

Gargrave CE (VC) Primary School
SEN information report
SEPTEMBER 2020

	<p style="text-align: center;">North Yorkshire LA expectation of good practice</p>	<p style="text-align: center;">School offer</p>
<p>Universal Provision</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. 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. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.</p>	<p>All staff at Gargrave School are committed to providing quality first teaching so that every child can make at least good progress with their learning.</p> <p>Our teaching and learning is challenging, addresses different abilities and learning styles and is supported by high quality resources.</p> <p>Further information about curriculum provision is available on the school website.</p> <p>Adaptations are made for individuals with additional needs and individual education plans (IEPs) that describe these adaptations are regularly reviewed and shared with parents.</p> <p>Parents are invited to information meetings about curriculum, and class worships over the year.</p> <p>Emotional and social development are considered across the</p>

		<p>curriculum, in discrete lessons and additional group work.</p> <p>The whole school takes part in sports day, annual school productions, carol services, specialist PE, French and music lessons and RE days. Year 4 swim for a term of the year.</p> <p>The named governor for SEN is Mrs Jane Ellis.</p>
<p>Recording Provision</p>	<p>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 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; 	<p>Children who have been identified as needing some additional support and/or adaptations have an individual education plan (IEP.)</p> <p>These describe personal targets, strategies and interventions that have been put in place, both to help children access classroom activities and to meet their personal targets.</p> <p>Individual education plans and personal targets are reviewed each term with parents, children and class teachers; however, class teachers are available to discuss these with you at any time.</p> <p>Where appropriate, advice may be sought to inform the provision available to individual children. This will be in</p>

	<ul style="list-style-type: none"> • the next date when your child's progress will be reviewed. 	<p>consultation with parents and carers.</p> <p>A record is kept of interventions that your child has accessed during their time at Gargrave School.</p> <p>Home-school books have been introduced to improve communication in addition to planners and open-door policy.</p>
<p>Interventions</p>	<p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. We 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 and where (e.g. in class or outside the classroom) 	<p>At Gargrave School, we are able to offer a variety of interventions to support the needs of children. These include structured, evidence-based programmes for English, maths and speaking and listening as well as highly personalised 1:1 interventions, usually developed with the support of other agencies.</p> <p>Interventions are carefully monitored and reviewed regularly in order to ensure that they have impacted on children's learning.</p> <p>Interventions are sometimes delivered by well-trained teaching assistants, all of whom will have received in-house training as well as training and support provided by a number of different agencies.</p>

	<ul style="list-style-type: none"> • 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>In addition, we may use writing slopes, coloured overlays and fidget cushions/tools.</p> <p>All interventions are recorded on a whole school intervention map each term.</p> <p>The class teacher, or our SENCO are available to discuss in more detail any of the interventions that your child is receiving.</p>
<p>Extra Adult Support</p>	<p>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>Gargrave School has a number of skilled teaching assistants who support both individual and groups of children throughout school.</p> <p>In the classroom, they may be placed with individuals or groups with SEND to offer additional support. They may also be placed with other groups of children to allow the class teacher to work closely with children with additional needs on a regular basis.</p> <p>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.</p>

<p>Expected progress</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. We will be able to explain how we 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 with National Curriculum levels.</p>	<p>Progress of all children is reviewed regularly.</p> <p>Some children may need additional support or adaptations in order to make good progress in line with personal targets.</p> <p>You will have the opportunity to discuss your child's progress at the parent/teacher consultation evenings and at review meetings.</p> <p>Class teachers and the school SENCO are also available at any time to discuss your child's progress at other times if you have any concerns.</p>
<p>Inclusion Quality Mark</p>	<p>Many North Yorkshire schools have used our Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefiting different groups of learners, and how their outcomes are improving as a result of their work. A full list of North Yorkshire schools currently holding the IQM is available.</p> <p>Schools who do not hold the IQM should demonstrate</p>	<p>Gargrave school has achieved the Inclusion Quality Mark (IQM) Level 2.</p> <p>This achievement demonstrates the importance that the school places on meeting the needs of all learners.</p> <p>For more information about the North Yorkshire Inclusion Quality Mark look at the NYCC website.</p> <p>The school has a single equality scheme which states the vision and aims of the school, it's priorities for equality. This is reviewed annually.</p>

