



Settle C.E Primary School

SEND Information Report

September 2022

Code of Practice 6.79

‘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>

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What Settle Primary School offers

This is North Yorkshire LA's minimum expectations of good practice

What kinds of SEN are provided for in our school?

Children can be identified as SEND for a number of reasons:

If they are having difficulties in one or more of the broad areas of need, despite intervention. The areas of need are:

- **Communication and interaction**
- **Cognition and learning** –specific learning difficulties (English or Maths) or moderate learning difficulties
- **Social, emotional & mental health** difficulties
- **Sensory difficulties and / or physical disabilities**

A young person maybe receiving ongoing support from external agencies. For example, a pupil may receive continuing support from professionals such as Speech and Language Therapists.

A young person may have a diagnosis that could impact on a pupil's ability to access the curriculum or has a disability that has a 'substantial' and 'long-term' effect on the child's ability to do daily activities.

If a child is considered by school to have Special Educational Needs / Disabilities, then they will be placed on the school's SEND Register. Parents will be informed if children are added or taken off the register. Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Educational, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the schools admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to

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.

-Before making the decision to name a school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.

-Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

make the provision required to meet the SEN of pupils at this school. For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the young child or person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

What policies do we have for identifying children with SEN? How do we assess their needs? What is the SENDCo's name and how can I contact them?

Our Special Educational Needs Co-ordinator is – Mr Richard Wright 01729 822019
SENDCo Support – Mrs Natasha Smith

There are a number of ways in which pupils might be identified as having barriers to learning, including:

- ❖ Concerns raised by parents / carers, external agencies, the pupil's previous school or the pupil themselves.
- ❖ Referrals – Class teachers are responsible for the provision and progress of all children within their class, including those identified as having SEN. Teachers can refer children to the SENDCo if they have concerns about a specific child or want support in putting provision/interventions in place
- ❖ Monitoring – Class teachers and senior leaders monitor all children's attainment and progress through termly assessment, data analysis, book scrutiny, and planning and lesson observations. As part of these monitoring activities, we identify pupils not making the expected progress and discuss provision with the class teacher, SENDCo and parents.
- ❖ End of year summative assessment identifies those children who may need closer monitoring as a cause for concern. This may be due to not having made the expected progress over the year or could be class teacher concerns. These children are added to the schools

The name and contact number of the SENCo should be readily available for parents. 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:-

- 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 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 plan.

