



Friarage Community Primary School SEND Information Report

Headteacher: Mrs Cheryl Cappleman
Deputy Headteacher: Mrs Alison Langley

Key Contacts:

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is **Laura Tymon** [01723 374244 or lymon@friarage.n-yorks.sch.uk]

The Inclusion Manager is **Adrian Vipond** [01723 374244 or avipond@friarage.n-yorks.sch.uk]

The Pastoral Lead is **Becky Williams** [01723 374244 or bwilliams@friarage.n-yorks.sch.uk]

Link to NYCC Local Offer: <http://www.northyorks.gov.uk/article/26714/The-North-Yorkshire-County-Council-local-offer>

What kinds of SEND are provided for in our school?

- Children with a range of SEND are welcomed and valued at our school.
- We use our best endeavours to make sure that children with SEND get the support they need.
- Friarage School offers universal and additional/different support for the 4 broad areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and/or Physical Needs.
- If a child has an EHCP, we will work closely with parents, outside agencies and the previous educational setting, to ensure the correct support is in place prior to them joining the school.
- Our school is accessible to children and adults with physical disabilities. There is a lift to access all levels of the school. We will always endeavor to adapt our environment to ensure our school is accessible to all.

What policies do we have for identifying children and young people with SEND?
How do we assess their needs?

- Your child's teacher will monitor their progress throughout the year, against their year group expectations.
- Progress is recorded and discussed with the senior leadership team after each termly assessment point.
- Children with and without SEND may be identified as requiring additional support, through the graduated response.
- If after one term, your child's difficulties continue to cause a significantly greater difficulty in learning, their class teacher will speak to you before asking the SENDCo to profile your child's needs.
- Parent and pupil views are essential and valued in identifying needs.
- Your child may be placed on the SEND register, which identifies their area of need.

What this means for your child:

- Your child may need something additional or different to support them.
- In discussion with you and your child, a plan will be put in place called an **Individual Provision Map (IPM)**. This targets your child's barriers to learning, through SMART targets and details the provision your child may need. This **IPM** will be reviewed each term.
- Your child may also have an **Accessibility Plan**, detailing provision which supports them access all aspects of school life. This will be agreed through regular meetings with you and the Inclusion Team.
- If our concerns continue, despite support being in place, together we may decide to submit an **EHCAR** (Education, Health and Care Assessment Request). This is sent to the Local Authority and if successful, your child will have the support of an **EHCP** (Education, Health and Care Plan). **You must consent to an EHCAR being written.**
- As a parent, you are an important part of this request and will be involved in all aspects of this application.
- The progress of children with an EHCP will be reviewed termly and a formal **Annual Review** will be held annually.

Further information can be found in our **Special Educational Needs and Disabilities and Inclusion Policy**.

To access this click on the link below:

[SEND POLICY.](#)

What are our arrangements for consulting with parents of children with SEND and involving them in their child's education?

- We have an 'open door' policy. We value your opinion and hope that you will work with us 'as a team', in order to support your child. We encourage you to speak to your child's class teacher, SENDCo or Inclusion Team about any concerns you have.
- Regular contact with parents/carers of children with SEND is important. You will be invited, termly, to discuss your child's progress and review their **IPM**.
- You may also meet regularly with the Inclusion Team to review their **Accessibility Plan**.

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- We may also communicate with you through a home-school book, emails, meet-and-greets and through phone calls.
- For children with an EHCP, you will be invited annually to a review of their progress against their targets. The school SENDCo will support you through this process.

What are our arrangements for consulting with our young people with SEND and how do we involve them in their education?

- Pupil voice is extremely important to us and all children are actively involved in their education. They are encouraged to reflect on their own learning daily. Teachers will work with your child to work on their own personal targets and next steps.
- Children can express their collective opinions through our School Council.
- Children with SEND will be included in the writing, implementing and reviewing their **IPM**. Where appropriate, they will be asked to reflect on their targets.
- Children with an EHCP will also be invited to express their views, in a way which is appropriate and considerate of their needs.
- If a child has communication difficulties, their views may be gained via observations, informal chats, through pictures or alternative forms of communication.

What are our arrangements for assessing and reviewing a child's progress towards their outcomes? What opportunities are available to work with parents and young people as part of this assessment and review?