	<p>their commitment to Equality in line with the Equality Act 2010 and in line with their school's aims and vision statement.</p>	<p>School is currently investigating the national IQM mark.</p>
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<p>Support from other agencies</p>	<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>	<p>Sometimes it will be helpful for school to request some additional support from an outside agency. This is requested with the informed consent of parents or carers.</p> <p>Gargrave School has established excellent working relationships with professionals from the following agencies:</p> <ul style="list-style-type: none"> o The Educational Psychologist o School Nurse and Health Visitor o Educational Social Worker o Speech and Language Therapist o Occupational Therapists o Paediatrician o NY SEN Hub specialist teachers
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		<ul style="list-style-type: none"> o ASCOSS – Autistic Spectrum Condition Outreach Service o Severe Learning Difficulties Team <p>Professionals from the above agencies regularly support staff, children and parents in school.</p>
<p>On-going communication with parents</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. 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</p>	<p>We believe that regular contact with parents and carers is really important. We have an open door policy which means that parents are welcome to come into the school and talk to teachers at any time. If the teacher is unable to talk to you immediately, they will arrange an appointment with you at a mutually agreeable time.</p> <p>We encourage parents to discuss their child’s progress or any concerns they may have. However, due to the current situation with regards to Coronavirus, this may take place via a telephone call rather than face-to-face.</p> <p>All parents have the opportunity to discuss their child’s progress and targets at Parent/Teacher consultation evening and at review meetings.</p> <p>For some children, regular communication takes place on a daily basis through the use of a</p>

	<p>the most appropriate targets are set to ensure progress. You should be informed about the National Curriculum levels at which your child is working. If you are not sure what these mean, don't be afraid to ask.</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>home/school book or contact with the class teacher or teaching assistant before or after school.</p> <p>'Curriculum news' can be found on the class pages of the website. This contains information about what your child will be learning in the coming term, and how you can help them at home.</p>
<p>Inclusion Passport</p>	<p>Many schools use inclusion passports. This is a document that</p>	<p>Children with more complex needs may have an inclusion passport which describes the child's</p>

	<p>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>individual strengths and needs, documents the interventions and adjustments that have been put in place, the impact of these on learning and records details of other agencies that are working with the child.</p> <p>The documentation also records less successful strategies which did not have a positive impact as well as highlighting individual preferences, learning styles, interests and dislikes.</p> <p>The inclusion passport and IEPs will follow the child as they move on to a new school.</p>
<p>Parent Partnership</p> <p>SENDIASS</p>	<p>A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other</p>	<p>The Parent Partnership Co-ordinator is available to offer advice, listen to worries or concerns, offer home visits, attend review meetings or support transition to a new school. Their advice is impartial and can be provided in the home setting. They can be contacted on 0845 034 9469.</p> <p>We work closely with staff from the SENDIASS service, if and when the need arises. You can speak to the class teacher or SENCO to arrange this or more information can be found on:</p>

	<p>organisations or parent support groups.</p> <p>SENDIASS North Yorkshire is a service for parents and carers of young people aged 0-25 with special educational needs and /or disabilities (SEND) as well as young people themselves. It is impartial, which means it is not bias and gives confidential information, advice and support that is arms length to the Local Authority.</p>	<p>http://sendiassnorthyorkshire.co.uk</p> <p>or on 01609 536923.</p>
<p>Statutory Assessment</p>	<p>For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or a Parent Partnership Co-ordinator can talk to you about this in more detail.</p>	<p>From time to time, children may not make progress despite receiving additional support in school and from external agencies.</p> <p>In consultation with parents and other agencies, the school may decide to request a statutory assessment in order to provide the long-term support a child may need. This can be discussed with the class teacher or SENCO.</p> <p>Following assessment, the local authority may decide to put an Education Health Care Plan (EHCP) in place.</p>

<p>Key contacts</p>	<p>All mainstream schools have a SENCO. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.</p>	<p>Please feel free to speak to the class teacher with any questions or concerns that you may have. The class teacher is always happy to discuss these with you.</p> <p>If you wish to discuss your child's needs further, please contact:</p> <p>Mrs Dawson-SENCO</p> <p>If you wish to discuss any interventions that your child is receiving, Mrs Dawson or the class teacher is available to discuss this with you.</p> <p>Alternatively you can contact the school by telephone. If the person you wish to speak to is not available, they will call you back as soon as they can.</p> <p>Telephone: <u>01756 749433</u></p>
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