



Glasshouses Community Primary School SEN Information Report 2017 - 18

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'. The questions which need to be covered are included in the following proforma in italics. In order to be legally compliant, these must all be answered by the school. Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

Schools should also make data on the levels and type of need within the school available **to the local authority**. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the school census, is also required to produce the national SEN Information report.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

<p>Contact and policy information:</p>	<p>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 2 & 12:</p> <p>Overall responsibility for SEND within the school lies with the Head of School, Nicola Thornber, who can be contacted on 01423 711440 or by emailing admin@glasshouses.n-yorks.sch.uk.</p> <p>By law, schools are required to employ a 'SENCo'. It is the role of the SENCo to oversee and co-ordinate the provision that a school makes for students with SEND. Our SENCo is Jennifer Blunstone. Mrs Blunstone oversees the statutory provision for students with additional needs including supporting the early identification process and the monitoring of on-going support and its effectiveness. Mrs Blunstone can be contacted on 01423 711407 or by emailing jenny.blunstone@nidderdale.n-yorks.sch.uk.</p> <p>The school has a named governor responsible for SEND. The name of the current governor is Nicola Gibson, who can be contacted by emailing kath.harper@northyorks.gov.uk</p> <p>Related school policies:</p> <p>To read the Glasshouses Community Primary Special Educational Needs and Disabilities Policy click here.</p> <p>To read the Glasshouses Community Primary Equality and Accessibility policy, click this link.</p> <p>To read the Glasshouses Community Primary anti-bullying policy (which lays out how bullying is dealt with for all students, including those with SEND), click this link.</p>
<p>This is how Glasshouses Community Primary School identifies children with SEND and supports and improves their academic, emotional and social development.</p>	<p>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 2, 10 & 12:</p> <p>Staff ensure that the needs of all learners, including those with SEND, are addressed through lessons that are fit for purpose, engaging and transformative. Monitoring of teaching and learning takes place through lesson observation by the senior leadership team, regular learning walks conducted by middle leaders within the school, monitoring from the governing body, book scrutinies, termly pupil progress meetings, formative and summative assessments, data scrutiny and other methods. Class teachers make regular assessments of progress for all pupils, and there is recognition that progress may take different forms for different students.</p> <p>In order to identify children with additional needs, assessment seeks to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:</p> <ul style="list-style-type: none"> • is significantly slower than that of their peers starting from the same baseline;

- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

During termly 'Pupil Progress Meetings', pupil progress is considered. All available assessment and data, as well as views of parents where appropriate, is utilised to consider whether the progress, attainment, wider development or social needs of the pupil has been maintained, slowed or accelerated.

When there is a concern that the progress, attainment, wider development or social needs of a child has slowed, there will be a note made on their Provision Map about the nature of the concern and actions taken to deal with it. Class teachers, and other relevant staff, supported by the SENCo, gather informal information from internal records and observations, parents and pupil to develop a good understanding of the pupil's strengths and areas of difficulty. Additionally, formative and summative assessment may take place. Through this process, probable barriers to learning are identified.

The desired outcome for the child is considered, taking into account parental input, and planning takes place to decide how the desired outcome may be reached. Staff will explore whether the required support can be provided from the school's core offer, or whether something additional or different is required. Where possible, support will be provided through in-class provision, with adjustments being made by the class teacher to the way the child is taught.

For some children, the support needed may require them to undertake an intervention away from their classroom, and this will normally be delivered by a teaching assistant under the direction of the class teacher, with input from the SENCo where required. A clear review date will be noted on the child's Provision Map. This will usually be one term after the onset of the support, but it may be more or less depending on the nature of the child's barrier to learning.

At review (which would normally include parents), if the gap closes or the wider developmental/ social issues are resolved then the additional support will cease, with the child continuing to be monitored carefully, but not placed at 'SEN support'.

A student being recorded as having 'SEN Support' status is a formal and recorded process. The SEN Support status is reported to the local authority. This is a formal recognition that a child requires support in school which is additional and different to their peers, and that the support cannot be provided through standard classroom teaching. The SEN Support status is regularly monitored and children have the status removed if and when they no longer require the support which is additional and different. This may occur, if for example, their reading skills which were once below the expected standard improve to a level where they are no longer of concern following a period of intervention and additional support.