<p>'Additional Needs' register so that we can continue to monitor them closely over the next academic term and set a date for reviewing their progress.</p> <ul style="list-style-type: none"> ❖ Parents' Evenings – Teachers meet (face to face / virtually, or by telephone) parents/carers twice yearly to share information about their child. This is an opportunity to discuss concerns about progress and attainment. ❖ The schools provision maps outline the support that has been put in place to meet the needs of a range of children across the school. ❖ Children whose progress is significantly <i>behind</i> that of their peers will be highlighted on the school's SEN Register. Details of the support that is in place for these children will be outlined in a 'Support Plan', with targets set. ❖ Children are always consulted as part of the termly and annual review process and we obtain children's views when completing any reviews. ❖ This will be shared with parents and reviewed regularly. ❖ Where a child with a support plan continues to remain a concern and the gap between their needs and their peers continues to widen, or where there are very complex needs, a move towards an assessment for an education, health and care plan might be made, following discussion with parents/carers. 	
What arrangements do we have for including parents of children with SEN and involving them in their child's education?	
<ul style="list-style-type: none"> ❖ We are a child and family centred school, so you (and your child) will be involved in the decision making process about any additional support. ❖ When we assess SEND we will discuss it with you and take into account your views so that we are all helping your child in the same way to progress. ❖ Class teachers will invite parents to meet termly to discuss their child's progress, but are also available at other times to meet with 	<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. For pupils with SEND it is often desirable that there is 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>parents if necessary. (The school has an 'open door' policy). In these meetings parents and the child's views will be used to support the class teacher in writing and reviewing targets for your child. Class teachers will then write them onto individual support plans. The support plans are used by school and professionals to share information about your child's specific needs.</p> <ul style="list-style-type: none"> ❖ The class teacher meets with parents of children on the SEN register termly to discuss progress and targets. 	<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 • 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.
4. What arrangements do we have in place in our school to involve the children with SEN?	
<ul style="list-style-type: none"> ❖ We will always endeavour to include and seek the views of the children in all aspects of their learning and decision making. This will be done in the most age and need specific appropriate way for your child. ❖ Their views will be heard and recorded into their Individual Provision Map. ❖ Their voice will be captured in the support plan and with the personalised targets set. 	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, 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. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
5. What are our arrangements for assessing and reviewing the child's progress towards outcomes? How do we include parents and the children as part of this assess, plan, do and review approach?	
<p>All children are assessed using the EYFS and National Curriculum statements depending on their age.</p> <ul style="list-style-type: none"> ❖ We use FFT assessment to track attainment and progress for all children across the school. ❖ However, children with very complex needs may need to be assessed using PIVATS to track much smaller steps of progress in specific areas. Individual progress for children on the SEN register is also tracked and monitored termly by the Deputy SENDCo. ❖ Children on the school's SEN register are monitored according to their personal targets. Each term, class teachers will discuss progress with parents and update support plans. ❖ Children with an EHCP will have ongoing support plan reviews as 	<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. Your child may well have their own support plan with personalised targets 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>well as an Annual Review, which is reported to the local authority.</p> <ul style="list-style-type: none"> ❖ We check how well a child understands and makes progress in each lesson through formative assessments and evaluations. Staff work closely with each other to moderate their judgements. ❖ The Senior Leadership Team monitor the progress of all children every term to make sure that children make the expected progress including those with SEND. ❖ We report back to governors on the attainment and progress of all children in school. ❖ We are able to undertake screening for Dyslexic traits through GL assessment Dyslexia Portfolio and the school will also be able to screen for a range of learning difficulties as well as SEMH issues through the use of SNAP assessments. 	
6. What are our arrangements for supporting children in their transition into our school and when they leave us?	
<ul style="list-style-type: none"> ❖ For the children entering our Early Years Foundation Stage, there is a planned, phased introduction in the summer term prior to your child starting in September. This will include: <ul style="list-style-type: none"> ➤ A home / setting visit where information regarding any SEND can be gathered. ➤ A visit to previous settings to meet the child in situ and to gather any SEND information. ➤ -Meetings will be arranged with outside agencies, for those children who are already in receipt of additional support. ➤ A 'new parent' meeting will be held and additional one to one parent meetings will take place if parents feel this is necessary to discuss provision that will be put in place. ➤ All children have a phased introduction into the setting which can be personalised to the needs of your child. This includes multiple visits by the children to stay and play with the parents. Additional visits to the school are encouraged for those children who may find the transition difficult. ❖ When children leave Settle C.E Primary School, a series of transition 	<p>School staff 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>

<p>meetings are arranged between the schools that include both staff and children. Additional visits are encouraged and available to those children who may find the transition difficult. These are supported by our Primary Schools staff and parents are invited to share in this process.</p> <ul style="list-style-type: none"> ❖ The Secondary schools pastoral team visit the school to meet the children and include review meetings with the Year 6 staff where information is shared. ❖ Information is shared with the new schools SEND team and meetings between the secondary school SENDCo and parents are encouraged. ❖ We are a small, family school and the staff know all of the children throughout the school well, however transition between year groups in school is supported by additional visits to the new class if necessary. ❖ Where there are complex needs a transition plan will be discussed and put in place by the relevant staff to discuss individual needs and strategies for SEND children. Information is shared including the child's support plan. ❖ A transition booklet which will include pictures of new staff and the classroom as well as relevant information about any changes they will face can be implemented if the needs of the child warrant this. ❖ Parents will be part of this process if a transition plan needs implementing. 	
7. What is our school's approach to teaching children with SEN?	
<p>Most importantly at Settle C.E Primary school, we believe that the biggest impact on teaching and learning of all pupils is quality teaching in the classroom (Quality First Teaching).</p> <ul style="list-style-type: none"> ❖ All teachers are expected to plan appropriately differentiated lessons so that all children can access the curriculum. Examples of this include: use of differentiated resources, planned adult support, extra time to complete a task, specific resources for the child's needs, e.g. a lap-top or easy-speak microphone, first and next boards so that 	<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</p>

the expectations are clear.

