



# FILEY JUNIOR SCHOOL

## Special Educational Needs & Disabilities Information Report - Reviewed September 2017

Filey Junior School SEND Information Report

Objective of the Report: to give an outline and overview of the provision, support and practices that Filey Junior School can 'offer' to meet the needs of pupils with Special Educational Needs and Disability within our school.

What does the term Special Educational Needs mean?

A child or young person has Special Educational Needs Disability (SEND) if they have a learning difficulty or disability which calls for special educational 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 a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

From SEND Code Of Practice 2015 pg 15

What kinds of SEN are provided for within Filey Junior School?

As a school committed to inclusivity, Filey Junior School welcomes all children and as such, we are currently working towards the standards of the Inclusion Quality Mark, meeting most of the standards at an 'Establishing Level'.

Children with a wide range of SEND are welcomed into school. If a parent of a pupil with an Education Health Care Plan requests a place at the school, early arrangements will be made to assess levels of need; strategies will be sought and staff training provided so that staff can fully understand and make appropriate arrangements for support and provision.

Great care has been taken to ensure that reasonable adjustments have been made to ensure that our school environment, provision and equipment is accessible to all children.

Provision maps are available for staff to provide continuity and consistency across school in supporting pupils in the following areas of need:

Cognition and Learning (CL) -

[Wave Map for CL](#)

Communication and Interaction (CI) -

[Wave Map for CI](#)

Physical and Sensory Needs (PSN) -

[Wave Map for PSN](#)

Social Emotional and Mental Health (SEMH) -

[Wave Map for SEMH](#) [2016 Dyslexia Wave Map](#)

Staff at Filey Junior School adopt a 'graduated response' to need and recognise that many pupils have complex needs, many of which do not fit in any one categories of the above, but rather overlap. Observation, detailed assessments and ongoing 'learning conversations' with parents and pupils assist us in tailoring support to fully meet need and help pupils make progress and meet outcomes.

What is the Senco's name and how can I contact them?

Mrs Julie McCarthy is the SENCO within school. She holds the National Award for Special Educational Needs Coordination. You can contact her on 01723 513076 or by using email: [jmccarthey@filey-jun.n-yorks.sch.uk](mailto:jmccarthey@filey-jun.n-yorks.sch.uk) If you feel that your child needs additional support within school or has difficulties of which we are unaware, we welcome you to contact school to discuss your concerns as early intervention is paramount in securing positive outcomes.

What policies do you have for identifying children and young people with SEN?

We adopt a graduated approach to responding to need. If your child is having difficulty at school we will let you know at the soonest possible point. Similarly, if you have any worries or concerns please contact your child's class teacher in the first instance.

Where a pupil does not make satisfactory progress, despite targeted teaching within class, the pupil will then be identified for additional intervention aimed at supporting the pupil to 'catch-up'. Following the initial intervention period, if progress remains slow despite additional provision, support will then be provided through SEN Support.

Once a pupil has been identified as having SEND they will be placed on the SEN register. This will mean that the pupils are closely monitored by all staff and a graduated approach and response will be activated. Four types of action are needed to put effective support in place:

1. **Assess** the child's needs in order to put effective support in place.
2. **Plan** support and provision (in consultation with parents) which will meet the pupil's needs and help them make progress.
3. **Do**. The class teacher will remain responsible for the pupil even when this involves working away from the pupil in a 1:1 or group setting.
4. **Review**. SENCo /class teacher will analyse the support that has been provided to see if the intervention and additional support has had an impact/facilitated progress and will meet with parents and child to evaluate the support and provision

If placed on the register for SEN support, your child's provision and support will be recorded on an Inclusion Passport - this documents your child's strengths, barriers to learning, strategies that have been used, parent/child views and termly reviews throughout the duration of their time at Filey Junior and follows them throughout school and phases. Included on Inclusion Passports are Individual Provision Maps (IPMs) which set out provision and support your child receives every term.

Where a pupil's progress still causes concern and following consultation and dialogue with parents, it may be necessary to make an Education Health and Care Assessment Request (ECHAR) to the Local Authority, which if successful, will culminate in an EHCP (Education Health Care Plan) to support your child. Parents can also make a request for an ECHAR.

How do you assess pupil's needs and what arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

We hold IPM Meetings every term which involve 'learning conversations' with parents to assess need through the eyes of all parties, enabling us to gain a more thorough understanding of need. Pupils are warmly welcomed to these meetings which are **additional** to Parent Evenings.

