



## Dishforth Airfield Primary School SEN information report

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Date: April 2018

**Governors should describe:**

#### **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>

#### **What does Dishforth Airfield Primary offer?**

This section outlines how our school contributes to the Local Authority Offer by detailing the support and provision you can expect to receive.

At Dishforth Airfield primary school we aim to:

- Ensure each child respects and is responsible for themselves and others.
- Develop a sense of pride and self-esteem in each child and instil confidence so that they may become independent learners and active global citizens.
- Promote high standards in both academic achievement and behaviour.
- Forge close links and develop cooperation with parents, Governors, the local, national and global community.

School offer	North Yorkshire LA expectation of good practice
<p><b>The kinds of SEN that are provided for:</b></p> <p>We are experienced in meeting the needs of children with SEN/D across all areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental and Sensory and/or Physical, Medical.</p> <p>Dishforth Airfield Primary school has achieved the Inclusion Quality Mark (IQM), at the highest level, Level 3 – Evidencing Inclusion in 2012. This achievement demonstrates the importance that the school places on meeting the needs of all learners.</p> <p>The school achieved the highest level in the Dyslexia Quality Mark, in October 2013. The SENCO reports back to Governors on a termly basis on matters regarding teaching and learning of pupils with SEN.</p> <p>Supporting and developing children’s social and emotional needs is very important to us. We have deeply embedded systems in school which foster positive self-awareness and self-esteem.</p> <p>All staff at Dishforth Airfield Primary school are committed to providing quality first teaching so that all children can make good progress with their learning, whatever their starting point. Lessons are carefully differentiated to meet the needs of all 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.</p> <p>At Dishforth Airfield Primary school we operate an ‘open door’ policy. Parents and carers are encouraged to speak with class teacher about any concerns they may have. If you wish to discuss your child’s needs please telephone <b>01423 322556</b> to contact the Headteacher (Mrs Lyon) and/or SENCO (Mrs Kestell ) who will be able to talk about how school can support children with SEN.</p>	<p>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.</p>
<p><b>policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)</b></p>	
<p><b>Headteacher: Mrs Julie Lyon</b></p>	<p>The name and contact number of the SENCo should be readily</p>

**SENCO: Mrs Carole Kestell**

Children’s academic, social and emotional development is tracked rigorously and reviewed regularly to make sure that they are making expected progress. When children enter primary school there are end of year group expectations to work towards. Not all children will be able to achieve these expectations, and so some additional support may be needed to help a child to make the expected progress required, regardless of their starting point on entry into our school.

Children who have been identified as needing some additional support will have their targets recorded on an Individual Provision Map (IPM), detailing their specific targets and long term outcomes and describes the child’s individual strengths and needs and the type of support they will need to help them make progress. We also use individual Target Mats, where necessary and appropriate, to help children set targets and work towards their learning goals. Children and parents are regularly involved in the review of these targets. Parents and children will have the opportunity to discuss progress at informal liaison meetings, at review meetings and at the parent/teacher consultation evenings (October and March).

Some children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to request a statutory Education, Health Care Assessment (EHCAR), which may lead to an Education Health Care Plan (EHCP) in order to provide the long-term support a child may need.

School is not the only organisation who can request a statutory assessment (EHCAR); parents can also make a request to the local education authority.

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.

**Arrangements for consulting parents of children with SEN and involving them in their child’s education**

Regular contact with parents is really important to us at Dishforth Airfield Primary. All parents have the opportunity to discuss their desired outcomes for their child. Together with the class teacher and SENCO parents plan the next steps in their child’s progress. These targets are reviewed at Parent/Teacher Consultation evenings, informal liaison meetings and at

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

<p>review meetings.</p> <p>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 SEN policy is available to explain how children with SEN are identified in school. <i>Please see the link above.</i></p> <p>The SEND information, advice and support service (SENDIASS) provides free and impartial information, advice and support for children, young people and young adults (up to 25 year old) with special educational needs and / or disabilities as well as their parents or carers. It is at arms length to the local authority – for all enquiries please telephone 01609 536923.</p>	<p>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"> <li>• regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes</li> <li>• more regular meetings to update you on your child's progress and whether the support is working</li> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>
<p><b>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</b></p>	
<p>At Dishforth Airfield Primary school, Individual Provision Maps are used for children with SEN in order to plan and summarise the support that has been provided for a child over a period of time.</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 . 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><b>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</b></p>	
<p>At Dishforth Airfield Primary we are experienced in understanding and dealing with the implications of transition. Any transition process is started early, with a view to making it as smooth as possible for your child. Transition passports are developed with children and highly personalised transition</p>	<p>Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-</p>

