will have an Annual Review; you will be asked to contribute your views and the views of your child will be an important part of this; most of the professionals involved will try to attend and they may provide a report for the school and parents/carers. You will still be involved in termly reviews to monitor the plan. 	
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Arrangements for consulting parents of children with SEN and involving them in their child’s education...

<p>How will I let the school know if I have any concerns about my child’s learning?</p> <p>If you has concerns about your child’s progress you should speak to your child’s class teacher initially.</p> <p>If you continue to be concerned that your child is not making progress, you should speak to the head teacher.</p> <p>The school SEND Governor can also be contacted for support.</p> <p>How will the school let me know if they have any concerns about my child’s learning in school?</p> <p>If the school have any concerns about your child’s progress, they will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> • listen to any concerns you may have • plan any additional support your child may need • discuss with you any referrals to outside professionals to support your child’s learning. <p>What support do we have for you as a parent of a child with a SEND?</p> <ul style="list-style-type: none"> • The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. • The SEND Coordinator is available to meet with you to discuss your child’s progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. • Individual Provision Maps and ‘SMART’ targets will be reviewed with your involvement. • Homework will be adjusted as needed to your child’s individual needs. • A home/school contact book may be used to support 	<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. 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. 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. 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.
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<p>communication with you, where this has been agreed to be useful for you and your child.</p>	
<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review...</p>	
<p>How will we measure the progress of your child in school? Your child's progress is continually monitored by his/her class teacher.</p> <ul style="list-style-type: none"> • His/her progress is reviewed every term in reading, writing and numeracy by both the class teacher and head teacher • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. • Children may have personal learning goals which will be reviewed, and a future plan made by using a plan, do assess, review approach. We are very much led by an 'outcomes' model and share information with children and parents, involving them in the target setting where possible. • Teachers meet with SEND Coordinator / Head Teacher on a termly basis as part of SEND pupil progress meetings. • The progress of children with a EHCP Plan is formally reviewed at an Annual Review, with all adults involved with the child's education. <p>How is extra support allocated to children and how do they progress in their learning? The school budget, received from North Yorkshire LA, includes money for supporting children with SEND.</p> <ul style="list-style-type: none"> • The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. • The SEND Coordinator maintains information about SEND in the school, including: <ul style="list-style-type: none"> ▪ the children receiving support ▪ the type support being received ▪ the progress of SEND pupils <p>The SEND coordinator will decide what resources/training and support is needed.</p> • Your child's view is very important and will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development. • The Head Teacher and SEND Coordinator will identify the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training and support. These are reviewed regularly and changes made as needed. 	<p>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 on the National Curriculum.</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>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society...</p>	
<p>How will we support your child when they are leaving this school? Or moving on to another class? We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> • We will contact the school SEND Coordinator and ensure he/she knows about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. <p>When moving classes in school:</p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. Assessment information and Individual Provision Maps will be shared with the new teacher. • Some children engage in transition activities to ensure that transition to a new class is smooth. <p>We also have strong links with Enhanced Mainstream Provision and The Dales School for specialist advice and support.</p> <p>In Year 6:</p> <ul style="list-style-type: none"> • The SENCO/Year 6 class teacher will discuss the specific needs of your child with the SENCO of their secondary school. • Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. 	<p>Your SEND Coordinator should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.</p>

<ul style="list-style-type: none"> • Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. 	
<p>The approach to teaching children and young people with SEN...</p>	
<p>How are the teachers in school helped to work with children with SEND and what training do they have? The SEND Coordinator's job is to support the class teacher in planning for children with SEND.</p> <ul style="list-style-type: none"> • The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. • We have good links with the Darlington and North Yorkshire Local Authority Speech and Language Service (SALT). <p>How will the teaching be adapted for my child with SEND? Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.</p> <ul style="list-style-type: none"> • Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. 	<p>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. 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>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> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN...</p>	
<p>How will the teaching be adapted for my child with SEND? Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.</p> <ul style="list-style-type: none"> • Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. 	<p>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.</p> <p>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.</p>
<p>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured...</p>	
<p>What are our areas of expertise in supporting children with SEND?</p> <ul style="list-style-type: none"> • All staff are trained to deliver quality first teaching to all pupils including those with SEND. • All staff adapt and differentiate lessons to suit the needs of all children including those with SEND. • Teaching assistants are well trained to support children with SEND in a classroom, in small groups and in a 1:1 situation. They have received training on specific interventions to support children with literacy and numeracy difficulties. <p>Mr Simon Robson regularly attends SEND Coordinator cluster meetings and training to keep abreast of current thinking in SEND.</p>	<p>All staff should receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary.</p> <p>Schools must make good use of their SEND funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>
<p>Evaluating the effectiveness of the provision made for children and young people with SEN; how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEND...</p>	
<p>How is Croft Church of England School accessible to children with SEND?</p> <ul style="list-style-type: none"> • The school has disabled toilet facilities. • We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs. • After school provision is accessible to all children including those with 	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities. Pupils with SEN should be equally represented in positions of responsibility e.g. the school</p>

<p>SEND.</p> <ul style="list-style-type: none"> • Extra-curricular activities are accessible for all children including those with SEND. <p>Please see the school's Access Plan and Equalities scheme which are available on the school website.</p>	<p>council.</p>
<p>Support for improving emotional and social development - this should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying...</p>	
<p>What Emotional and Social Development support do we have for a child with a SEND? We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school.</p> <ul style="list-style-type: none"> • The Emotional Health and Well-Being of all our pupils is very important to us. • We have a robust Child Protection Policy in place; we follow National & LA Guidelines. • We have a robust Behaviour Policy in place. • The head teacher and all staff continually monitor the Emotional Health, Well-being and vulnerability of all our pupils. • We are an Anti-bullying school. • We have a designated safeguarding lead who is also the head teacher and SEND coordinator - Mr Simon Robson. The safeguarding governor is Derek Blenharn. • We support strategies available for all pupils regarding their well-being. 	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
<p>How the school involves 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...</p>	
<p>Who are the other people providing services to children with SEND in this school?</p> <p>School provision</p> <ul style="list-style-type: none"> • Teachers • Teaching Assistants • Headteacher <p>Funded by the North Yorkshire Local Authority and delivered in school (or clinic):</p> <ul style="list-style-type: none"> • Enhanced Mainstream School (EMS) for Specific Learning Difficulties based at Richmond • EMS for Communication & Interaction based at Northallerton • EMS for Social & Emotional Difficulties based at Bedale • Educational Psychology Service • Speech & Language Therapy (provided by Health but paid for by North Yorkshire) • Sensory, Physical, Medical team • Early Years Support Team • Autism Outreach Service (Diagnosis needed before accessing this service) • Educational Social Worker <p>Funded by the Health Service and delivered in school or Clinic:</p> <ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Physiotherapy • Community Adolescent Mental Health Service (CAMHS) 	<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>Arrangements for handling complaints from parents of children with SEN about the provision made at the school...</p>	
<p>How do we deal with complaints from parents of children with SEND about the provision we offer?</p> <ul style="list-style-type: none"> • At Croft Church of England Primary School we are continually monitoring and adapting our practises with regard to the provision we offer to the children with SEND. • 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 seek to talk to our SENDCO/head teacher. We will try to work alongside you to resolve any issues with the best interests of your child at heart. • The school's complaints procedures are available on the school's website. 	<p>There must be a designated governor for SEND in the school and complaints about SEND should follow the general complaints procedure. It is always best to approach the teacher or the head teacher first, 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.</p>