- Children with SEND should make the same amount of progress as their peers, from their own starting points.
- Your child's progress will be continually monitored by their class teacher.
- Their teacher will record their attainment against their year group expectations termly and your child's progress will be monitored through pupil progress meetings.
- Children with SEND will also be expected to make progress against their targets detailed in their **IPM** or **EHCP**. This will be reviewed at least termly.
- An EHCP will also be reviewed annually with all those involved in your child's education, health and care provision. You will be informed of their progress against their outcomes at least termly.
- In EYFS your child will be assessed against the EYFS learning and development requirements (Early Learning Goals).
- At the end of each Key Stage (end of Year 2 and 6) children will be formally assessed using **Standard Assessment Tests** (SATs). We will work with you to ensure any adjustments are made to support your child with this.

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

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- In school, staff work together, to ensure that a child's support is continued as they move through the school's year groups.
- Year groups work together, to share records, assessments or other information about any children with SEND in their new class.
- Your child may also have a 'Chronology of Support' which details the impact of the provision they have already received in school. This is developed throughout their time at our school.
- All children will have an opportunity to meet their new class teacher and see their new classroom environment, before transitioning to a new year group. If due to Covid-19, this is not possible, we will take reasonable steps to introduce them to their new teacher and classroom.
- When required, we also provide additional transitional activities to support children when moving class.
- For pre-school children, our nursery team plan home visits which offers an opportunity for you to discuss any issues or concerns.
- If your child with SEND moves from another setting, the **Inclusion Manager** will provide the new setting with any documentation they may require on your child's needs. The SENDCo will contact the school with any further additional support they may need.
- We also work closely with secondary schools and other settings to ensure your child can transition smoothly into this phase of education. Additional visits may be organised, with a key member of staff, to this new setting. Parents are also encouraged to be involved in this process.
- If your child has an EHCP, the school SENDCo will work with you to ensure you are fully supported in selecting a secondary provision placement.

What is the school's approach to teaching children and young people with SEND?

- All teachers are teachers of children with SEND and are responsible for their progress.
- We deliver high-quality teaching and a broad curriculum for all pupils. Teachers plan learning experiences to help children make progress from their own starting points.
- Your child's teacher will regularly reflect upon your child's progress and adapt their teaching to meet their needs.
- If it is felt your child may need additional support, they may receive support through a variety of universal classroom measures. This is detailed in our school **Provision Map**.
- Any additional and different provision which goes beyond this, will be detailed in their **IPM** or **Accessibility Plan**.
- We use a range of intervention programmes, which are delivered by well-trained support staff. This can be seen on our **Provision Map**. Such intervention groups often take place outside the classroom.
- Any intervention delivered will be carefully monitored and its effectiveness will be evaluated by their class teacher.
- Expert advice and support may be sought from outside agencies, specialist teachers or from expertise within school. Consent from parents/carers will always be required.

- The school SENDCo may offer support, training and guidance to staff supporting children with SEND.

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

- We offer a wide range of targeted support for children with and without SEND.
- Your child's support will be developed over time and will be responsive to their changing needs.
- Class teachers have a thorough understanding of all children in their class and will develop lessons according to this.
- Teachers are supported by assistant teachers and the Inclusion Team. They may support individual children or groups based on need.
- Interventions carried out by school staff are monitored closely by Phase Leaders and class teachers to ensure they accelerate your child's progress.
- Examples of such support are detailed on our **Provision Map**, which details provision available for children with all 4 broad areas of need.
- In some instances, where your child has a high level of need, the curriculum may be adapted to meet their needs. A risk assessment or Accessibility Plan may also be in place. These children will usually have an EHCP or be in the process of applying for one.

What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you access and secure further specialist expertise?

- We are committed to the continued professional development of all staff and have a rigorous programme of development for staff.
- Our school SENDCo holds the National Award for Special Educational Needs and/or Disabilities coordination.
- We also have an experienced Inclusion Manager and Pastoral Lead.
- Staff delivering interventions are trained and supported regularly.
- All staff are given regular training to enhance their skills.
- We regularly seek advice and training from outside agencies, including the **Hub/Inclusion Locality Panels** through the **Local Offer, Educational Psychologists, Speech and Language Therapists** and other services. Consent is always gained from parents/carers.

