

St Nicholas CE Primary School



West Tanfield

SEND INFORMATION REPORT 2022 – 2023

What kinds of SEND are provided for in your school?

We are proud to be an inclusive school and we endeavour to provide for every kind of Special Educational Need and Disability (SEND). We have experienced staff across both schools in our federation, who are knowledgeable about a wide range of SEND. However, should a child join our school with needs outside our experience, we would ensure that training and advice was provided to ensure high-quality provision.

Who is the Special Needs Co-ordinator and how can I contact her?

Our SENCo is **Leonie Mandelson** and she can be contacted on 01677 470329 or at senco@west-tanfield.n-yorks.sch.uk. She is a qualified teacher with 29 years of experience and has been a SENCO for the last 20 years.

How do you identify children with SEND and assess their needs?

At our school, we believe that early identification of SEND is vital so that appropriate support can be put in place to ensure that children feel happy at school and make good progress. We are a small school where staff get to know each child very well. We make careful observations and carry out detailed assessments, tracking the progress of each child closely. If your child is not making sufficient progress through the usual approaches to teaching and learning, the teacher will carefully consider what can be done additionally or differently through targeted provision. Initially, the classteacher will discuss this with the SENCo who may arrange for further assessments to be carried out to gather information about the areas of strength and weakness. This will be discussed with you and your views will be sought.

For some children, we may seek external advice and support but this would always be discussed with you beforehand and a referral would never be made without parental consent. Occasionally, for children who need high levels of support, we may work with other professionals and parents to request an Education Health Care Plan (EHCP). (see also Appendix 1 below)

How do you involve parents of children with SEND in their child's education?

At St Nicholas, we very much value working with parents and carers, recognising that you have an in depth understanding of your child's needs, interests and abilities. We have an 'open-door' policy and encourage you to get in touch at any time should you have any questions, queries or concerns about how your child is getting on at school or if you feel it would be useful to let us know about something which may be affecting your child.

There are opportunities for termly parents' consultations for all children when parents are invited to come to school to discuss their child's progress with the classteacher. For children who receive SEN support, additional review meetings are held at least termly. We usually hold these meetings in school, although we can also hold them in the family home if parents would prefer. At this meeting, the classteacher will share your child's support plan with you, explaining how your child is getting on, what progress has been made in working towards their personal targets and what their next steps will be. Sometimes the SENCO and/or professionals from external agencies who work with your child contribute to these meetings. In some cases, your child may also be invited to the meeting.

Views are gathered from all involved about what is going well for your child and what is not going so well. We ask you what hopes you have for your child, both in the short-term and in the long-term, and we plan together how these can best be achieved, both at school and at home.

For children with an Education Health Care Plan, an additional person-centred annual review is held where the provision for your child is reviewed to ensure that the EHCP is still meeting your child's needs. The information gathered at this meeting is submitted to the Local Authority.

How do you involve children with SEND in their education?

The views of all our pupils are very important to us. We have a school council, which includes children with SEND, who have been elected by their peers. We involve all children in making decisions about their learning. We find that listening to pupils' views provides us with a valuable insight into what helps individual children to learn and what is not helpful. Children who feel that their views are listened to and taken account of tend to be more motivated.

Learning conversations with children with SEND can take different forms depending on the needs of the individual child. For example, a child may be asked to describe a good day and a not so good day or to indicate on a scale of 1-10 how they are feeling about different aspects of school life. Review meetings at our school are 'person-centred' and children are invited to contribute wherever possible, either in person or by sharing views gathered prior to the meeting.

What arrangements are in place for assessing and reviewing children's progress towards outcomes and how will parents and children be involved in this process?

The progress of all children is constantly monitored by class teachers and rigorously tracked by the headteacher and senior leadership team. The SENCO regularly discusses the progress of children with SEND with the headteacher and teaching staff. Children in Reception are assessed using the Early Years Outcomes. Children from Y1 to Y6 are assessed using an internal system linked to the National Curriculum. For those children who, at the summer term of Y1 or above, are not yet working at the levels of the National Curriculum, alternatives such as the [Engagement Model](#) can be used which measures small but significant steps of progress. You can ask about your child's levels at any time but they are usually discussed at parent consultations and reported in writing at the end of each academic year.

If it has been decided that your child would benefit from SEN Support, a support plan will be drawn up which outlines details of the key strategies being used to support your child, details of any additional support or intervention programmes, your child's personal learning targets, what the outcomes for your child should look like and when this will be reviewed. As described above, you will be invited to a meeting to review your child's support plan at least once a term. You and your child will be asked for views on how your child is getting on and what you would like to happen next. The class teacher and/or other professionals working with your child will explain the impact of any interventions which have been taking place and what progress has been made towards outcomes. This will be carefully recorded along with your views and those of your child. Next steps will be discussed and a new support plan drawn up which outlines new targets and how these will be achieved, assessed and reviewed. You will receive a copy of your child's support plan.

