

## Askwith Primary School SEN Information Report 2020 - 2021

Annually we will publish information about the implementation of the policy for pupils with Special Educational Needs.

The Special Educational Needs and Disability Coordinators (SENDCo) at Askwith School is Lisa Longford.

She can be contacted via the school telephone number (01943 462896) or by email (askwith@ycatschools.co.uk)

### ▪ **What specific Special Educational Needs are provided for?**

Askwith Primary School is a fully inclusive mainstream school. There is provision for children with:

- Communication difficulties (e.g. speech and language difficulties)
- Specific Learning difficulties (e.g. Dyslexia)
- Social, emotional and mental health difficulties
- Physical difficulties
- Sensory difficulties (e.g. hearing or vision difficulties)

### ▪ **How does Askwith School identify children with SEND? How do we assess their needs and what are the arrangements for reviewing children's progress?**

Askwith School uses the Graduated Approach in order to identify and assess children's needs.

#### **Assess**

Children are continually monitored and assessed by all adults in the class in order to identify any potential barriers to learning or socialization.

Any specific concerns are discussed with the SENDCo.

We believe that it is important to involve the parents/carers at this early stage of assessment. We encourage all parents/carers to discuss any concerns they may have with, in the first instance, the class teacher and then the SENDCo.

We believe that it is important to ascertain the children's views at this early stage of assessment - this is done through conversations, the completion of questionnaires and child friendly Inclusion Passports depending on the age and needs of the child.

The children's needs are analysed and reviewed regularly.

#### **Plan**

In conjunction with parents, the SENDCo and class teacher will decide upon the support required by each individual child and a review date will be set.

A provision map sets out the provision required and where appropriate an Inclusion Passport is completed and discussed with parents/carers.

### **Do**

Interventions are implemented by the class teacher or the T.A. The SENDCo oversees this process and where necessary offers advice/support.

The impact of the intervention is monitored.

### **Review**

The effectiveness of the intervention(s) are reviewed with the children and their parents/carers.

A cycle of review meetings will then take place.

If specialist support is required, parental consent is sought and the relevant documentation is completed and signed.

If necessary, an Education, Health and Care assessment may be requested.

The EHC plan will be reviewed annually by all relevant parties and the L.A.

## ▪ **How do we involve the parents/carers of children with SEND in their child's education?**

Parents/carers views are invaluable when assessing children's needs. At Askwith we believe that Parents should be involved at all stages of the Assessment and Review process.

Regular monitoring and progress meetings take place alongside less formal conversations.

Parents/carers are encouraged to contact the class teacher if they have any questions or concerns.

## ▪ **How do we involve the children with SEND in their education?**

At Askwith, we believe that children should be fully involved at every stage of the Graduated Approach.

This is done through conversations, the completion of questionnaires and child friendly Inclusion Passports depending on the age and needs of the child.

## ▪ **How do we support children in moving between phases of education?**

School staff liaise with the children's next class teacher as they move through Askwith School. The children's Inclusion Passport and Provision Maps are discussed and passed on during a transition meeting.

When the children move on to a new school, the SENDCo/class teacher liaises closely with staff and all relevant documentation is discussed and transferred.

▪ **How do we teach children with SEND?**

At Askwith, we strongly believe that all children should feel included. We focus on the whole child - strengths and weaknesses are taken into account and provision is adapted accordingly. All learning is personalised to meet the needs of the learners. 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.

▪ **How do we adapt the curriculum and the learning environment of children with SEND?**

At Askwith, we strongly believe that all teaching should be differentiated according to the needs of the children and therefore the curriculum is adapted whenever necessary.

Our learning environment includes access arrangements for children with physical disabilities (e.g. a disabled toilet, a disabled ramp). We use radio aids for children with hearing impairments. We have been assessed as a Dyslexia Friendly School and use dyslexia friendly approaches for all children.

▪ **Where can the details of the curriculum provided each year be accessed?**

Askwith School provides a broad and balanced curriculum, the details of this can be accessed via curriculum maps sent to parents termly or viewed on the school website.

