

Boroughbridge Primary School & Nursery 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>

Boroughbridge Primary School & Nursery SEN information report

Date: November 2015

Link to SEND Policy <http://www.boroughbridge-pri.n-yorks.sch.uk/policies/>

Link to SEND information in general: <http://www.boroughbridge-pri.n-yorks.sch.uk/our-school/special-needs-information/>

This is what we provide in our school

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

1 What kinds of SEN are provided for in your school?

At Boroughbridge Primary School & Nursery we support children with a range of needs, this is done through the following universal provision for **ALL** which includes children with SEND and children looked after by the local authority:

- Good to outstanding teaching - Quality provision within the classroom. Lessons are carefully differentiated to meet the needs of 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.
- Interventions are bespoke to each individual child, with targeted support that is focussed on educational and pastoral outcomes.
- "Dyslexia friendly" approaches to teaching and learning

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.



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accredited through the Early Intervention Project by the British Dyslexia Association.

- Ethos of SEN runs through each classroom - e.g. tool kits with resources in aimed to make children independent in their learning, like key word lists, alphabet arc, number squares and phonics sound cards.
- ICT to promote independence for writing and maths.
- "Closing the gap"- targeted focus groups through our Achievement for All project participation.
- Good links with Enhanced Mainstream Services (EMS) and other Professionals to help support with your child's needs.
- Experienced qualified SENCo.

The school Governor for SEN is Julia Charlesworth.

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?

Boroughbridge Primary School & Nursery SENCO: Cassie Jenkinson (BA HONS in Primary Education and English, NASENCO award accredited 2011.)

The school has a range of documentation available for parents including the SEN & Inclusion Policy which highlights how children's additional needs are identified and how the school will support these children.

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



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The school has a Provision Map which is reviewed and updated each term. This highlights all the interventions taking place that term with the names of children receiving the intervention. Children who have been identified as needing some additional support will have their targets recorded on an Individual Provision Map, which describes the child's individual strengths and needs and the type of support they will need to help them to make progress. Targets are set termly using the Portage method so that each step feels attainable to the child. This included stating the need, how often it is supported and a percentage of time the child will try to achieve their goal independently. Progress is reviewed at least each term and for some children at more regular intervals. We provide regular meetings to update parents and will set up and attend meetings with other professionals where necessary. Some children in school with more complex needs will have a Statement or Education, Health and Care Plan.

- 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.

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

At Boroughbridge Primary school & Nursery we will:

- Inform parents of the type of interventions needed for each child, who will deliver the extra support and when.
- We will give a verbal overview of the programme and ask permission for the child to take part.
- Tracking and measuring of progress will be shared with parents at the end of each intervention.
- A review of progress will take place between teachers and the

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 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



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SENCo or Head every 6 weeks.

- 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.
- IPM Target mats are sent home in order for targets to be supported at home. These target mats are then reviewed in partnership with the pupil, class teacher and parent in order for achievements to be celebrated and next steps to be identified. The SENCo may also be invited into these meetings for monitoring and supportive purposes.

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:

- 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.

4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

The views of all children, including children with SEN, are obtained to alter, enhance and enrich provision at Boroughbridge Primary School & Nursery. This is done via a school council in which pupils are represented from Year 1 to Year 6. When a target mat is reviewed the children are always involved in the process at the level in which they are comfortable, views are always sought and noted down. For review meetings SEND children fill in a questionnaire to gain their understanding of how well they are doing.

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.

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



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When children enter primary school there are national expectations which are the average levels for children at the end of an academic year / key stage. If children do not achieve these national expectations, some additional support may be needed to help a child to make progress. Progress of all children is reviewed regularly to make sure that they are making expected progress. You will have the opportunity to discuss your child's progress at the parent / teacher consultation evening and at review meetings. Some children may have individual targets on their own personal Target Mats. These targets will be reviewed termly as a minimum and shared with parents and children.