In accordance with statutory requirements, an annual review will be held for children with an Education Health Care Plan (EHCP), to review progress against the outcomes and to ensure that the EHCP is still meeting your child's needs. The information gathered at this meeting is submitted to the Local Authority.

What are the arrangements for supporting children in moving between phases of education and in preparing for adulthood?

Times of transition can be stressful for all children and their families so we ensure that transition arrangements are well-planned and prepared for in a timely fashion. This process begins when children first transfer to the Reception class. We liaise with pre-schools and nurseries, visiting children in their settings and talking to staff. We also attend any review meetings prior

to the child's admission to school. We offer home visits to all families to get to know you and your child and gather any information you feel is important. As your child moves through the school, classteachers liaise closely to ensure smooth transitions between classes. We have good links with local secondary schools, including special schools, and work closely with them to ensure that transitions for our children are as smooth as possible. Planning meetings are held to arrange any additional transition work required, for example additional visits, Independent Travel Training, etc. For children with SEND, we share information, including details of your child's strengths and interests as well as any barriers to learning. We also summarise the support, strategies and interventions which have been provided for your child and their impact as well as the views of staff, parents and the child themselves. At review meetings, we endeavour to plan ahead to ensure that the desirable outcomes reflect the child's ambitions, which could include higher education, employment, independent living and participation in society.

What is your school's approach to teaching children with SEND?

We believe that most children with SEND can be best supported inclusively through 'Quality First Teaching' in their classroom with their peers. This means that personalised learning is planned and delivered by the teacher using different methods of teaching so that your child can be fully involved in the learning of the class. Specific strategies which may have been suggested by the SENCO or specialist teachers may also be used to support your child's learning. The classteacher will constantly monitor your child's progress to ensure that any gaps in your child's understanding or learning are addressed, sometimes by giving some extra support.

Support which is additional and or different may take the form of an intervention programme. A wide range of structured learning programmes are delivered by trained and experienced staff, including teaching assistants. These intervention programmes, which are approved and evidence-based, are designed to be delivered 1:1 or in a group. If your child is receiving intervention work, the details will be shared with you, including what it involves and what the expected learning outcomes will be. Baseline and exit assessments are carried out for all interventions in order to measure impact. The information gathered including rate of accelerated progress and impact on class work is clearly recorded and shared with parents.

Some children with SEND, particularly those with an EHCP, may be allocated some 1:1 teaching assistance time to support their needs. When this is the case, careful consideration is given to encouraging the child's levels of independence. Teachers and teaching assistants liaise closely together. The teaching and learning of the child remains the responsibility of the class

teacher. Teachers ensure that they work with all children, including children with SEND. The SENCO oversees the provision for children with SEND, providing advice and support to teaching staff. (see also Appendix 1 below)

What sort of adaptations are made to the curriculum and the learning environment of children with SEND?

At St Nicholas, we have designed our curriculum to meet the needs of all children. Our aspirations for all our children form the 'golden threads' which run through all aspects of our curriculum. These are that all children should be: confident communicators, lifelong readers, creative, curious, as physically, mentally and spiritually healthy as possible and embrace the wider world. We have considered the quality of our provision for children with a wide range of needs including Dyslexia, Dyscalculia, Speech, Language and Communication Needs, Developmental Co-ordination and Sensory Integration Difficulties, Autistic Spectrum Disorder and Social, Emotional and Mental Health. Our school has a 'Total Communication' approach which promotes the use of Makaton sign language by pupils and staff as well as the use of visual supports. We work closely with specialist teachers, occupational therapists, physiotherapists and specialist nursing teams to ensure that the learning environment and curriculum are suitable for children with learning, physical, medical or sensory needs.

**What sort of expertise for supporting children with SEND do you currently have in school and how is this kept up to date?
How do you access and secure further specialist expertise?**

Our SENCO attends termly SENCO Network meetings to ensure that her knowledge and skills are kept up to date. Staff attend relevant training to ensure that are equipped to provide high-quality learning experiences for children with SEND. The school has access to the Local Authority Inclusive Education Service which provides support through a range of services. We work closely with the North Yorkshire SEND Hub for Hambleton and Richmondshire to access general training as well as support and advice regarding individual children. The SENCO liaises with services such as speech and language therapists, occupational therapists, Healthy Child Team, Child and Adolescent Mental Health (CAMHS), Compass Phoenix, diabetes nurse, etc to arrange specialist training and/or make referrals. We can also access support for families via the Early Help Service or Children's Social Care. We have links with The Dales and Mowbray special schools. Our school Educational Psychologist is currently Sharon Lourd-Moyo and she can be contacted via the SENCO. However, the Local Authority's Educational Psychology Service currently has limited capacity for traded work due to recruitment and retention issues. Therefore, only statutory work is being carried out by this service, until further notice.