▪ **How do we ensure that children with SEN are able to engage in activities available with children who do not have SEN?**

Askwith School is a fully inclusive school. All children are given the opportunity to be included in all activities including extra-curricular activities. A risk assessment is carried out prior to any out of school activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities would be provided. All visitors are made aware of any additional needs that the children they are working with have before their visit. This is reiterated on their arrival and extra support staff are made available if necessary. For example, in order to support a child with hearing difficulties, all visitors, workshop providers, sports providers are asked to wear the radio aid. It is also taken on all out of school visits.

▪ **What training do the staff undertake to work with children with SEND?**

All staff in school attend regular training sessions. These include: Numicon, Paired Reading, Questioning skills, Speech and Language training, Autism training, Reading Intervention, Inference Training sessions, ALK training,

Precision Teaching training, stammering support training, Diabetes training, Thrive training and Attachment disorder training as well as training supplied by Compass Buzz regarding emotional and mental health concerns. Over Lockdown, the support staff at Aswith have completed Level 2 TDQA training in Mental Health, Autism, Managing Behaviour, SpLD, Diabetes and Awareness of Bullying.

▪ **How is specialist expertise accessed?**

Where appropriate, we are able to access specialist support from the Inclusive Education Service (IES). With consent from parents, a referral is made centrally which is assessed by a panel and forwarded to the relevant specialist teacher.

Other specialist support services such as Educational Psychologists can also be accessed through this central referral system.

We can also access specialist support from the Deafness and Hearing Impairment Team, the Occupational Therapist and the Diabetes Nurse.

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

Regular meetings with all members of staff take place to review and assess provision. Views of parents and children are taken into account. Any adaptations to provision or training needs are identified.

▪ **What support for improving emotional and social development are put in place? What are the arrangements for listening to the views of children with SEND?**

Regular PSHE sessions and assemblies take place with the whole class/Key Stage/whole school. Social and Emotional support programmes such as Socially Speaking and Think Good-Feel Good activities (cognitive behavior therapy) are regularly used. The family groups at Askwith give the children the opportunity to discuss their views and feelings. There is also a named adult that the children can speak to. Children are made aware of the worry box that is stored centrally.

▪ **How does the school involve specialist external services in meeting the needs of children with SEND and supporting their families?**

Askwith School has established excellent working relationships with professionals from the following agencies:

- The Educational Psychologist
- School Nurse and Health Visitor

- Educational Social Worker
- Deafness and Hearing Impairment Team
- Speech and Language Therapist
- Occupational Therapists
- Paediatrician
- Enhanced Mainstream Schools for Speech, Language and Communication and Specific Learning Difficulties.
- Severe Learning Difficulties Team

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

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

Parents who have a grievance or complaint about the nature or amount of special educational provision that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

▪ **What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEND?**

It is important that all children with SEN receive the educational provision which meets their needs. However, for looked after children, many of whom will have had difficult and unstable home and school lives before coming into care, it is imperative that their needs are quickly and efficiently assessed and provided for so that the effect of any instability on their education is reduced to a minimum.

For children with SEN, but without statements/EHCPs, it is the school in the main that will make provision for the child's special educational needs.

Relevant obligations are in section 317 of the Education Act 1996. Local authorities only incur responsibilities for children with SEN when it becomes necessary for them to assess a child's SEN and determine special educational provision in an EHCP.

*Taken from: Guidance on Looked After Children with Special Educational Needs placed out-of-authority*

▪ **What is the school's Local Offer?**

Askwith School's Local Offer clearly sets out procedures and provision for children with specific needs.

This can be accessed via the school website.

- **What are the admission arrangements for disabled pupils?**

This can be accessed via the school website. Each case will be considered on an individual basis.

- **What are the accessibility plans?**

In response to the Access Audit undertaken by the Local Authority, we have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school. This can be accessed via the school website as part of the Disability Equality Scheme and Disability Accessibility Plan for Pupils' policy.

Reviewed September 2020