



The Federation of North and South  
Cowton Community Primary School and  
Melsonby Methodist Primary School



## **SEN Information Report October 2021**

### Introduction

Our Special Educational Needs (SEN) Information Report outlines the support and provision for Parents / carers of children who have a SEND in our schools at North and South Cowton and Melsonby Methodist Primary Schools.

See also our Special Educational Needs and Disability (SEND) Policy.

The Local Authority has also published for Parents a Local Offer, which outlines what provision is available in North Yorkshire, in Education, Health and Care for young people 0 - 25 with SEND.

What kinds of SEND are provided for in our school?

We welcome children with a broad range of needs to our school. Special educational needs fall under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Who are the best people to talk to at our school about my child's difficulties with learning / SEN or Disability?

Class Teacher (CT) responsible for:

- High quality teaching of all children, including those with SEND.
- Checking on the progress of your child; identifying, planning, and delivering any additional or different support they may need; involving the SENCO as necessary.
- Meeting the parents each term to share, review and plan the next steps in learning; recording this, on an SEN Support Plan.
- Ensuring that all staff working with your child are helped to deliver the planned programme, so your child can achieve the best possible progress. This may involve Teaching Assistants (TA) and outside specialists.
- Ensuring they follow the school's SEND Policy in their class and for all children with SEND.

Special Educational Needs Co-ordinator (SENCO)

The SENCO is Miss Debbie Cheesbrough. She achieved The National Award for SEN Coordination in July 2019.

She is responsible for:

- Co-ordinating all the support for children with SEND and developing the schools' SEND Policy to make sure all children receive a consistent, high-quality response to meeting their needs.

- Ensuring that you are: involved in supporting your child's learning; kept informed about the support your child is getting and involved in reviewing how they are doing.
- Engaging the right specialist support for the teachers; liaising with outside specialists who may be coming in to help support your child's learning.
- Updating the school's SEND register and making sure that your child's needs and progress are recorded.

#### Headteacher (HT)

The Executive Headteacher is Mrs Helen Robinson, she is responsible for:

- The day-to-day management of all aspects of the school, this includes supporting children with SEND.
- The HT will give responsibility to the SENCO and the CT but she is responsible for ensuring that your child's needs are met.
- The HT will ensure the training needs of the SENCO and other staff are met.
- The HT will make sure that the Governing Body is kept up to date about issues relating to SEND.

#### SEND Governor

The SEND Governor for The Federation is Mrs Lisa Edmonds. She is responsible for making sure that the necessary support is made for any child who attends the school who has SEND.

What support do we provide for you as a parent of a child with SEND?

- The CT is regularly available to listen to your views, discuss your child's progress or any concerns you may have and to share information about what is working well at home and at school, sharing strategies that can be used.
- We would always want to share and celebrate any successes at home or school with you and look to build on your child's strengths and interests.
- Miss Cheesbrough (SENCO) or Mrs Helen Robinson (HT) are willing to meet with you to discuss your child's progress or any concerns / worries you may have.
- Any additional or different provision your child is receiving, will be recorded on an SEN SUPPORT PLAN; this will be shared and reviewed with your involvement every term.
- Homework will be adjusted as needed to support your child's individual learning.
- Any information from outside specialists will be discussed with you; where possible you will be able to speak directly to that professional or we will explain any reports as necessary.
- A home / school book may be used to support communication between us or an email contact may be a preferred option.

What arrangements do we have in place, to consult with children with SEN and how do we involve them in their education?

- We run an active Federation Council who are involved in shaping the provision at both schools.
- Children with SEN may require additional support in articulating their views and aspirations. Targeted work may be done with the class teacher or TA. Some children may find it difficult to express their views verbally; if this is the case then alternative methods are sought; for example, by using visual prompts.
- Children with SEN are involved in setting and reviewing their own learning targets; these are outlined on their SEN Support Plans. These documents are also shared and reviewed with you on a termly basis or more frequently if required. Pupils' views are sought for annual reviews, as outlined above.

What are the different types of support available for children with SEND in our school?

Quality first teaching for all children:

- The CT has the highest possible expectations of your child and all pupils in the class.
- All teaching is built on what your child already knows, can do, and can understand. Lessons are differentiated to meet the needs of all children. The CT will teach different groups and share their time with all children.
- Different ways of teaching are in place so that your child is fully involved in learning in class and is making the best possible progress. This may involve more practical learning, using different resources, using ICT, and using a range of strategies.
- The CT carefully checks on your child's progress and may decide that your child has gaps in their learning and needs some extra support to help them make progress.
- All children are entitled to this as part of quality first teaching.

SEN support

- It may be that your child has a specific barrier to their learning, and this is affecting their progress. The CT would discuss any specific difficulties with the SENCO, HT and parents to clearly identify the child's needs.
- There are four main areas of need: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health and Sensory and/or Physical need.
- SEN support is the term used when your child needs some additional and or different support from that given to most children of a similar age.
- We use a wide range of interventions and strategies. Your child's needs would be specifically targeted, and a learning programme planned so that progress could be measured. This may be delivered by a trained TA. It would be a timed and monitored intervention to enable your child to make accelerated progress. The provision recorded on an SEN SUPPORT PLAN would be reviewed with you and the views of your child sort. The aim always would be to make your child more independent.
- The school may call on extra specialist support from an outside professional if your child is not making progress despite the quality first teaching and an intervention.
- You would be asked to give your permission for us to refer your child to a specialist professional. This will help school to better understand your child's particular needs and better support your child in school.
- The specialist professional will work with your child to understand their needs and make recommendations with targets, provision, support, and advice.

