

The Wolds Federation Special Educational Needs and Disabilities Information Report

Why a Special Educational Needs and Disabilities Report?

Special Educational Needs (Information) Regulations which came into force on 1st September 2014 set out the requirement for governing bodies to publish a Special Educational Needs 'Information Report' containing a range of information regarding SEND provision. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. This information is updated annually.

About our School Federation

Our School Federation 'The Wolds Federation' consists of three Mainstream Primary Schools: Middleton on the Wolds C.E School, Beswick and Watton C.E School and Bishop Wilton C.E School.

The Wolds Federation shares an Executive Headteacher, an Assistant Headteacher, and a part-time SENCo; in addition, in each, there is a Senior Teacher.

Within our federation, we aim to include all children whatever their ability or needs enabling access to a broad, balanced and creative curriculum and participation in all aspects of school life. We strive to remove barriers to learning and access and ensure that all children are safe and healthy. We want children to enjoy their education and achieve their potential, recognising the contribution they can make and their right to economic well-being in adult life.

The School has an SEN Policy which is overseen by the school's Special Educational Needs Co-ordinator, otherwise known as the SENCo.

We recognise the fact that all children may experience special educational needs at some time during their school career. The SEND Code of Practice (2014, revised in January 2015 and September 2016) defines SEN as:

'A child or a young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she; has significantly greater difficulty in learning than the majority of children of the same age or; has a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age in mainstream schools or mainstream post- 16 institutions.'

We recognise that:

Where pupils' progress is significantly lower than that of their peers despite access to first quality teaching and quality teaching targeted at a specific area of difficulty, it may be that the child is experiencing SEN.

Therefore:

All children have access to high quality first teaching. Teachers differentiate work, use support or practical materials and carry out small group guided teaching. Pupil progress is monitored through regular assessments and if those assessments highlight that a child may be experiencing difficulties, further information will be gathered from pupils and parents to help inform us to plan the next steps.

We strive to work in partnership with parents recognising their knowledge and expertise in relation to their own child.

We recognise that early and timely identification of children with special educational needs is of paramount importance.

Information about the Federation's Policy for the assessment and review of pupils with Special Educational Needs

Assessing and reviewing the progress of pupils is a continuous, ongoing daily cycle of teaching, learning and evaluating, 'Plan, Do, Review and Assess' by all staff.

Standardised and diagnostic tests are carried out as and when appropriate to measure pupil progress and set future targets.

Class Intervention Maps are devised termly and detail the specific strategies, interventions and support being offered to groups and individual pupils within each class setting. The Intervention Maps are evaluated against the outcomes set. This is an ongoing cycle of teaching, learning and evaluating, 'Plan, Do, Review and Assess'

Children are encouraged to take an increasingly active role in setting and reviewing outcomes.

Children at School Support Stage (SSS) have their needs met through a 'Support Plan' and this breaks down the learning into small steps, detailing the targets /outcomes by which progress is evaluated. Again, this is an ongoing cycle of teaching, learning and evaluating, 'Plan, Do, Assess and Review.' They are shared with parents at Parents Evening Meetings and through the Annual Report.

When children are being supported by outside agencies, a professional/parent liaison to review progress is part of the process and can take the form of meetings, telephone conversations, reports etc. This is dependent on the agency involved.

The SENCo regularly monitors the effectiveness of Intervention Programmes and 'Support Plans' through observation of teaching and learning, pupil monitoring and discussion with staff, pupils and parents.

A Graduated Response

Across our School Federation we aim, wherever possible, to employ a graduated response to Special Educational Needs. **Our Core Offer** aims to ensure that all children have access to **high quality first teaching**.

Teachers differentiate work, use support or practical materials and carry out small group guided teaching.

Pupil progress is monitored through regular 'Plan, Do, Review and Assess' cycles. If those assessments highlight that a child may be experiencing difficulties, we use a range of strategies that make full use of available classroom and school resources.

Parents Meetings are held in the Autumn and Spring Terms.

Stages of the Graduated Response

Step One:

- Access to high quality first teaching

- Teachers differentiate work, use support or practical materials and carry out small group guided teaching
- Pupil progress is monitored through regular 'Plan, Do, Review and Assess' cycles. If those assessments highlight that a child may be experiencing difficulties, we use a range of strategies that make full use of available classroom and school resources.
- Parents Meetings are held in the Autumn and Spring Terms.

Step Two: School Intervention Stage (SIS)

For children who demonstrate that they are experiencing continuing difficulties within their learning, the child's class teacher will consult with the SENCo to devise strategies, intervention, catch up, booster and support programmes as appropriate.

The child will be included on the school's '**Intervention Register**' at '**School Intervention Stage**.' Outcomes of the intervention and support programmes will be documented on the 'Class Intervention Map.' The class teacher will keep parents informed via Meetings and Parents Evenings and draw upon them for additional information.

Pupil progress continues to be monitored via regular 'Plan, Do, Review and Assess' cycles.

