

Appleton Wiske Community Primary School SEND Information Report

SEND 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 SEND. 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 Special Educational Needs and Disabilities Regulations 2014.

North Yorkshire’s local SEND information, advice and support can be found on the following link:

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

Universal Provision

Appleton Wiske Community Primary School is very proud of its inclusive ethos. This is reflected throughout the school. Quality first teaching in every class ensures that our children have carefully planned and delivered learning opportunities to meet their needs and ensure they make progress. This can mean small adjustments, like sitting close to the teacher to ensure a child can participate fully in a session, or a more significant modification such as special equipment to enlarge written material in the classroom. We have experience in different areas of need and are able to support children with a wide variety of needs, including children with Sensory or Physical needs, Communication and Interaction, Speech and Language, Specific Learning Difficulties with Cognition and Learning, Social, Emotional and Mental Health needs and Autistic Spectrum. Appropriate support is put in place to ensure the highest quality education for children with any specific need. Differentiated activities are planned into lessons so that every child can fully engage and take part in class. Differentiation can take the form of presenting and recording work in different ways, support from a teaching assistant, specialised resources or work set at different levels. We want all of our children to feel that they can actively engage in activities across the curriculum and beyond. We ensure that children with SEND go on all of our educational visits and take part in a range of sports activities. Children with SEND are well represented on the School Council and are given equal opportunities to take on other roles such as E-Safety officers, Junior Road Safety Officers and Playtime Friends. We listen to the views of our children and provide extra pastoral support where necessary. Emotional and Social skills are developed through a growth mindset and peer support. Throughout COVID 19 and school closures, children with SEND have been supported through a range of strategies linked to their individual needs, including differentiated online learning, ‘face to face’ in school and regular ‘check in’ sessions with the Head Teacher and SEND coordinator through TEAMS meetings and telephone conversations.

Recording Provision

Children who have been identified as requiring additional support will have their personal targets and the interventions they receive recorded on an Individual Provision Map (IPM). This details their strengths and their specific needs. It lists the adjustments teachers make for them and the personalised set of interventions provided for them. We consider it very important that the IPM is written in consultation with the child and parents/carers because we are committed to working as a team to support the child. IPMs are written and reviewed termly, or more frequently if appropriate. Some children with a high level of need will also need a care plan or a health care plan.

Interventions

We can offer a wide range of evidence-based interventions. Our teaching assistants continually update their knowledge and skills by attending training and are qualified to deliver interventions such as Active Literacy, Letters and Sounds, Indirect Dyslexia Learning (IDL), Write Dance, First Class at Number and Precision Teaching. Interventions are carefully monitored in order to ensure that they have an impact on a child’s learning. Sometimes interventions take place outside the classroom and we work hard to make sure that whatever the child is focussing on in their intervention is linked closely to classroom work. If a child is engaged in an intervention programme we ensure that parents are kept well informed about:

- What intervention the 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
- How the interventions will relate to and support learning in the classroom
- How interventions will be monitored closely to ensure that the child makes good progress

Extra Adult Support

Appleton Wiske Community Primary School has a highly qualified and dedicated team of teaching assistants and teachers. The teaching assistants meet regularly with the SENDCo to update their SEND knowledge and the teaching staff have a termly update meeting. SEND discussions are included in weekly staff meetings where appropriate. Teaching assistants and teachers encourage children to work independently, equipping them with the necessary skills and strategies to enable them to access learning activities. However, there are times when children require one-to-one support from an adult to enable them to make sustained progress. Our skilled teaching assistants run most of the interventions in school. We provide training so that they can do this with knowledge and confidence. Teaching assistants have regular CPD opportunities including online courses. At all times they work closely with class teachers and the SENDCo.

Expected Progress

Teachers track children's progress on a regular basis through formative and summative assessment. If a child is not making adequate progress this will be highlighted on the school tracking system and a discussion between the teacher and Head Teacher will take place, focussing on what provision the child needs to ensure they catch up and continue to make progress. Parents and children are fully involved in the process of identifying appropriate provision to support learning. Teachers may adapt their teaching methods or resources to accelerate progress. Alternatively the child may take part in an intervention programme. At the end of the intervention period the child will be reassessed so that we can check that progress is being made. For those children who have an IPM, targets are set and assessed termly. Parents/carers are invited to the IPM review and remain fully involved in the review process.

