

Gillamoor CEVC Primary School SEN information report  
February 2015  
[Link to SEN Policy](#)

The North Yorkshire local offer can be found at:  
<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

	North Yorkshire LA expectation of good practice	School offer
<p><b>Universal Provision</b></p>	<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. Your school will be 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. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.</p>	<p>Through appropriate curricular provision, we respect the fact that children:</p> <ul style="list-style-type: none"> <li>• Have different educational and behavioural needs and aspirations</li> <li>• Require different strategies for learning</li> <li>• Acquire, assimilate and communicate information at different rates</li> <li>• Need a range of different teaching approaches and experiences</li> </ul> <p>Practitioners respond to children's needs by</p> <ul style="list-style-type: none"> <li>• Having the highest possible expectations for your child and all pupils</li> <li>• Building on what your child already knows, can do and understand</li> <li>• Providing differentiated teaching and learning activities</li> <li>• Providing support for children who need help with communication, language and literacy and maths</li> <li>• Planning to develop children's understanding through the use of all available senses and experiences</li> <li>• Planning for children's full participation in learning and in physical and practical activities</li> <li>• Helping children to manage their behaviour and to take part in learning effectively and safely</li> <li>• Helping individuals to manage their emotions, particular trauma or stress and to take part in learning</li> </ul> <p>The school is developing provision maps (our school's overall plan of</p>

		<p>support) for Attendance, Autism, Cognitive Learning, Emotional Social Behavioural Learning, Dyslexia, Gifted and Talented, Sensory and Physical and Speech Language and Communication.</p> <p>Our named governor is Jane Harper</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> <li>• <i>Approaches the teaching/ learning and development of children and young people with special educational needs;</i></li> <li>• <i>Adapts the curriculum/provision and additional learning support available to children and young people with special educational needs;</i></li> <li>• <i>Supports and improves the emotional and social development of children and young people with special educational need.</i></li> </ul>		
<p><b>Recording Provision</b></p>	<p>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:-</p> <ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class;</li> <li>• details of any extra support or interventions for your child</li> <li>• your child's learning targets;</li> <li>• the next date when your child's progress will be reviewed.</li> </ul>	<p>At Gillamoor CEVC Primary School the class teacher informs parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.</p> <p>The Special Needs Co-ordinator (SENCO), class teacher and other practitioners work closely with parents and plan appropriate programme of intervention and support.</p> <p>Individual Provision Maps (IPM), which employ a small steps approach, feature in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. We may use Performance Indicators for Value Added Target Setting (PIVATS) to support this</p> <p>Inclusion passports are also used with children identified with SEN. This is a document which is added to regularly to build up a complete picture of the individual and the additional support they have received.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> <li>• <i>Identifies the particular special educational needs of a child or young person;</i></li> </ul>		
<p><b>Interventions</b></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> </ul>	<p>At Gillamoor CEVC Primary we are able to offer high impact interventions such as 1<sup>st</sup> Class@number and Reading Intervention programmes.</p> <p>Parents are always informed before these interventions are employed and their impact is reported at the end of the intervention.</p>

	<ul style="list-style-type: none"> <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>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</b></p> <ul style="list-style-type: none"> <li>• <b>Secures the services, provision and equipment required by children and young people with special educational needs;</b></li> </ul>		
Extra Adult Support	<p>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>There may be occasions when we feel that some additional support within lessons may help a 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, we 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 any child more independent in lessons.</p>
<p><b>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</b></p> <ul style="list-style-type: none"> <li>• <b>Secures the additional learning support available to children and young people with special educational needs;</b></li> </ul>		
Expected progress	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring 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 with National Curriculum levels.</p>	<p>Pupil progress is monitored each term and reported to parents through parent evenings and the annual school report. Any child falling short of making the expected progress will be considered for extra support or interventions. This review is conducted by the class teacher and parent.</p>
<p><b>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</b></p> <ul style="list-style-type: none"> <li>• <b>Monitors the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;</b></li> <li>• <b>Monitors and evaluates the effectiveness of special educational provision, including information about how children, their parents and young people will take part in any assessment and evaluation;</b></li> </ul>		
Inclusion Quality Mark	<p>Many North Yorkshire schools have used our Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefiting different groups of learners, and how their outcomes are improving as a result of their work.</p>	<p>We are an inclusive school, this is reflected in our aims these underpin the work of Gillamoor CEVC Primary School and these influence our care of the individual. Our aim is to nurture and support everyone as they work to achieve in all areas of development.</p>

	<p>A full list of North Yorkshire schools currently holding the IQM is available.</p> <p>Schools who do not hold the IQM should demonstrate their commitment to Equality in line with the Equality Act 2010 and in line with their school's aims and vision statement.</p>	
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> <li>• <i>Supports children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;</i></li> <li>• <i>Makes activities available for children and young people with special educational needs in addition to the curriculum;</i></li> <li>• <i>Ensures facilities that are available can be accessed by children and young people with special educational needs;</i></li> </ul>		
<p>Support from other agencies</p>	<p>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.</p>	<p>A range of agencies eg. Enhanced Mainstream Schools, Education Psychologists, Education Social Work Services and Speech and Language services may be used as appropriate. Referrals will be made to these agencies to help us deliver appropriate support and interventions.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> <li>• <i>Secures the additional learning support available to children and young people with special educational needs</i></li> </ul>		
<p>On-going communication with parents</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. 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. You should be informed about the National Curriculum levels at which your child is working. If you are not sure what these mean, don't be afraid</p>	<p>At all stages of the special needs process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. We regularly communicate through home-school link books, email, newsletters, informal and formal progress and review meetings.</p>

	<p>to ask.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> <li>• regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes</li> <li>• more regular meetings to update you on your child's progress and whether the support is working</li> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>	
<p><b>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</b></p> <ul style="list-style-type: none"> <li>• <b>Consults and works in partnership with parents of children with special educational needs and with young people with special educational needs;</b></li> </ul>		
<p><b>Inclusion Passport</b></p>	<p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. 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.</p>	<p>Gillamoor CEVC Primary School uses provision maps and/or Inclusion Passports to carefully track the provision and progress of pupils with SEND. These are documents that record interventions including strategies used and their impact.</p>
<p><b>Parent Partnership</b></p>	<p>A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p>	<p>Gillamoor CEVC Primary recommends parents contact Sue Gibbons our parent partnership co-ordinator for impartial advice and support.  <a href="mailto:sue.gibbons@northyorks.gov.uk">sue.gibbons@northyorks.gov.uk</a>  <b>Tel:</b> 01609 534611</p>
<p><b>Statutory Assessment</b></p>	<p>For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or a Parent Partnership Co-ordinator can talk to you about this in more detail.</p>	<p><b>When a statutory assessment is necessary, Gillamoor CEVC Primary with parents, the parent partnership co-ordinator and other agencies will contact the Local Authority.</b></p>

<b>Key contacts</b>	All mainstream schools have a SENCo. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.	<b>Our SENCo at Gillamoor CEVC Primary School is Mrs Alison Twedde. She meets regularly with parents to review progress and plan the next phase of intervention.</b>
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