Step Three: School Support Stage (SSS)

If, after following a range of intervention and support programmes, the child is still experiencing '*greater difficulty in learning than the majority of children the same age*' and therefore, is in need of provision that is *additional or different*, the child will need to be supported via a '**Support Plan**' at '**School Support Stage**' (SSS) and be included on the school's 'Special Educational Needs Register.'

A meeting with parents, class teacher and the SENCo will be arranged to gather further information, discuss and draw up a Support Plan setting out the short term targets/outcomes; the teaching strategies and the support to be used.

The 'Support Plan' will be reviewed via the 'Plan, Do, Review and Assess' cycle in conjunction with the pupil and parents/carers.

The SENCo will take the lead in any further assessments of the child's needs and may offer further tailored intervention and support programmes that are different from or additional to those provided as part of the school's usual working practices.

The SENCO may also seek support and advice from outside agencies where appropriate and following parental consultation. Parents will always be consulted prior to any support from outside agencies being requested.

Outside agencies may provide information, advice, strategies and support programmes to be included in the child's Support Plan.

If the child continues to demonstrate that they are *experiencing 'significantly greater difficulty in learning than the majority of children the same age,'* the SENCo, after seeking parental support and consent will make a request for an **Educational Psychologist** to visit the child in school, observe and carry out further assessments. As part of this process, the *Educational Psychologist* will meet with the parents to gather information and gain their perspective of their child's needs.

Recommendations and strategies will then be provided by the Educational Psychologist to be included in the Support Plan.

Pupil progress continues to be monitored via regular 'Plan, Do, Review and Assess' cycles.

Step Four: Request for a Statutory Assessment of the child's Special Educational Needs / Request for an Education, Health and Care Plan

If the child's difficulties persist and he or she continues to demonstrate that they are experiencing '*significantly greater difficulty in learning than the majority of children the same age,*' the SENCo, in consultation with parents and the Educational Psychologist will arrange a 'Meeting' with an Education, Health and Care Plan Co-ordinator to discuss and determine whether it is necessary for the Local Authority to make provision for the child via an Education, Health and Care Plan.

The SENCo will then complete the necessary paperwork, seek the child's views and consult parents for a written statement supporting the need for an EHC (Education, Health and Care Plan).

Education, Health and Care Plans:

If the Local Authority feels it necessary to make provision for the child's needs via an Education, Health and Care Plan, annual outcomes and the necessary resources will be devised and implemented.

An Education, Health and Care Plan Review Meeting to review progress against the outcomes targeted will be held annually involving pupils, parents and professionals.

The child will continue to be supported via a 'Support Plan' which will be reviewed in consultation with the pupil as a part of the 'Plan, Do, Review and Assess' Cycle.

Links with Outside Agencies

We work closely with other professionals and organisations that provide support to children within our schools. Detailed below are just some of the services we work with:

East Riding Local Authority

Educational Inclusion Services; Educational Psychology and Behaviour Support Team

SEMH Specialist Support Service

Health; Speech & Language Therapy Services; Occupational Health

Health Services (including School Nursing Team)

Neurodiversity Team

SaPTs (Sensory and Physical Teaching Service)

Early Help : Children's Centre / Family Support

Social Services; Safeguarding Hub / Early Help: CAMHS (Child Adolescent Mental Health Services); Youth and Family Support (YFS)

FISH (Families Information Service)

Enrichment Opportunities

We believe all children are entitled to access extra – curricular activities and therefore we committed to making appropriate adjustments to enable participation for all.

Moving on – Transition Times

Whether moving on to a new class or, moving on to Secondary School is an important part of school life for all children, but especially for a child experiencing SEN.

We endeavour to make this process as seamless as possible.

Children are given opportunities to meet with their new class teacher during the Summer Term in preparation for their move in September.

We hold new Starter Meetings for new parents joining our school in the Foundation Class as well as Class Curriculum Meetings for parents in September so that they can help their child settle into new routines.

Planning for Secondary transition starts early in the Autumn Term with an Annual Transition Review for children with an EHCP and then during the Spring and Summer Term when the SENCo and Year Six teacher liaise with Secondary School Staff. Early, additional visits are arranged for some pupils to ease the transition process.

When children are moving between schools, we may meet in person, or via virtual means or have a telephone conversation with staff from the new or the previous school.

Staff Training

We are committed to developing the knowledge and skills of all staff in meeting the needs of our pupils and as such, staff receive regular training and support from the LA, Outside Agencies, SENCo Forum, Cluster Meetings and Quality Training Providers.

The role of the Governing Body

The Governing Body has due regard to the 'Special Educational Needs Code of Practice' when carrying out its duties toward all pupils experiencing special educational needs.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs.

The Governing Body has identified a governor to have specific oversight of the school's provision for pupils experiencing special educational needs.

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Contact details of the SENCo

SENCo: Mrs Fiona Dolman

SEN Governor: Dr. Anna Trevor – Hughes

Beswick and Watton Primary School Telephone: 01377 270339

Middleton on The Wolds Primary School Telephone: 01377 217323

Bishop Wilton Primary School Telephone: 01759 368313

The Local Offer

Information on where the Local Authority's Local Offer for SEND providing access to a range of services and other agencies related to SEN are documented fully on the East Riding Local Authority 'Local Offer Website.'