Education, Health and Care Plan (EHCP)

- For a very small number of children who have severe or complex learning needs, a request for an EHCP Assessment may be made; if the parents and professionals supporting your child feel that the child's needs cannot be met with the resources usually available in school.
- The school or you can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- This can be a difficult time for any parent, and you can access support and advice from SENDIASS – SEND Information, Advice & Support Services. Their support and advice line number is: 01609 536923 or email [info@sendiassnorthyorks.org](mailto:info@sendiassnorthyorks.org). Information is also available on their website: [www.sendiassnorthyorkshire.co.uk](http://www.sendiassnorthyorkshire.co.uk)
- If your child has an EHCP they will have an Annual Review; you will be asked to contribute your views and the views of your child will be an important part of this; most of the professionals will try to attend. You will still be involved in termly reviews to monitor the plan.

What arrangements are in place for assessing and reviewing children's progress towards outcomes? What opportunities are available to enable school to work with parents and children as part of this assessment review?

- We use Insight to assess and track all pupil progress. For children not yet accessing the National Curriculum, we use the Early Years Foundation Stage profile or The Engagement Model.
- We meet termly with parents of children with SEN to hold review meetings and more often informally, as required.
- SEN Support Plans are updated to show your child's progress against their targets, set new targets and detail the support that they are receiving. They are shared with you and your child termly.

Who are the other people providing services to children with SEND in our school?

Funded by the Local Authority and delivered in school (or clinic), we have access to the SEND Hub for Hambleton and Richmondshire and through this we can access the following professionals: Educational Psychologist (EP), Specialised teachers and staff in the areas of Communication & Interaction (C&I), Social & Emotional and Mental Health, Cognition and Learning, Sensory, Physical & Medical team.

The school is a member of YES @ Arete Learning Trust, which provides us with access to a teacher who specialises in Cognition and Learning needs, alongside training opportunities for staff, and learning resources to support our pupils.

Funded by the Health Service and delivered in school or clinic:

- Healthy Child Team
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy (SALT)

How is extra support allocated to children?

- The school budget received from NYCC LA includes money for supporting children with SEND.
- The HT decides on the budget for SEND in consultation with the school governors, on the basis of the needs in the school.
- The HT and SENCO discuss the SEND in the school: the children already getting extra support; the children needing extra support and the children identified as not making as much progress as would be expected.
- The HT and SENCO plan which resources, training and support is needed, this is reviewed regularly and changes made according to needs.

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

As outlined in other sections, we carefully track progress using Insight. We also review SEN Support Plans termly, with parents and children. Observations, work scrutiny and feedback given to the child at the end of a piece of work; all provide a valuable measure of progress over time.

Specific intervention programmes have their measures of progress. Assessments help the teacher, parent, and child to see specific areas of difficulty and provide a baseline against which to measure progress.

How do we support children with SEN, to improve their emotional and social development?

We recognise that children in our care may have Emotional and Social Development needs that will require support in school.

The emotional health and well-being of all our pupils is of the up most important to us. We have a robust Child Protection Policy in place; we follow National & LA Guidelines. We have a robust Behaviour and Relationships Policy in place. The headteacher and all staff continually monitor the emotional health and well-being of all our pupils, and we are an anti-bullying school. We have a designated safeguarding lead (the Head teacher, Mrs Helen Robinson), and deputy (Miss Debbie Cheesbrough) who work closely with the SENCo to ensure children are well supported in their well-being. Staff have accessed training regarding how to support children with SEHM needs in school.

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?

Sometimes North and South Cowton Community Primary School will seek advice from other agencies to help to support the needs of children in our care.

How are the teachers in school helped to work with children with SEND?

- Part of the SENCO's job is to support CT in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on e.g. Speech & Language difficulties.
- Individual CT and TA attend training courses run by outside specialists that are relevant to the specific needs of a child in their class. Or they are given advice and support from an outside professional working with a child in their class.

How is the school accessible to children with SEND?

We ensure that equipment used is accessible to all children regardless of their needs.

Extra-curricular activities and school trips are accessible to all children including those with SEND.

Before school provision is accessible to all children including those with SEND.

At North and South Cowton and Melsonby Methodist Primary School, the main buildings are accessible to children with physical difficulties, except for the upper levels which are only accessible by stairs.

How will we support your child when they leave school or move into another class?

If your child is moving to another school:

- We will contact the receiving school's SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

If your child is in Year 6:

- We will invite the SENCO from the Secondary School to discuss specific needs of your child and a transition package will be put together for them individually.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions or a member of staff from their new school will visit your child at our school.

If your child is moving classes in our school:

- Information will be passed onto the new teacher in advance. Where possible the new teacher will join a planning meeting to share the SEN SUPPORT PLAN and your child's needs, will be discussed.

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

Complaints about SEN follow the general complaints procedure. Please see your child's class teacher in the first instance, to see if your concerns can be immediately addressed.

Should there be no improvement, please do make an appointment to see Miss Cheesbrough (SENCO) or Mrs Robinson (Headteacher).

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 our Chair of the Governors.