- ❖ For those children who are well-below the year group expectations, they may need a separate programme of study for some/ all of their areas of study. Teachers will provide planning to support teaching assistants in the delivery of this as well as be part of the delivery and assessment on a regular basis.
- ❖ We are able to offer children those children who have been identified as a cause for concern early on (through discussion with SENDCo, class teacher and school tracking systems) additional interventions that focus on the specific needs of your child.



Additional interventions start from EYFS which include;

- Ginger Bear for supporting Speech and Language development
- EYBIC for supporting comprehension of language
- Time For Sounds to support early phonic development
- Numicon intervention to support early mathematical development
- Lego Therapy to support early development of listening skills and social communication
- Zones of Regulation to support emotional needs

Into Key Stage 1 the children may be include in;

- Narrative therapy to support language comprehension
- Additional phonic sessions in class
- Additional one to one reading sessions with an adult
- Little Wandle Catch Up Programme
- First Class @ Number to support Mathematical development
- Precision Teaching
- Zones of Regulation

Into Key Stage 2 the children may continue to access earlier interventions depending on level of need as well as be included in:

- Zones of Regulation
- Little Wandle Catch Up Programme
- Little Wandle SEND Programme
- First Class @ Number 2
- Success @ Arithmetic

be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons
Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes.

<ul style="list-style-type: none"> - Rapid readers - Reading Inference - Precision Teaching <p>❖ For those children for whom the Little Wandle method of teaching phonics has proven through assessment as not to be effective, we will adapt the phonic teaching to address individual needs. Wordshark or Sound Discovery may be used as an intervention programme. We will also follow advice from the Cognition and Learning Service as to what may best support individual children's needs.</p> <p>Some children may take part in further specific interventions which are led by support plan targets such as working on gross motor skills or one to one interventions that have been recommended by external agencies for children such as cued articulation or the Nuffield programme.</p>	
8. How do we make adaptations to the curriculum and learning environment to best meet the needs of children with SEN?	
<ul style="list-style-type: none"> ❖ All classes have a guide that outlines how learning and / or the environment can be adapted to meet the needs of specific children who may have barriers to learning within one or more of the four areas of difficulty within the classroom. ❖ Planning within classes is differentiated, with children being taught at a level appropriate to their learning needs. ❖ Resources are provided in the classroom to support children with their learning ie: Numicon resources, word mats, sound mats, Clicker. ❖ Visual timetables and cues are used when necessary. ❖ IT equipment, apps and programmes are available to support specific needs as appropriate. ❖ Resources and activities are identified for those children who may have sensory processing needs. ❖ Any specific physical requirements will be assessed individually and 	<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>equipment will be provided to those needs with advice and support from the local authority SEND services.</p> <ul style="list-style-type: none"> ❖ Where deemed necessary, risk assessments are undertaken and put in place for the safety of all within the setting. 	
9. How do we ensure that the expertise and training of staff to support children with SEN is current?	
<p>All staff receive training from relevant co-ordinators about ensuring Quality First Teaching for their specific subject areas. Co-ordinators of key subjects receive termly network and update meetings at a county level. The SENDCo receives termly updates through a SENDCo network meeting at county level.</p> <ul style="list-style-type: none"> ❖ Whole school training has been delivered on aspects of social, emotional and mental health needs as well as supporting children with complex needs such as ASD. ❖ Additional advice and training is sought from external agencies working with specific children. ❖ Specific staff have been trained according to the potential needs of the children in our care including support and advice from external agencies as to how to deliver speech and language programmes, Makaton, First Class @ Number 1 and 2, Success @ Arithmetic. ❖ The school governors also have a role in ensuring your child is supported where necessary. The Head teacher and SENDCo report back to the Governing body regularly in addition to the SENDCo meeting on a termly basis with the SEN Governor. 	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN 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>
10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?	
<p>At Settle Primary School we monitor and track progress through the FFT. All class teachers are responsible for tracking progress and monitoring this. The senior leadership team will review all children's progress each term, including those who are identified as have SEN.</p> <p>In addition to the whole school monitoring systems we also:</p> <ul style="list-style-type: none"> ➤ Identify early on through our internal tracking systems those children who are a cause for concern. These children are closely 	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact 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. Many schools use Individual Provision Maps (IPMs) to capture</p>

