



## Lythe CEVC School

*Our vision is to provide the highest quality of education for all in a nurturing, creative, Christian environment, where children are empowered to combine academic excellence with a passion for learning about the world.*

### **SEN information report**

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>

All statutory policies can be viewed on our website:

[www.lythe.n-yorks.sch.uk](http://www.lythe.n-yorks.sch.uk)

You can view the following policies and documents there. If you would like a paper copy of anything, please contact the school office.

SEND Policy  
Equality Statement  
Admissions Policy  
Inclusion Policy  
Access to Education for Children with Medical Needs Policy

## Lythe C of E School SEN information report

Date 20/11/17

### This is what we provide in our school

#### 1 What kinds of SEN are provided for at Lythe School?

Lythe CEVC School is a mainstream school. At Lythe, we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children. We also recognise that some children may have needs beyond those which we cater for. We work with parents / carers and specialists to facilitate the appropriate placement of children with special educational needs.

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Lythe CEVC Primary School reviews its practice regularly. Through appropriate curricular provision, we respect the fact that children:

1. have different educational and behavioral needs and aspirations;
2. require different strategies for learning;
3. acquire, assimilate and communicate information at different rates;
4. need a range of different teaching approaches and experiences.

We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEND), in co-operation with our local authority. We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum.

**2 What policies do we have for identifying children and young people with SEN? How do we assess their needs? What is the SENCo's name and how can I contact them?**

Mrs Summers is our school SENCO. You can contact her by phone: 01947 893373 or by E Mail: [admin@lythe.n-yorks.sch.uk](mailto:admin@lythe.n-yorks.sch.uk)  
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. We believe that all children are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals who live life in all its fullness, in line with our vision for all children; and
- Make a successful transition to adulthood.

At Lythe School, great care is taken to identify and support children who have a significantly greater difficulty in learning than the majority of others the same age, or who have a disability which prevents them from making use of educational facilities.

Each pupil's current skills and levels of attainment are assessed on entry, including liaison with their previous school. We use the Chris Quigley Essentials curriculum to assess children against age-related expectations and in addition carry out reading, spelling and maths age tests alongside scrutiny of children's work and observations of children.

Regular assessments of progress are made and where pupils are falling behind or making inadequate progress, they are given extra support. Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the teacher and SENCO work together, with parents/carers, and with external agencies if required, to assess whether the child has a significant learning difficulty. Where this is the case, agreement is reached about the SEND support that is required. Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.

Parents/carers know their children best, and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Where a pupil is not making adequate progress, teachers, the SENCO and parents/carers collaborate on problem-solving, planning, support and teaching strategies for individual pupils.

### **3 What arrangements do we have for consulting with parents of children with SEN and involving them in their child's education?**

If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us. In the first instance, talk to your child's teacher. You may also contact the SENCO (Mrs Nikki Summers), either by phone (893373), email (admin@lythe.n-yorks.sch.uk) or by calling in to the school office to arrange an appointment.

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 and respond to it. 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.

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.

On-going communication with school may include:

- 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.

### **4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?**

School will obtain the views of all children (pupil voice) to shape provision in school. Lythe School also has a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as

possible.  
 We always do our best to support pupils in moving between classes and on transition to secondary school, as well as any pupils who join or leave us in between.  
 The involvement of children in their own education is very important to us. We believe that children have a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them.  
 Your child's views will be sought when identifying need and planning and reviewing provision. Your child can express their views on their SEND at any time, by speaking to their teacher, a teaching assistant or the SENCO.

**5. What arrangements are in place for assessing and reviewing children's progress towards outcomes?**

All pupils with SEND should make at least expected progress, in line with their peers. Teachers are able to explain how they will monitor 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.

In our school we use Individual Provision Maps which follow an 'assess, plan, do, review' approach. Teachers can explain these to you and they will be discussed regularly in meetings. 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.

**6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society**

Your SENCo will 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-known member of staff. The pupil should receive as much transition work as they feel necessary.

Before joining Lythe School, we encourage all new children to visit for a tour of the school and we invite them to spend time in their new class. Transition to secondary school is supported by close liaison between our Year 6 teacher and SENCO and their secondary colleagues. Additional transition visits are arranged as needed and needs discussed in detail.