How do you evaluate the effectiveness of the provision made for children with SEND?

We evaluate the impact of all interventions including whether they have a strong evidence base of effectiveness as outlined above and this information is shared with parents. Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team which includes the Headteacher and the SENCO. This may involve discussions with staff and children, lesson observations, learning walks and performance management for staff. Our Governor responsible for SEND is Christine Burgess and she meets jointly with the SENCOs from both schools in the federation termly. The SENCO also submits a written report to the Governing Body every term which includes an evaluation of the effectiveness of the provision.

How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?

We are an inclusive school and aspire for ALL our children to 'Live Life in all its fullness' John 10:10 and 'Shine like stars in the sky' Philippians 2:15. We go the extra mile to ensure that all children regardless of their ability or needs can participate in all activities including educational visits, residential visits, extra-curricular clubs and activities, sporting events, etc. We believe that there is no barrier which cannot be overcome and strive to make reasonable adjustments to ensure the participation of all. This may involve arranging transport, providing adult support or seeking advice from, for example, the outdoor education service, venues or the Disability Sport Development Officer. A risk assessment is written for many activities which would note any special requirements put in place to ensure that all pupils can participate as safely as possible. We also work closely with the Early Help Service and Children's Social Care to support families' applications for funding such as the Disability Living Allowance in order to ensure that families have access to activities outside school too. This can involve arranging regular Team around the Family meetings where professionals work with a family to ensure that they have the support and resources they need to access activities.

How do you support children with SEND to improve their emotional and social development?

We firmly believe that happy children learn well and we give equal importance to the emotional wellbeing of our children as their academic progress. We are a small school and know our children and families very well, listening to concerns and worries and providing pastoral care and practical help wherever possible. Christian love is demonstrated through our core values of kindness, patience, peace and love. This is highlighted through our behaviour policy and recognition

system centred on our '3 Bs': Be Safe, Be Ready, Be Respectful. We have experienced staff who are trained to use resources and approaches such as Zones of Regulation, Emotion Coaching, Motivational Interviewing, Solution-Focused Therapy, Cognitive Behavioural Therapy, Lego Therapy, Circle of Friends, Time to Talk/Socially Speaking and SEAL. We do not tolerate bullying of any sort ([see our anti-bullying policy](#)) and seek to support any child who is experiencing friendship difficulties or feelings of isolation, often involving the child's peer group to ensure that they can build positive relationships and feel happy and confident. Sometimes we may seek advice and support from outside agencies such as Compass Buzz, the NY SEND Hub team for SEMH (Social, Emotional and Mental Health), the Educational Psychologist, CAMHS, Children's Social Care or the Healthy Child Team. Any direct work with your child would require parental consent and you would be fully discussed with you.

How do you involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families?

Referrals are never made to other bodies without the knowledge and consent of parents, unless in exceptional circumstances relating to child protection. The SENCO has a wide knowledge of services and organisations and can signpost families to those which they may find useful, including parent support groups such as [Parent Carer Voice](#) (formerly NYPACT), [Contact](#) (formerly Contact a Family) and [POSCH](#). Information about further local, regional and national groups and networks can be found [here](#). For families who have involvement with a number of services, the number of appointments and meetings can become overwhelming. In some cases, this can be helped by completing an Early Help Assessment which would bring agencies together at Team around the Family (TAF) meetings to co-ordinate the support offered to a family. Our school is committed to its duty to safeguard all children including those with SEN and follows the North Yorkshire Safeguarding Board procedures for child protection (see [Safeguarding Policy](#)). [SENDIASS](#) (formally known as Parent Partnership) provides confidential and impartial information, advice and support to parents and carers of children who have special educational needs, learning difficulties or disabilities. The co-ordinator for our area is Jane Clark and she can be contacted on 01609 536923 or via the [contact form](#). Information can also be found on their [website](#), [Sendiass North Yorkshire YouTube](#) channel or on the @SendiassNY Instagram page. We work closely with Children's Social Care to ensure that the needs of children who are looked after by the Local Authority are fully met. We also have close links with alternative providers who can offer bespoke educational opportunities as and when required.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

The Education Act 2002 requires governing bodies of schools to have a procedure to deal with complaints about the school and any facilities or services that the school provides, including provision for children with SEND. If you have a concern, however big or small, about the provision being made for your child, we would encourage you to make an appointment to see your child's class teacher and/or the SENCO as soon as possible. We are keen to work with parents, carers and children to resolve any issues as quickly as possible to avoid them escalating. Should your complaint remain unresolved after informal discussion and negotiation, we would direct you to our formal complaints procedures (see [Complaints Policy](#)). In such cases, you may find it useful to contact [SENDIASS](#) who can provide you with confidential and impartial advice and support. Click [here](#) for further information.