For SEN children at Boroughbridge Primary School & Nursery we will:

- Assess and monitor children using PIVAT's. The Pscals will provide small steps which can be linked to IPM's.
- PIVAT's will assess small amounts of progress over time and will help teachers accurately assess children's abilities and support them in setting new targets.
- In terms of the new curriculum we can assess children as being at emerging, expected or exceeding within their year group expectations.

All pupils with SEND should make at least expected progress, in line with their peers. You 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.

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.



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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

At Boroughbridge Primary School & Nursery transition meetings for all children with SEND are well established. In Year 6, some children will have additional visits to their chosen secondary school prior to the Welcome Day which is for all children. At the transition meeting with parents, a careful plan is put in place to support an individual child's needs and to ensure that they have the best possible start at secondary school.

Transition meetings and plans are organised throughout school for some children. Throughout the year Nursery and reception work closely on transition and free flow together in their outdoor area. Nursery lunch club attend lunch times in the main dining all alongside the rest of school to build independence and confidence. In the Summer term before children enter Reception, children are invited to attend 'New Starter' days where they have the opportunity to practice being reception children and meet their new class teacher and other members

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.



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of the school family. The same happens throughout school so that all children have transition days with their new class teacher in their new learning environment. If required, additional transition days can be included in an individual plan to support the transition process. In Nursery & Reception we assess ALL children against the Government document "Development Matters" If a child is progressing at below age related expectations then we would put in an intervention to support them. From September 2016 schools are required to baseline assess children at the start of Reception rather than the end, as a result at Boroughbridge Primary School & Nursery we have a transition policy from EYFS to Y1 which states that those who have not attaining their Early Learning Goals will continue on EYFS curriculum until January of Year 1, this is best practise. We will then assess against national expectations for year and/or P scales.

7. What is your School's approach to teaching children and young people with SEN?

At Boroughbridge Primary School & Nursery, staff know the importance of high quality teaching to support the needs of all learners. Good, carefully planned universal provision is key for all children to be able to make progress with their learning. Lessons are carefully differentiated and some children may need additional resources or adaptations to be made in class. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. Some interventions will be time-limited; others

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



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may take place over a longer period of time. Staff receive regular training and support provided by a number of different agencies.

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:

- 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.

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

At Boroughbridge Primary School & Nursery, when necessary,

Your school will be able to describe some of the approaches that classroom



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adaptations will be made to the school environment and the curriculum so that all children are able to access the curriculum and the social aspects of school life. These adjustments are referred to as 'reasonable adjustments'.

Some children may need specialist resources and or technology to support their learning. Where possible, these resources are kept in school and both staff and pupils are trained in how to maximise their potential within the classroom environment.

Some children have a Medical care plan in place so that all staff working with them are aware of their medical needs. All staff complete the relevant training in order to help children further with their medical needs.

Individual Risk Assessments are carried out for children who may need additional support on school trips or in the schools learning environments both inside and out.

Individual Provision Maps include children's interests and things that help them learn and enjoy at school - these are updated termly.

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.

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.



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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?

Boroughbridge Primary School & Nursery has a team of highly skilled support staff who support both individual and groups of children throughout school. Support staff receive training in different areas of SEND including Active Literacy Kit, reading interventions and Gaps in Maths programmes. They are kept up to date by team leaders on matters in SEND and other areas. Individual staff training needs are identified during the Performance Management process and the school has excellent links with a wide range of professionals who provide on-going training for staff in school. SEND training is part of the whole school development plan and as such all staff receive training in carefully identified areas of SEND each year.

We are currently part of the Early intervention Project which focuses on Dyslexia friendly classrooms, processing and memory difficulties. All members of staff have been involved in training and CPD opportunities

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.



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as well as carrying out action research projects to attain Bronze and Silver awards accredited by the British Dyslexia Association.

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

When children enter primary school there are national expectations which are the average levels for children at the end of an academic year / key stage. If children do not achieve these national expectations, some additional support may be needed to help a child to make progress. Progress of all children is reviewed regularly to make sure that they are making expected progress.