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

- Teaching and learning is regularly evaluated by Phase Leaders and the Senior Leadership team to ensure all children receive high-quality teaching and learning.

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- Your child's progress will be monitored closely by their class teacher and recorded each term. This will be discussed at pupil progress meetings.
- If your child is provided with additional and different support, this will be monitored closely by their class teacher, Phase Leader and SENDCo. They will evaluate its impact on your child's individual barriers to learning.
- Each term you will be invited to write an IPM with your child and their class teacher. In this meeting, the teacher will explain what the expected impact will be, when it will be reviewed and how the actual impact will be measured.
- The effectiveness of your child's provision will be recorded and evaluated. You and your child will be invited to give your own views on the effectiveness of the current provision.
- We follow an evidence-based approach to implementing, adapting and changing provision for SEND learners.
- The governing body also evaluates the effectiveness of SEND provision. **Our school governor is Amanda Cooper-Haywood.**

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

- Friarage is committed to being an inclusive school. Our motto is, 'Together we can!' and all children are welcomed into our community.
- We encourage all children to take an active role within school and encourage children with SEND to take up positions of responsibility. For example, through the school council or as a respect ambassador.
- Our school has many clubs and activities which all children are encouraged to participate in. We will always make reasonable adjustments to ensure children with SEND can attend.
- As part of our curriculum, children are taken on trips and take part in activities which enrich their learning. Additional risk assessments, arrangements and planning will be made if required to meet additional needs.
- Together, with the Inclusion Team, we may look to write an **Accessibility Plan**, to implement additional support to ensure your child can access all aspects of school life.

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

- All adults at Friarage CP School are approachable and make themselves readily available to listen to children and support them with their emotional and social development. Staff use restorative approaches to resolve problems and support children in problem solving.
- As part of our Inclusion Team, we have several pastoral staff who support both individual and groups of children with their emotional and social development. These staff have expertise in supporting identified children.
- As a school we are implementing the nurture principles into everything we do (<https://www.nurtureuk.org/nurture/six-principles-nurture>). We use specialist

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assessments to identify social, emotional and mental health needs and plan targeted interventions.

- Pupil voice is encouraged in all aspects of school life. Children are encouraged to talk about their opinions and emotions with their peers and adults.
- Your child's strengths and achievements will be regularly recognised through the use of the WOW board in their classroom.
- The school will seek support from outside agencies, where appropriate, with parent/carer's consent.
- Our SENDCo and Inclusion Team can support you in accessing mental health services such as: CAMHS, Compass Buzz, Locality Hubs, Crisis Teams and Early Help.
- As a school, we take bullying very seriously.
- The school also promotes emotional and social development through:
 - Weekly PSHE lessons
 - E-safety lessons and awareness within school
 - School assemblies
 - Bullying Awareness weeks
 - Charity fundraising events
 - Achievement assemblies
 - Restorative circles and practices.

How does our school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children with SEND and supporting their families?

- The Local Authority offers a range of specialist support and services, including educational psychologists and Locality Hubs of specialist teachers. This helps schools deliver appropriate interventions.
- We also have a Speech and Language Therapist (SALT) in school, via Chatterbugs and regularly work with NHS SALTs.
- Health and care support are provided through the school nurse, Healthy Child Team, Early Help, Occupational Therapists, Compass Buzz, CAHMS, Crisis, Physiotherapists, Autism services and social care services. We will seek to work collaboratively with any bodies working with your child.
- If we feel your child would benefit from support from another agency, we will inform you and will ask for your consent. Parent/carer's permission will always be gained before accessing this support.
- If your child has an EHCP, all parties will meet, at least annually to discuss your child's care. We will work collaboratively with any stakeholder in your child's education.
- The school SENDCo, class teachers and other support staff work closely with the Inclusion Manager where a looked after pupil has SEND.

To find out more about the North Yorkshire SEND Local Offer click [here](#).

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

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- If you have concerns about the provision made at school for your child, it is always best to approach your child's class teacher and SENDCo.
- Additionally, you can contact the Headteacher, Mrs Cappleman on 01723 374244.
- If you feel your complaint has not been addressed fully, you can make a formal complaint by writing to our chair of governors.
- You can also access free and impartial advice from SENDIASS. This is independent from our school. You can access their website [here](#).

Last reviewed: May 2021

Next review: May 2022