

Grove Road 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>

Further information and support can be obtained here :

<http://m.northyorks.gov.uk/CHttpHandler.ashx?id=29849&p=0>

Grove Road School SEND information report
Date: September 2015



School offer

North Yorkshire LA expectation of good practice

SEND Provision in School

At Grove Road CP School we support children with a range of additional needs. The school has achieved the Inclusion Quality Mark (IQM) level 3 – Evidencing Inclusion. This achievement demonstrates the importance that the school places on meeting the needs of all learners. All staff in school 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 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. Each term a range of interventions are used to help children with SEND to make progress with their learning and emotional literacy.

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.

Policies, SEND Documentation and Handbooks

The school has a range of documentation available for parents including the SEND Policy which highlights how children’s additional needs are identified and how the school will support these children. The universal provision provided is described on the whole school Provision Map. The school also has an Intervention 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. The school has recently achieved the Dyslexia Quality Mark for the fourth time. Children who have been identified as needing some additional support will have their targets recorded on an individual Target Mat, detailing their specific targets. Some children may also have an Inclusion Passport or 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. Progress is renewed at least each term and for some children at

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>more regular intervals. Some children in school with more complex needs will have a Statement or Education, Health and Care Plan.</p>	
<p>Consultation with Parents</p>	
<p>Regular contact with parents is really important for children with SEND. All parents have the opportunity to discuss their child's progress and targets at Parent / Teacher Consultation evenings and at review meetings. 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>A range of leaflets are available in school to support parents with strategies and guidance for children with SEND.</p> <p>A parent / carer handbook is available to explain how children with SEND are identified. The book also explains some of the SEND terminology.</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>Assessment and Consultation with Parents</p>	
<p>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.</p> <p>Not all children will be able to achieve these national expectations, and so 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.</p> <p>You will have the opportunity to discuss your child's progress at the parent / teacher consultation evening and at review meetings.</p> <p>Some children may have individual targets on their own personal Target Mats. These targets will be reviewed termly and shared with parents and children.</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 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>Transition</p>	
<p>At Grove Road School transition meetings for all children with SEND are well established.</p>	<p>Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be</p>

<p>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. Some children may have additional visits to a class, key stage, meetings with their new teachers and photograph books of their new class to take home over the summer holidays.</p>	<p>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>
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Teaching and Learning/Classroom Support	
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<p>At Grove Road School 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. In school we are able to offer a wide variety of interventions. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. Some interventions will be time-limited; others may take place over a longer period of time. Staff receive regular training and support provided by a number of different agencies. All interventions are recorded on an Intervention Map each term.</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 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.
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Curriculum Adaptation	
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<p>At Grove Road CP School, when necessary, 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. Some children may need specialist resources and or technology to support their learning. Where possible, the school has provided support for children who have physical needs. Some children have a Health Care Plan in place so that all</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</p>
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<p>staff working with them are aware of their medical needs. Individual Risk Assessments are carried out for children who may need additional support on school trips.</p>	<p>health care plan which may include a risk assessment.</p>
<p>Staff Training</p>	
<p>Grove Road School has a large number of skilled Support Staff who support both individual and groups of children throughout school. Staff receive regular training in different areas of SEND. 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.</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. 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>Tracking Progress and Inclusion</p>	
<p>All additional provision in school is recorded and careful tracking of children's progress allows staff to evaluate the overall effectiveness of the different provisions being made. All children, including children with SEND are encouraged to attend a wide range of extra curriculum and extra-curricular activities. Children with SEND are also represented in the school council.</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>Pastoral and Emotional Support</p>	
<p>Grove Road School 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. Some children may also attend small Nurture groups to help them to develop their emotional literacy skills. Grove Road School is an Enhanced Mainstream School for Social, Mental and Emotional Health. Staff in school work closely with staff in the Provision to help meet the needs of children in school. The school has a Peer Support Programme</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>Outside Agencies</p>	
<p>Sometimes it will be helpful for school to request some additional support from an outside agency. Grove Road School has established excellent working relationships with professionals from the following agencies:</p> <ul style="list-style-type: none"> - The Educational Psychologist and Early Years Support Service; - School Nurse and Health Visitor; - Educational Social Worker; - Sensory, Physical and Medical Teaching Team; - Speech and Language Therapist; 	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p>

- Physiotherapist;
- Occupational Therapists;
- Paediatrician;
- EMS schools for Speech, Language and Communication and Specific Learning Difficulties;
- ASCOSS – Autistic Spectrum Condition Outreach Service;
- Young Carers;
- CAMHS;
- Just B;
- Severe Learning Difficulties Team;
- Colleagues from Social Care.

School would only contact an outside agency after consultation with parents.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school.

At Grove Road CP School 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 please contact the Headteacher or SENCO who will be able to talk about how Grove Road CP School can support children with SEND.

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.