Parents Evenings are held in term 1 and 2 of the academic year, followed by an open evening in Term 3 where the emphasis is on transition between year groups.

Every pupil's attainment and progress is rigorously tracked and analysed so that we can respond quickly to pupils who may be at risk of falling behind.

If your child is receiving SEN support there are a number of additional diagnostic assessments we use to help us gain a better understanding of pupil need and to analyse the impact of interventions that we have put in place. These include:

Reading/ numeracy age assessments

A range of commercially available packages : Sandwell Numeracy , Yarc Reading,

Assessment Profiles - eg SENSORY checklist

CAN-DO assessments

P scales for pupils working below the National Curriculum

In addition, we use informal methods of assessment such as observation and questioning to inform our provision and practices. There are a range of workshops to give parents an insight into what we do within school - maths workshops, ICT/Chromebook workshops. The SENCo is always available to help and guide parents about methods and resources used within school to support pupils and how this can be reinforced at home.

Parents are advised of the impact of interventions at the end of the intervention period.

In Year 6, pupils sit their Standard Assessments Tasks(SATs). The SENCo and Year 6 staff will ensure that reasonable adjustments are in place so that pupils can fully access tests.

What arrangements do we have for consulting with young people with SEN and how do we involve them in their education?

'Pupil Voice' is now a commonplace practice within our school and an important part of the review process. At the end of every intervention period, pupils get the opportunity to express their views about the support they have received : what has gone well, what has been enjoyable, how might things be improved. We encourage pupils to be reflective, to think of themselves as contributors that can affect change. There are representations of pupils with SEND on School and Chrome Council. Pupil voice is collected frequently to record pupils' views on different aspects of school; it is analysed and influences change within school. Many projects have been initiated in this way - playground buddy system, clubs, timings of interventions.

What arrangements do you have for assessing and reviewing children's progress towards outcomes? What opportunities are available to enable you to work with parents and young people as part of this review?

Staff track pupils' progress very closely and target interventions to meet particular needs. We try to ensure that children are working towards SMART targets (specific, measurable, achievable, relevant and timely) and use a range of assessments (including the ones mentioned earlier) to measure the impact the intervention has had on your child's learning.

IPM meetings are held at least once a term and progress against targets and outcomes are assessed with parents. For pupils with more complex needs, including those with Education Health Care Plans, annual reviews are held to review the progress of pupils. Outside agency staff and other professionals from a range of support services are invited to ensure that a joint approach is maintained and support, targets and outcomes remain appropriate and relevant to fully ensure pupils make progress. Parent/carers also have the option to attend parent and open evenings to discuss and share information. An open door policy is operated, and it is encouraged that parents contact us at any time if there are concerns.

What arrangements for supporting children and young people in moving between phases of education ?

Filey Junior School has robust transition arrangements, particularly for pupils with social and emotional difficulties and who are anxious about change. For pupils moving to secondary school, transition usually begins in February. Transition activities range from small group work, taster sessions, to afterschool meetings with parents and transition clubs. Transition for Year 2 pupils starts after Easter. There is close liaison between staff from the infant and junior phases. To ensure continuity, a range of meetings are held to discuss pupils' needs and support they have received so far. Year 3 pupils are proactive in giving a warm welcome to pupils in Year 2 by completing projects and delivering presentations to alleviate worries and promote positive aspects of moving on from infant school.

What is your school's approach to teaching young people with SEN?

We have consistently high expectations for ALL pupils and endeavour to provide rich, memorable experiences so that each child can find their own strengths and realise their potential. We ensure that all learners are able to develop their own learning styles and make adjustments to provision and practices to help pupils learn in a way that suits them (visual learners, auditory and kinesthetic/ tactile learners).

We understand fully that careful differentiation within the classroom is the key factor to ensuring children making accelerated progress. SENCo will ensure this is monitored and effective and that classroom environments and resources are accessible and available to children with SEND and support them fully.

Access arrangements are put into place early so that pupils can access the curriculum and standard tasks/tests (SATs).

Class teachers have regular training opportunities and access to current information regarding SEND issues and developments and use this practically within the classroom setting.

Collaboration and joined up approach is the at the heart of our ethos in working to meet the needs of young learners with SEND. The school has strong bonds with a range of outside agencies.

The use of technology is, we feel a strength. The interactive and immediate nature of ICT is highly engaging for pupils with SEND.