For SEN children at Boroughbridge Primary School & Nursery we will:

- Assess and monitor children using PIVAT's. The Pscals will provide small steps which can be linked to IPM's.

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. 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. Many



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- PIVAT's will assess small amounts of progress over time and will help teachers accurately assess children's abilities and support them in setting new targets.
- Any one to one or group interventions will be recorded through the IPM for that child and progress shared with parents at their termly review.
- Effectiveness of Outcomes will be reported back as part of face to face parents evenings with class teachers or earlier at the SENCo's discession.
- If additional support is required class teachers will inform parents verbally at the first possible opportunity and will state when this will take place, support from other services will then evaluate impact of learning and effectiveness of provision in line with their support.

schools use Individual Provision Maps (IPMs) to capture this information, which is written during your 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. 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.

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 children, including children with SEND are encouraged to attend a wide range of extra curriculum and extracurricular activities. Where reasonable adjustments are to be made during the school day, external providers are

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.



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aware of these adjustments that need to be made. Through the support of the SENCo this enables all children to actively involved in every aspect of the school life. Sometimes additional risk assessments or provision might need to be put into place as a safeguarding measure so that all children can access a trip fairly.

Each child at Boroughbridge Primary School & Nursery has a position of responsibility within the school life, this is also true of children on the SEN support register.

Uptake of children to participate in extra curriculum and extracurricular activities are recorded and tracked by the Headteacher.

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.

Boroughbridge Primary School & Nursey is committed to providing high quality SEAL (Social and Emotional Aspects of Learning) and PSHE (Personal, Social and Health Education). Regular Circle Time and PSHE lessons contribute to children making good progress in this area of their learning. We also provide SRE (Sex and Relationships Education) lessons from Y1-Y6 at varying levels to promote open discussion and trust in safe adults when discussing sex and relationships.

Some children may also attend small Nurture groups on elements of interest such as music, sport or forest schools clubs to support their

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



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social and emotional development.

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?

Occasionally it is beneficial for school to request some additional support from an outside agency. This is in order for specific, targeted support that is unique for the individual child. Boroughbridge Primary school & Nursery established excellent working relationships with professionals from the following agencies:

- EMS schools for Speech, Language Communication and Interaction, Specific Learning Difficulties, Behavioural, Social, Emotional and Mental Health needs and Schools that specialise in Severe Learning Difficulties.
- The Educational Psychologist
- School Nurse and Health Visitor
- Sensory, Physical and Medical Teaching Team
- Speech and Language Therapist
- Physiotherapist
- Paediatrician
- The Prevent team
- Social care.

We will always ask parental consent when involving other agencies in your child's education apart from social care referrals. This includes

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.



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when making referrals on your behalf through the school SENCo. We will inform you of outcomes ASAP.
Include any targets set by other professionals on IPM's.
Arrange meetings between school, other professionals and parents to help support the child. Provide contact details and sign post other professionals that may be able to help

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.

At Boroughbridge Primary School & Nursery we operate an 'open door' policy. Parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss additional support children are receiving. If you wish to discuss your child's needs further please contact the Headteacher or SENCO who will be able to talk about how Boroughbridge Primary School & Nursery can support children with SEND.

School's complaints policy is on our school website, this includes complaints around SEND and Looked after children. The policy can also be obtained through request of a paper copy from the school office. Please follow this policy if you would like to make a formal complaint. In the first instance discussions would be encouraged by the class teacher, SENCO and Headteacher to try and resolve any issues.

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.



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Boroughbridge Primary School & Nursery Teaching Team 2015-2016:

Nursery: Alison Scott

Reception: Jess Wade

Y1: Kate Gloag

Y2: Cassie Jenkinson

Y3: Jessika Evans

Y4: Katie Lea

Y5: Richard Chapman

Y6: Shiona Ault.

Qualified SENCo: Cassie Jenkinson

SEN Governor: Julia Charlesworth

Head teacher: Gail Lee.