When a child is recorded as having SEN Support status, parents will be informed that they have an entitlement to support, should they require it, by signposting them to the website [here](#).

This is how
Glasshouses

Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 1:

Community Primary School approaches the teaching, learning and development of children with special educational needs.

The school is able to provide for a range of Special Educational Needs, where the Local Authority consider that the needs can be accommodated within a mainstream school, including but not restricted to: Specific Learning Difficulties; Autistic Spectrums Disorders; Physical Disabilities; Hearing Impairments; Vision Impairments; Social, Emotional and Behavioural Disorders; Moderate Learning Difficulties; Speech, Language and Communication Needs.

Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 7, 8 & 9:

The teaching of students with additional needs is the responsibility of all staff. Lessons are differentiated to cater for additional needs, and 'Provision Maps' are used to highlight, record and share what works for individual students as well as what doesn't. These documents are updated regularly by all staff involved with working with a child, to create records of support, as well as invaluable tools for staff to use in planning for differentiation. Staff use a variety of teaching styles and resources to support learning.

SEN Support is "additional or different" help provided by the schools for all children who have a learning difficulty or disability which calls for special educational provision to be made for them. This may be: help taking part in learning activities; a special learning programme; extra help from a teacher or assistant; working in a smaller group; extra encouragement; help communicating with other children; advice, intervention, support from additional experts; support with physical or personal care difficulties.

The 2015 SEND Code of Practice makes it clear that class teachers are directly responsible and accountable for all pupils in their classes even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. This ethos is embedded into SEN practice at Glasshouses Community Primary School.

SEN support will arise from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:



Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 6:

The graduated approach starts at whole-school level, with teachers continually assessing, planning, implementing and

reviewing their approach to teaching all children. Where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

'Assessing' Need: In the 'assess' stage of the graduated approach teachers and other staff gain a growing understanding of a pupil's needs through various tools: teacher assessment and knowledge of the pupil; data on the pupil's progress, attainment and behaviour; the individual's development in comparison with their peers; the views and experience of parents; the pupil's own views; advice from external support services. For some children, more specific assessment may be required, including: standardised tests; profiling tools; checklists; observation schedules and prompt sheets; questionnaires for parents; questionnaires for pupils; screening assessments, for example for dyslexia; specialist assessments, for example from a speech and language therapist or an educational psychologist.

The key responsibility for the SENCO at this stage of the process is establishing a structured and agreed approach to the identification of SEN. At Glasshouses Community Primary School, the SENCo has created Provision Maps for all students, whereby early concerns can be noted and subsequent actions are recorded. On-going monitoring of support will also be collated on Provision Maps. Additionally, the SENCo will help class teachers to collate summative assessment data, observations and any initial 'individualised' testing they have on a child. The SENCo will also support class teachers in considering adaptations to day-to-day teaching, further assessments and observations, and decisions about formally identifying a child as having SEN.

'Planning Support': Teachers, with input from the Head Teacher or SENCo, may feel that the needs of a child require more specialised assessment or planning than is available within the core offer of the school. In this case, support will be requested from the Inclusive Education Service. The Inclusive Education Service (IES) consists of a range of specialist support and provision made up of highly qualified and experienced staff who support and compliment the work of schools. The services works in partnership with schools to promote inclusion, achievement and to secure better outcomes for children and young people with SEND across North Yorkshire. Further information about the role of and the support offered by the IES can be found by clicking [here](#).

Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 10, 12 & 13:

Additionally, Glasshouses Community Primary School works with other outside agencies including the Prevent Team, Compass Buzz and the Educational Psychology Service, which form part of the wider local authority local offer (further details of which can be accessed by using the link on page one of this document). These agencies can be accessed by students who have a specific need in a specific area – for example, anger management difficulties, mental health issues or social needs. Parents will always be involved in the decision to refer a child to an outside agency (unless, on very rare occasions, a safeguarding concern renders this consultation with parents inappropriate).