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Resources are carefully selected to support a range of differing needs within school. It is essential that all children are able to access the curriculum and environment and be independent and confident learners. Resources can range from adapted keyboard, writing slopes, word mats, number squares, task boards, overlays.

ICT is used extensively within school to support children with SEND and within the first few weeks of entering school, pupils will be given their own Laptops to support their learning. Pupils are encouraged to drive their own learning forward and meet their own learning challenges through the use of ICT programs in which they are competing against their own personal records or in friendly competition with their peers. Eg Spelling City, Typing Club, Mathletics, Sumdog

Access arrangements are put into place early, and recorded on Inclusion Passports, to ensure that pupils can access Standard Assessment Tasks (SATs).

There are a range of clubs which cater for differing needs and interests, including a vulnerable learners lunchtime club which gives pupils a place to go if they need 'time out'.

What sort of expertise for supporting young people with SEN do you currently have within school? How do you ensure that the expertise and training of staff is current? How do you access and secure further specialist support?

As part of the commitment Filey Junior School has to the continued professional development of all staff, teaching staff and teaching assistants have regular training opportunities to update their knowledge and skills through both in-house and externally run training courses. Mrs Julie McCarthy hold the NASENCo award.

Filey Junior School has fostered close relationships with a range of outside agencies and local Enhance Mainstream Schools who regularly provide training within school.

How do you evaluate the effectiveness of the provision made for children and young people with SEN?

We constantly monitor provision, through learning walks, book scrutinies, observation and pupils tracking, with a view to evaluate and enhance provision at all times. The SEN Governor is proactive in school and regularly participates in audits and initiatives taken to evaluate provision. Pupils join us during some learning walks and along with Pupil Voice this gives us a 'child's eye view' of our offer.

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?

There are many clubs and extracurricular activities on offer within Filey Junior School. We encourage pupils to broaden their horizons by trying new experiences and finding new interests and work hard to make adjustments to facilitate the participation of all pupils, including school visits and residentials.

How do you support children and young people with SEN to improve their social and emotional 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.

Staff have a strong commitment to developing the emotional needs of all children, but particularly children with SEND; it is important that pupils develop positive self-image and self-esteem. A range of social and emotional programmes within school further serve to promote positive ethos. Success is celebrated in class with reward charts and prizes. There is a weekly merit assembly and half termly merit assemblies where parents are invited to share the successes of their children. Instances of bullying are quickly dealt with. Annually, pupils are proactive in creating displays around school participating in whole school projects to coincide with anti-bullying week. Daily Reflection Time gives pupils time to reflect on a variety of issues to develop their 'inner self'.

Social Emotional Support Plans are put into place if a pupil requires additional support, this ensures that all staff are aware of 'triggers' and employ the same strategies

Extra pastoral support consists of:

Vulnerable Learners lunchtime club

Playtime buddies at lunchtime

Let's Dance

Range of lunchtime clubs

Adult mentoring

Assertive Mentoring Attitude Criteria Interviews and target setting

Transition activities

Keyworker approach

Interventions

Lego intervention

Socially Speaking

It's good to be me

It's OK to be Me

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary services organisations, in meeting children and young people's SEN and supporting their families?

If, within school, we feel that a pupil needs additional expertise, we will contact you to discuss this further and to obtain your consent to make a referral. We work closely with a range of agencies and are committed to securing the best possible support and intervention to help pupils progress. Referrals are predominantly made to North Yorkshire County Council Single Point of Access: this consists of a panel of specialists from a range of fields who collaborate and operate a joint working approach, committed to helping pupils in the region access appropriate provision and support.

During reviews with all relevant parties, if it is felt that despite additional intervention and support from outside agencies pupils still struggle to meet desired outcomes and targets, then an Education and Health Care Assessment Request may be made.

**Useful Websites:**

[Send Specialist Support and Provision](#)

[SEND Local Offer - North Yorkshire County Council](#)

[Send Information Advice and Support Service \(SENDIAS\)](#)

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

Complaints are rare, but we are very eager to ensure that parents and children are happy about the support and provision received within school. In the first instance it is advisable to consult with your child's teacher and/or SENCo. If this does not lead to a resolution, please feel free to make an appointment with the headteacher to further discuss your concerns.

Mrs Pam Roberts is the Governor for SEND within school. 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 governing body. Please see our website for an outline of the Complaints procedure.