<p>arrangements are put in place where necessary and appropriate. We involve and liaise with outside agencies, children and parents to hold transitions meetings and moved –in reviews to ensure that a child’s SEN provision is appropriate and consistent if joining mid-way through an academic year. Annual review meetings are also held to review progress towards targets and next steps.</p> <p>Staff may work with colleagues from other schools (in and out of area) to facilitate smooth transition for pupils.</p>	<p>known member of staff. The pupil should receive as much transition work as they feel necessary.</p>
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<p><b>The approach to teaching children and young people with SEN</b></p>	
<p>High quality inclusive classroom based teaching and learning strategies are used throughout the school for all pupils. We also offer a range of other catch-up interventions and highly personalised support interventions across all areas of need.</p> <p>In line with shared desired outcomes, support interventions are carefully planned each term by the class teacher and the SENCO. These aims of these interventions are shared with pupils and parents through the child’s IPM and reviewed termly. Staff at Dishforth Airfield Primary school have a wide range of expertise. Staff receive regular training and support provided by a number of different agencies to deliver the interventions, which are monitored by the SENCO in order to ensure that they have the best impact on children’s learning. We are experienced in accelerating all children’s learning; closing the attainment gap and promoting your child’s independence.</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"> <li>• what interventions your child is receiving and what are the intended learning outcomes;</li> <li>• when during the week any interventions will be delivered and for how many weeks;</li> <li>• who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>



<b>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</b>	
At Dishforth Airfield Primary staff are experienced in personalising learning for all children. Strategies used for children with SEN are outlined across each area of need on provision maps. These documents are shared with parents along with a child's IPM and reviewed termly. For children with an EHCP, Risk Assessments are completed termly where necessary and appropriate in order to ensure that children receive the high level of support they require.	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. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.
<b>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</b>	
Dishforth Airfield has a large number of skilled staff who support both individual and groups of children throughout school. 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. Staff receive regular training in different areas of SEN. We have excellent relationships with Enhanced Mainstream Schools who liaise with us, providing specialist support where necessary and appropriate.	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.
<b>Evaluating the effectiveness of the provision made for children and young people with SEN</b>	
<ul style="list-style-type: none"> <li>• <b>how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</b></li> </ul>	
Dishforth Airfield Primary school is committed to ensuring equal opportunities for all learners. All children can full part in the life of the school, accessing the school curriculum at their own level. We have achieved the Inclusion Quality Mark (IQM), at the highest level, Level 3 – Evidencing Inclusion in 2012. This achievement demonstrates the importance that the school places on meeting the needs of all children in our care, academic, social and emotional.	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.
<ul style="list-style-type: none"> <li>• <b>support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</b></li> </ul>	
We hold personal, social and emotional well-being at the heart of our ethos at Dishforth Airfield Primary. We are dedicated to supporting and facilitating pastoral support for all children as we believe that children must first feel happy and secure in order to make academic progress. We offer a range of proactive and reactive interventions/nurture groups to support children with these needs. Pupil voice is important to us; our pupils lead projects such as Peer Listeners, Energy Club and School Council. Spiritual, Moral, Social and Cultural understanding is strong through our school. Bullying of any kind is not tolerated. We work hard to promote British values and celebrate diversity.	Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

**• how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families**

Sometimes it will be helpful for school to request some additional support from an outside agency.

Dishforth Airfield primary school has established excellent working relationships with professionals from the following agencies:

- The Educational Psychologist
- School Nurse and Health Visitor
- Sensory, Physical and Medical Teaching Team
- Speech and Language Therapist
- Physiotherapist
- Occupational Therapists
- Paediatrician
- EMS schools for Communication and Interaction
- EMS schools for Communication and Interaction – Central Team
- EMS schools for Cognition and Learning
- EMS schools for Social, Emotional and Mental Health
- Early Years Advisory Team

Professionals from all the above agencies regularly support staff and children in school. School would only contact an outside agency after consultation with parents.

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.

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

**Chair of governors: Mr Jim Brown**  
**SEN governor: Mr Jim Brown**

If you have any concerns about your child, please contact the Headteacher Mrs Julie Lyon 01423 322556.  
If would like to make a formal complaint, the Headteacher will be happy to facilitate this process for you through our genera complaints procedure.

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.

- 6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.
- 6.81 Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and **must** include information on where the local authority's Local Offer is published.
- 6.82 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.