<p>monitored over a term, to see if quality first teaching is having impact.</p> <ul style="list-style-type: none"> ➤ Where a concern remains, the class teacher in conjunction with the SENDCo need to assess where specific needs lie and put adaptations and / or interventions in place to support the child. ➤ Following on from a pre-determined review, the class teacher, parent and SENDCo will decide if impact has been made and the child is now closing the gap with their peers, or if the gap is widening and concerns remain then the child will be added to the SEN register. At this point a support plan will be drawn up with parents and the child and smaller, specific targets identified. ➤ These targets are reviewed each term. ❖ Where appropriate, interventions will be assessed with a Reading / Spelling / Maths age as a baseline point then re-assessed at the end of the term. The progress made should have an impact of ratio gains 2:1 ❖ Monitoring will also continue against chronological year group expectations, using FFT. This will be reviewed by relevant members of the senior leadership team as well as class teachers. ❖ Where, after at least two cycles of the plan, do, review approach has been put into place and progress continues to remain limited, the SENDCo will make a referral to the local authority for additional advice and support. ❖ Class systems for monitoring progress include termly assessments in Maths, Spelling and Reading as well as weekly spellings and KIRFS / times tables. 	<p>information, which is written during a planning meeting. This meeting with you and your child is often described as a 'learning conversation'. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
11. How do we ensure that our children with SEN are enabled to engage in activities available with children in the school who do not have SEN?	
<ul style="list-style-type: none"> ❖ The school ensures that all pupils have equal access to all activities in school, including extra- curricular clubs and activities. ❖ Additional arrangements are made to enable participation for all when necessary. 	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>

12. How do we support children with SEN to improve their emotional and social development?

- ❖ All children on the SEN register are included in the termly review of their support plans and personalised targets. Their voice is included in the plan produced.
- ❖ Zones of Regulation is an intervention that runs throughout the school. It is a policy we have adopted in each class to support children to develop the language needed for emotional literacy.
- ❖ Those children who have been raised as a concern by class teachers, pastoral staff and / or parents are able to be included in smaller group or one to one sessions of Zones of Regulation depending upon their needs. This maybe for a short interim period or longer depending on needs.
- ❖ The school runs a 'Buddy' system at playtimes led by the Year 6 children. The children are supported in this role by the Year 6 staff as well as lunch time supervisors.
- ❖ The school has a trained Mental First Aid Practitioner who leads on whole school Mental Well being.
- ❖ The SNAP assessment system also screens for SEMH difficulties.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

13. What further expertise for supporting children with SEN do we use to help us meet SEN and how do we work together collaboratively?

- ❖ If we feel that the children we are monitoring closely need additional support and expertise we can access support from specialist teachers to enable your child to access the curriculum and meet specific needs (speech and language, hearing / visual impairments, behaviour and emotional related needs and severe learning difficulties).
- ❖ We get support from other local authority services such as SEN specialists, Educational Psychologists, Speech Therapy, School Nurse Team, Early Help and CAMHS as needed.
- ❖ SELFA are working within school on a weekly basis to support specific individualised needs.
- ❖ Support can be accessed from Occupational therapists and physiotherapists.
- ❖ Where external agencies are involved, we work together and review

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>progress regularly so that all the stakeholders are clear as to their roles and responsibilities in the development of your child.</p>	
14. What arrangements do we have if you are not satisfied regarding the SEN provision made at the school?	
<ul style="list-style-type: none"> ❖ Your first point of contact is always the class teacher. ❖ Following on from this please speak to the SENDCo – Richard Wright or SENDCo support – Natasha Smith ❖ If you are not satisfied that your concerns have been addressed, speak to the Head teacher then ask for the school governor representative for SEN. ❖ The SEN Governor is Mrs Amanda Dawson and Mrs Liz Wherity 	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher 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>