

Cononley school SEN information report

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>

**Cononley School SEN information report
October 2016**

Link to SEN Policy (hyperlink to your policy to make access easy for parents)

Governors should describe:

School offer	North Yorkshire LA expectation of good practice
<i>The kinds of SEN that are provided for:</i>	
All children are welcomed at Cononley Primary School and all needs are catered for in order to provide an inclusive education for all. At Cononley Primary School our aim is to inspire and challenge our pupils to achieve their best and achieve their full potential.	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.
<i>policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)</i>	
<p>At Cononley we operate an 'open door' policy. Parents and carers are encouraged to speak with their child's class teacher about any concerns they may have. They will be able to discuss any support your child is receiving. If you wish to discuss your child's needs further please contact the Headteacher, Mrs Catherine Pickles or Special Education Needs Coordinator (SENCo), Mrs Jennie Hoyle who will be able to talk about how Cononley can support children with SEND.</p> <p>Children who have been identified as needing some additional support will have their targets recorded. Some children may also have an inclusion passport and/or an Individual Provision Map (IPM) which describes the child's individual strengths and needs and the type of support they will need to help them make progress. Progress is reviewed at least every term and for some children at more regular intervals. If we feel that your child needs to receive such support, you will be informed and you will be invited into school to discuss this further should you feel it necessary.</p> <p>From time to time children may not make progress despite receiving</p>	<p>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:-</p> <ul style="list-style-type: none"> • 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. <p>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>

<p>additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to request additional support to help meet a child's additional needs. A request for an Education, Health and Care Plan (EHC) may be made if parents and professional supporting a child feel that the young person's needs cannot reasonably be provided from within the resources normally available to mainstream schools. An EHC assessment will not always lead to an EHC Plan. This is a statutory process and there are set timescales to adhere to.</p>	
<p><i>arrangements for consulting parents of children with SEN and involving them in their child's education</i></p>	
<p>The school believes that regular contact with parents is vital for children with SEND. The school communicates with parents regularly throughout the year through:</p> <ul style="list-style-type: none"> • Parents evening in October • Parents evening in March • End of year report • Optional parents 'drop in' in July <p>For some children, regular communication takes place on a daily basis through the use of a home/school book or contact with the class teacher before or after school.</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. 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.
<p><i>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</i></p>	
<p>At Cononley Primary School children we aim for our children in Years 1-6 to achieve end of year expectations or better for their year group. We aim for our</p>	<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</p>

<p>children in Early Years Foundation Stage to achieve Early Learning Goals (ELG) in all areas of the Early Years Foundation Stage Profile and specifically a Good Level of Development (an ELG in all prime areas of the curriculum and Literacy and Maths).. Some children may need additional support in order to achieve this. Even with additional support some children may not fully meet these expectations but will still make progress. They are assessed regularly throughout the year in order to monitor the progress that they are making according to their individual starting points. Monitoring of progress towards identified outcomes will be undertaken by all the adults involved with the provision. Progress will be reviewed on an on-going basis and records/notes kept on the appropriate documents.</p> <p>At Cononley, we use Inclusion Passports to communicate the provision and progress of children with SEND when accessing support from external services or when a child is going through a period of transition from or to another school. Within school, we use IPMs to highlight targets and areas for development, as well as successful strategies and progress.</p>	<p>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><i>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</i></p>	
<p>Cononley enjoys close links with local secondary schools. We believe that communication is the key to a smooth transition to secondary school for all children, and especially pupils with SEND. This may mean supported additional visits and ‘taster’ sessions, a secondary representative at progress review meetings. We use Inclusion Passports to communicate the provision and progress of children with SEND when a child is going through a transitional period.</p>	<p>Your SENCo 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><i>the approach to teaching children and young people with SEN</i></p>	
<p>All staff at Cononley are committed to providing quality first teaching so that all children can make good progress with their learning. Lessons are carefully differentiated to meet the needs of all children whatever their learning style. Staff use a variety of teaching styles and resources in lessons to support children’s learning. The school places great importance on the fact that children learn in different ways.</p> <p>The universal provision provided is described on the school’s whole school</p>	<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</p>