Links to related information and policies:

The North Yorkshire local offer gives details about the service you can expect from the Local Authority. It can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

[SEN Policy](#)

[Looked After Children](#)

[Accessibility Plan](#)

[Statutory Guidance on Supporting Children with Medical Conditions](#)

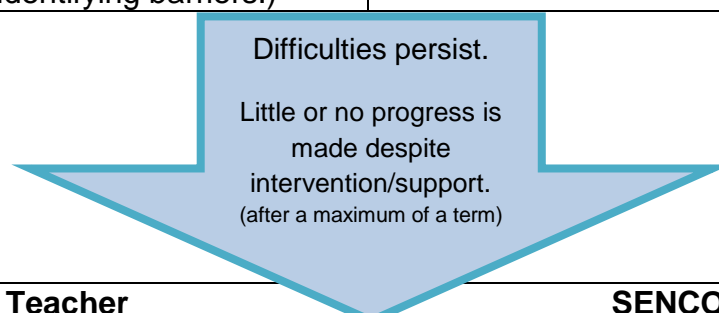
[Anti-bullying Policy](#)

[Safeguarding Policy](#)

Appendix 1: Identification of SEND and Procedures for Graduated Response

Concerns about a child's progress/attainment/development or social needs arise. These concerns may be flagged up in a variety of ways, for example through observations, during a pupil progress meeting, through scrutiny of internal tracking, in conversation with parents or other staff members.

Teacher	SENCO
<p>Discuss concerns with parents to see if similarities have been observed at home. Share observations with colleagues and SENCO.</p> <p>Check high quality inclusive teaching is in place. Make any reasonable adjustments necessary.</p> <p>Possible use of 'At-a-glance' pupil profile to gather initial information.</p> <p>Put together an informal 'support plan' to remove any barriers identified/enable child to reach expected outcomes. (Consider current life circumstances/changes when identifying barriers.)</p>	<p>Check high quality inclusive teaching is in place. Advise and support with any reasonable adjustments necessary.</p> <p>Record 'short note' in child's records (using SEND chronology of support and intervention).</p> <p>Advise and support re the use of any appropriate 'catch-up' programmes.</p> <p>Advise and signpost parents to support and resources if necessary eg when life circumstances/changes are identified as potential barriers.</p>



Teacher	SENCO
<p>More detailed and formalised meeting with SENCO.</p> <p>Discuss and agree next steps with parents, sensitively informing them that their child has SEND.</p> <p>Begin more formalised assess-plan-do review cycle, using in depth observations, diagnostic and/or standardised assessment tools.</p> <p>Discuss and write a support plan (formerly known as an IPM) with parents (and child where appropriate). This should include a clear date for review.</p>	<p>Record child at SEN Support on school system (Code K for census purposes).</p> <p>Support teacher in meeting with parents should this be requested/considered useful.</p> <p>Make arrangements for any in depth observations, diagnostic and/or standardised assessments to be carried out.</p> <p>Support with writing of the support plan should this be requested/considered useful.</p> <p>Record date for review on school system and personal diary.</p>

Repeat Assess-Plan-Do-Review as often as required (at least termly).

Difficulties persist with little or no progress.

If the review of a support plan shows that little or no progress has been made despite the use of evidence-based interventions and support, a referral to the SEND Hub may be considered. (There should be at least a full term's worth of evidence available to support the referral.)

Teacher	SENCO
Discuss concerns with parents and SENCO, providing evidence of support and interventions and any impact.	Complete referral to SEND Hub (or other external agencies).
Gain verbal agreement for any referrals to be made.	Gain written consent from parents and include with referral.
Implement any recommendations from SEND Hub or any other external agencies.	Gather evidence of the impact of the recommendations from the class teacher.

Repeat Assess-Plan-Do-Review as often as required (at least termly).

Difficulties persist with little or no progress.

Consider the need for an Education Health Care Plan (EHCP).

Teacher	SENCO
Meet with the SENCO to evaluate the child's needs using the provision bandings.	Meet with the class teacher to evaluate the child's needs using the provision bandings.
Consult with parents (and child where appropriate).	Consult with parents (and child where appropriate). Gather the views of the child and parents (often at a person-centred meeting).
Assist in providing any information required for the completion of the EHCAR (request for statutory assessment).	Complete and submit EHCAR.

NB: The child's 'SEND Chronology of Support and Intervention' is regularly updated with any significant information eg interventions, involvement of external agencies, conversations with parents, etc.