External Agencies

When appropriate, we seek advice and support from external agencies through the Hambleton and Richmondshire SEND Hub. The SEND Hub consists of a range of specialist support and provision delivered by highly qualified and experienced staff who support our school to effectively and holistically meet the needs of children who have SEND. We always seek permission from parents before we request outside support for their children. The Hub support and provision includes specialists in the following areas:

- Cognition and Learning
- Communication and Interaction
- Vision
- Hearing
- Social, Emotional and Mental Health
- Educational Psychology
- Occupational Therapy
- Medical Education Service
- The local authority SEND advisory team

All of the above experts visit school to meet children and give us advice. They also attend meetings with us to extend the team around the child.

Communication with Parents/Carers

We understand that parents of children with SEND may have concerns and queries. We therefore meet with them regularly and encourage our families to contact us if they are anxious about any issues. Besides regular parents' evenings, we have additional termly meetings for our SEND children and their families where we review IPMs. We value the time spent discussing the children and we seek ways to ensure that their needs are met. At review meetings, we evaluate the success of each IPM so that parents have clear information about the impact of interventions and additional support. External agencies are also invited, when appropriate, so that we can review and set targets as a team. Some children are encouraged to attend the meeting in person; others like to talk to their teacher before the meeting so that their opinion can be heard. The child's voice and their aspirations are very important to us. Guidance can be given so that parents know how to support their child's learning at home. Sometimes daily communication between school and home is required. This can be in the form of a home/school book or with conversations between parents and staff at the beginning or end of the day. If parents have any concerns regarding SEND they are encouraged to contact the school's SENDCo, Karen Hainsworth. She can be contacted at admin@appletonwiske.n-yorks.sch.uk or an appointment can be made.

Our school's SEND Governor is Heather Patel. Termly meetings between Karen Hainsworth and Heather Patel ensure that the Governing Body oversees the provision and progress for our SEND pupils.

Special Educational Needs and Disabilities Information, Advice and Support Service

The SENDIASS service is for children and young people (up to 25 years) and their parents and carers, in relation to Special Educational Needs and Disabilities. The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) is a free confidential and impartial information, advice and support service on issues related to Special Educational Needs and disability. The SENDIASS team offers impartial information and advice about what the law says, the local authority's policies and procedures and about the policy and practice in local schools. They can be contacted on 01609 536923 and further information can be found on the following link: [Sendiass North Yorkshire | North Yorkshire County Council](#)

Dyslexia Network Plus

Dyslexia Network Plus is a local not-for-profit organisation, run by parents to support families with dyslexia-type difficulties. A number of our families have attended helpful, informative events organised by this group. For more information, visit: www.dyslexianetworkplus.org.uk

Statutory Assessment

Occasionally, as a team, we may decide to request a Statutory Assessment for a child. Various professionals will have given us advice and they will have identified that the child needs a particularly high level of support and provision beyond that usually available in a mainstream classroom. At this stage we will make a request for Statutory Assessment to the Local Authority Hub. They will consider what the most appropriate provision for the child is and an Education Health and Care

Plan will be written. The plan will be reviewed annually. Karen Hainsworth is available to support parents through the Statutory Assessment process.

Accessibility

In our commitment to be an inclusive school, we have ensured that the building is accessible. There are ramps to classrooms and steps are highlighted with bright paint. We are always ready to make reasonable adjustments to our school in order to meet the needs of our children. See the school's Accessibility Plan for more information.

Transition

We know that transition through different phases of education can be a daunting time for families with a child with SEND. We have a number of strategies that we employ to support our children through the transition process:

- The new teacher will make a special effort to get to know the child during the summer term during transition visits.
- Photographs will be taken of the new classroom and new adults. A transition book will be created for the child to look at and share with parents throughout the summer holidays.
- Extra visits can be made in order to familiarise the child with their new surroundings.
- A meeting can be held with the team around the child in order to share important information.

We organise a very similar transition to secondary school. We invite representatives from the school to visit us as soon as the child's place is confirmed. We arrange some reassuring visits to the new school for the child, sharing their ambitions and preparation for adulthood. We pass important documentation on to the secondary school which details information about interventions, strategies, meetings and support from external agencies. The feedback from parents/carers has been very positive. We send the children to secondary school feeling confident and well equipped to navigate the transition process smoothly and successfully.

Complaints

If a parent/carer has a complaint relating to a child with SEND they are encouraged to approach the class teacher in the first instance. A discussion to see if their concerns can be addressed will take place. Parents can also contact our SENDCo and Head Teacher. If the parent/carer still feels that their views have not been listened to or answered to their satisfaction they can make a formal complaint by writing to the Chair of Governors at our school.

Should you wish to discuss any aspect of this report in more detail please do not hesitate to contact us.

Head Teacher: Neil Clark
SENDCo: Karen Hainsworth
SEND Governor: Heather Patel

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