

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)

'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.'

SEND Code of Practice

➤ **Cognition and Learning**

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.'

SEND Code of Practice

➤ **Social, emotional and mental health difficulties**

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'

SEND Code of Practice

### ➤ **Sensory and/or physical needs**

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.'

SEND Code of Practice

### ➤ **Medical 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 pays full regard to the SEND Code of Practice 2015 and uses the Graduated Approach in order to identify and assess children's needs. (see Appendix 1: Graduated Response for Early Identification)

#### **Assess**

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

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 for any child receiving intervention and a Chronology of Support for children on the SEND register is completed and discussed with parents/carers. Parents and children are involved in setting targets and provision each term.

#### **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 face-to-face review meetings with the class teacher (and where necessary the SENDCo) will then take place. These are in addition to parents' evening and half-termly reports.

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. This includes any decisions made regarding provision and target setting Regular monitoring and progress meetings (at least one each term - SEND Code of Practice) take place alongside less formal meetings and conversations.

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

*"If I ever need to talk to a teacher, they are always there to listen and help with a solution and support me in any decisions." A parent*

(See website for additional quotes from parents)

▪ **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 Pupil Profile depending on the age and needs of the child.

(See website for additional quotes from children)

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

When children first enter Askwith Primary School, staff liaise with parents and the children's previous early year's setting to ensure that any additional needs are identified and provision is put in place in order to support strengths and additional needs.

Within school transition: school staff liaise with the children's next class teacher as they move through Askwith School - any additional needs are discussed and all documentation (Chronology of Support, SEND Support Plan, Pupil Profiles etc are passed on). Where necessary, a more bespoke transition is devised, including a timetable of additional transition visits in order to prepare for the next class and develop confidence and independence.

When the children move on to a new school, the SENDCo/class teacher liaises closely with parents, children and the staff of the next school to ensure that the transition process supports the individual child - extra visits are organised where necessary. Additional meetings with parents and new school staff take place 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 difficulties are taken into account and provision is adapted accordingly. Learning starts with quality first teaching for all, which is carefully differentiated to meet the needs of all children whatever their learning style. Where

necessary, the curriculum is further adapted for the needs of the child and 1:1 provision is put in place (detailed in individual support plans). Staff use a variety of teaching styles and resources in lessons to support children's learning. Information is shared with all relevant staff to ensure that each child receives the most appropriate provision.

- **How do we adapt the curriculum and the learning environment of children with SEND?**  
At Askwith, we strongly believe that all teaching should be suitable for the needs of the children and therefore the curriculum is adapted whenever necessary. This could involve: extra support in lessons; use of manipulatives or learning mats; individual or group interventions; differentiated end-points or a fully personalised curriculum with 1:1 support. All staff have worked together to identify how each curriculum area could be adapted in line with the '5 a day' principles from EEF (Education Endowment Foundation). Our learning environment has been designed with the physical and affective environment in mind. We ensure that all spaces are safe, inviting and flexible - resources are easily accessible in order to foster independence. All children are encouraged to work collaboratively and collectively as valued members of the group. We ensure that all children are valued within their group and that, where possible, they remain working in the classroom with their peers for a high proportion of the day. Other adaptations includes access arrangements for children with physical disabilities (e.g. a disabled toilet, a disabled ramp). We have used 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 which can viewed on the school website (paper copies are available on request).
- **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. Children's attendance at extra-curricular activities is closely monitored - all children are encourage to participate regardless of any additional needs. SEND children have a good attendance rate for a range of clubs including sports club and music clubs.  
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 Askwith completed Level 2 TDQA training in Mental Health, Autism, Managing Behaviour, SpLD, Diabetes and Awareness of Bullying. A programme of training for the academic year 2022-2023 has been put in place and includes: scaffolding training and autism training from ADYS Specialists Ltd.

▪ **How is specialist expertise accessed?**

Where appropriate, we are able to access specialist support from the NYCC SEND Hub. 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, the Epilepsy Nurse and the Diabetes Nurse.

An audit was performed by a consultant from ADYS Specialists Ltd in July 2022 - this provided bespoke SEND consultation and advice and further sessions have been planned for 2022-2023.

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

The impact of provision is reviewed at least termly which involves meetings with all relevant members of staff. As part of the Graduated Approach, the effectiveness of the intervention(s)/provision is reviewed with the children and their parents/carers.

A termly cycle of face-to-face review meetings with the class teacher (and where necessary the SENCo) takes place. These are in addition to parents' evening and half-termly reports. Views of parents and children are always taken into account. Any adaptations to provision or training needs are identified and actioned.

SEND is an agenda item for each staff meeting and each Governors' meeting. All class teachers monitor the support provided by TAs termly and the SENCo undertakes further observations. SEND is also a focus of the monitoring and evaluation that each subject leader performs termly.

▪ **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. We have a robust monitoring and reporting system within school - all information is provided at an appropriate level for the children and adapted wherever necessary.

The family groups at Askwith give the children the opportunity to discuss their views and feelings. The oldest members of the family group 'check-in' with the other members to ensure that they have no concerns, they then report back to staff where necessary.

There is also a named adult that the children can speak to. Children are made aware of the

worry box that is stored centrally and each class has a 'post-it-note' system where children can raise concerns more informally.

▪ **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
- CAMHS
- 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
- Compass Phoenix (formally Compass Buzz)
- Early Help Assessment process has been used to identify outstanding needs of children and their family
- Private behaviour specialist and consultant (gpc strategies)

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

In addition, SENDIASS co-ordinators can offer impartial advice and support. They can be contacted on 01609 536923.

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

Askwith Primary School has an open-door policy and we encourage parents to speak to the class teacher if they are unsure about the provision that their child is receiving. 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. In the first instance this would be with the class teacher who then may be joined by the SENCo (Lisa Longford). If the concern is not rectified, the headteacher will then be involved in the meeting. Please see YCAT's complaints policy <http://askwith.n-yorks.sch.uk/data/documents/YCAT-Complaints-Policy4646.pdf>

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) North Yorkshire support service is The Special Educational Needs and Disabilities Information, Advice and Support Service, North Yorkshire (SENDIASS North Yorkshire) <https://www.northyorks.gov.uk/sendiaas->

[north-yorkshire](https://www.northyorks.gov.uk/send-local-offer) Information on formal complaints about the school can be found at <https://www.northyorks.gov.uk/send-local-offer>

▪ **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 Local Offer?**

The North Yorkshire Local Offer provides useful information for children and young people with special educational needs and disabilities (SEND) and their families. It is here to help families, individuals, groups and organisations find information so you have more choice and control over what support is right. Further information can be found at <https://www.northyorks.gov.uk/about-local-offer-north-yorkshire>

Askwith School's Information report clearly sets out procedures and provision for children with specific needs and contributes to the local offer.

▪ **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.

<http://askwith.n-yorks.sch.uk/data/documents/ACCESSIBILITY-PLAN-updated-Feb-2021.pdf>

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## Appendix 1: Graduated Response for Early Identification - SEN Info report