**7. What is your School's approach to teaching children and young people with SEN?**

	<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>	
<p><b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b></p>		
	<p>Staff at Lythe School are 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.</p> <p>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. We endeavour to enable children with SEND to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities.</p> <p>Much of the school is wheelchair accessible, although some of the wider school grounds are not. There is an accessible toilet large enough to accommodate changing, including provision of a shower. There is a reserved car parking space.</p>	
<p><b>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</b></p>		
	<p>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.</p> <p>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.</p>	

Training for staff relates to the needs of the school and pupils and is done both in school and through external course providers. Training is attended for specific needs and conditions of pupils in school and is updated regularly where required.

**10. How do we evaluate the effectiveness of the provision made for children and young people with SEN?**

The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a ‘learning conversation’.

Lythe School will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.

We have an open door policy, which means that you are welcome at any time to make an appointment to meet with either your child’s class teacher or the SENCO to discuss your child’s provision and progress and to get advice on how you can support your child at home. Parents and carers will always be informed if we begin to make SEND provision. The involvement of children and parents/carers is very important to us. We provide an annual report for parents/carers on your child’s progress. You are invited to meet your child’s teacher at Parent Consultations. Pupil progress is monitored termly at Pupil Progress Meetings between the teacher and Head teacher.

If your child is receiving support for SEND, additional meetings are offered to discuss support and review progress. Where your child has an Individual Education plan (IEP), this will be reviewed termly. You will be given an up-to-date copy and be offered a chance to talk to the SENCO about your child’s provision and progress.

Your child may have an Inclusion Passport, Statement of SEND or Education, Health Care Plan (EHCP), which will be formally reviewed at least annually, in addition to the arrangements above.

The effectiveness of the support and the impact on your child’s progress are reviewed regularly as stated above. This information, along with the views of parents/carers and children, forms the basis for the revision of the support. Where the SEND provision does not enable a child to make adequate progress, we may work with parents and carers to request an assessment for an Education, Health and Care Plan.

**11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN? How will school best support my child?**

The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.

The school promotes a culture of high expectations for all pupils, including those with SEND. Support is planned and reviewed by the SENCO and the class teacher, in collaboration with parents/carers and the pupil themselves so that it can be based on an accurate assessment of your child's needs. We believe that "all teachers are teachers of pupils with SEND" and the emphasis is on taking collective responsibility for the universal provision of high quality, inclusive teaching. Additional provision may take the form of additional support from within school in the form of small-group or individual work with a teacher or teaching assistant. It may also require the involvement of specialist staff or support services. School may involve specialists at any point to advise them on SEND and effective support. Parents/carers are always involved in this decision.

Where Special Educational Needs are identified, we put in place appropriate evidence-based interventions. The approach is graduated, with regular review of the progress made and adaptations to the support provided as required.

In planning support, we always start with what we want the child to achieve in their learning. This is tracked and reviewed, at least termly. Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.

We endeavour to enable children with SEND to have access to extra-curricular activities and school trips that are available to our pupils. This may require additional adult support and enhanced risk-assessment, to ensure that everyone's health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school. Where appropriate, we try to prepare children in advance for any new environment or situation.

**12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.**

Some of the interventions implemented should be for emotional support e.g. PSHCE nurture groups or the provision the provision of a key worker. We try to support the emotional and social development of all our pupils, including those with SEND. Our staff are caring and have the wellbeing of all children as their top priority.

Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social and Emotional Education (PSHE).

All children are encouraged to share any worries by talking to an adult. If further social / emotional support is required, this can be arranged through the SENCO.

Where appropriate, we work with parents to request support from external agencies.

We take any suggestion of bullying very seriously and act in strict accordance with the school's anti-bullying policy.

**13. How does the School involve 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?**



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.

The SENCO reports regularly to the governors on all matters relating to SEND at Lythe School through the Head Teacher's Report at Governing Body meetings. This report does not refer to individual children and confidentiality is maintained at all times.

One of the governors (Mrs Dawn Bugby) is responsible for SEND and is responsible for supporting and challenging SEND provision in school and reporting to the Full Governing Body.

The governors agree priorities for spending within the SEND budget and their overall aim is to ensure that all children receive the support they need in order to make good progress.

Other agencies include, but are not limited to, the school nurse, educational psychology, speech and language therapy, other therapies such as physiotherapy and occupational therapy, services relating to physical and mental health, Specialist Teacher Advisers, including hearing and vision impairment and physical disability

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

There is a designated governor for SEN in the (Mrs Dawn Bugby) 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.