<p>Provision Map.</p> <p>At Cononley we are able to offer a wide variety of interventions to support the needs of all children. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. Staff receive regular training and support provided by a number of different agencies. All interventions are recorded on an Intervention map each term. These Intervention Maps outline the purpose of the intervention, pre and post-intervention assessments and an evaluation of the intervention to ensure that the impact is clear and the next steps for each child can be easily identified.</p>	<p>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><i>how adaptations are made to the curriculum and the learning environment of children and young people with SEN</i></p>	
<p>We believe that all teachers are teachers of SEND. Our staff are adept at making subtle and effective changes to the curriculum and learning environment to ensure that all children are able to achieve their full potential. All staff have high expectations.</p> <p>Our provision map is available on the school website, which outlines our strategies, approaches and interventions.</p>	<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><i>the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</i></p>	
<p>Cononley Primary has skilled teachers and teaching assistants who support both individual and groups of children throughout school. Although, from time to time, children may need a high level of individual support, our aim is always to help children to be more independent in lessons. Staff receive regular training in different areas of SEND.</p> <p>We are prompt at requesting additional advice and support from external agencies in order to help children with SEND achieve their full potential.</p>	<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.</p> <p>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>

<p><i>evaluating the effectiveness of the provision made for children and young people with SEN</i></p> <p><i>• 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 SEN</i></p>	
<p>At Cononley Primary School we offer a broad and balanced curriculum which is planned to suit the needs and interests of individual cohorts. All staff are equipped to differentiate lessons so that every child is able to learn at their own pace and in their own way. Additional resources are sourced and provided as required. At Cononley School we are able to offer additional interventions in school that focus on the specific needs of your child. Children are identified for interventions through discussions between the SENCo / Head Teacher and class teachers on a termly basis.</p>	<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 council.</p>
<p><i>• 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</i></p>	
<p>At Cononley School we support children emotionally in a variety of ways. On entry children are part of a 'buddy' system which encourages new children to be part of the school community. At Cononley all children participate in PSHE/SEAL lessons and circle time activities, as well as whole school assemblies which tackle issues such as relationships, bullying etc. We run support groups as appropriate for more vulnerable children, such as 'Sketchbook' club or Lego Therapy; Ginger Bear 'Time to Talk' in Early Years. On occasions, children may need additional emotional well-being support and all teachers feel confident to provide a more personalised strategy. When needed, children are able to choose a key adult with whom they feel confident to share their feelings with.</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
<p><i>• 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</i></p>	
<p>Sometimes it will be helpful for school to request some additional support from an outside agency. Cononley has established excellent working relationships with professionals from the following agencies:</p> <ul style="list-style-type: none"> • The Educational Psychologist & Early Years Support Service • School Nurse and Health Visitor • Sensory, Physical and Medical Teaching Team 	<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</p>

<ul style="list-style-type: none"> • Speech and Language Therapist • Paediatrician • EMS schools for Specific Learning Difficulties (Upper Wharfedale) • EMS schools for Speech, Language and Communication and specific learning difficulties (Embsay) • EMS school for Social and Emotional Difficulties (Greatwood) • ASCOSS – Autistic Spectrum Condition Outreach Service • Young Carers • CAMHS • Brooklands School Outreach <p>Professionals from all the above agencies regularly support staff and children in school. School would only contact an outside agency after consultation with parents.</p>	<p>needs you will be informed and asked to give your consent.</p>
<p><i>arrangements for handling complaints from parents of children with SEN about the provision made at the school.</i></p>	
<p>If you are not satisfied with the provision made for your child in school regarding SEN your first point of contact is always with the person responsible – this maybe the class teacher or SENCo. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Head Teacher then ask for a school Governor representative. If you do not feel that the issues have been resolved, we will arrange a meeting with the Chair of Governor’s who can be contacted via the school.</p>	<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>

6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

6.81 Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school’s SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school’s contribution to the Local Offer and **must** include information on where the local authority’s Local Offer is published.

6.82 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.