	<p>‘Doing’ the support: Often, the support that a child needs can be provided directly by their class teacher through differentiation (of outcome, task, time available for completion of task, and other forms). However, teachers, with guidance and support from the Head Teacher and/or SENCo, may decide to use teaching assistants to deliver high quality 1:1 and small group support using structured interventions. This may be because personalised quality first teaching is not accelerating learning enough and the gap is widening. The Education Endowment Trust publish guidelines for the most effective use of teaching assistants. Glasshouses Community Primary School adheres to these best practice guidelines, which can be found by clicking here.</p> <p>‘Reviewing’ the support: Following an agreed period of intervention or additional support, the progress, attainment, wider development or social needs of the pupil are reviewed by their class teacher, in partnership with the Head Teacher, SENCo, parents, the child, and other professionals involved with supporting the child. This will happen at a formal ‘Learning Meeting’ during which the support which has been provided is reviewed, outcomes considered and next steps decided upon. Minutes of the Learning Meeting will be attached to the child’s Provision Map. At this stage, additional support may cease, current support levels may be maintained, or different support may be deemed necessary. This decision will be a key outcome of the Learning Meeting.</p> <p>Where the school and the parents of a child feel that the appropriate additional support for a child meets the requirements for an Education, Health and Care Plan, the SENCo at the school will make a request to the local authority for a statutory assessment. This request may be one outcome of the graduated response to SEND at the school.</p>
<p>This is how Glasshouses Community Primary School approaches the transition of children with special educational needs to new settings.</p>	<p><small>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet points 5, 6 & 12</small></p> <p>During times of transition, parents of children with SEND are encouraged to make use of the SENDIASS service for further advice and support should they feel that it is needed. Contacts for the service can be accessed by clicking here.</p> <p>Students moving TO the school:</p> <p>Where the progress, attainment, wider development or social needs of the pupil are already known to give rise to support needs, this should be made clear to the Head Teacher and SENCo by parents or carers of the child when an admission request is made. The school will seek advice from parents as to previous support needs, and with parental permission, will contact previous educational settings for access to their records of support. Teachers and the SENCo will liaise with parents to establish an appropriate and mutually agreeable transition or new entry programme for the child, which takes into account their needs, and well-being. In this way, the ‘graduated response’ to need will commence prior to the child joining the school to ensure that he child has as positive start to their experiences at the school as is possible.</p> <p>Students moving FROM the school:</p>

	<p>The SENCo will make contact with the SENCo at a setting which any student with special educational needs is moving to. With parental consent, the Provision Map from Glasshouses Community Primary School will be made available to the new setting. The SENCo from the school will endeavour to arrange an appropriate transition programme which will support the child into their new setting. Where any difficulties arise with this process, parents will be made aware by the SENCo from Glasshouses Community Primary School of the nature of any difficulties, and a meeting will be held to discuss and plan solutions.</p> <p>Most usually, transition to other settings occurs at the end of Year 6, when children move to secondary school. The SENCo of the school will liaise with parents and the SENCo at the relevant secondary school to ensure that an appropriate level of support with transition is in place. This would be built into the graduated response for a child, with some children requiring far more support than that which is ordinarily required at times of transition.</p>
<p>How Glasshouses Community Primary School develops staff expertise, train staff well, and secure the services, provision and equipment required by children with special educational needs:</p>	<p><i>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 8, 9, 12 & 13:</i></p> <p>The school has a programme of continuing professional development for all staff, which identifies and meets training needs through appraisals and reviews of performance, securing 'in-house' provision for students with SEND. All staff undertake regular training through INSET provision, which is planned by the Head Teacher, taking into account development requests from staff and specific needs of specific students.</p> <p>Where an 'in-house' solution cannot be found for a child, the school accesses the services of specialist advisors. In particular, the school works closely with advisors from the local authority via the Inclusive Education Service, which works in partnership with schools and other settings to promote inclusion, achievement and to secure better outcomes for children and young people with SEND across North Yorkshire. This is done through enabling the development of skills for staff in schools and settings. There is a focus on promoting an understanding of learning, development and emotional wellbeing of children and young people with SEND. The aim of the service is to support and facilitate effective provision for SEND, ensuring that children are enabled to reach their potential.</p> <p>The school also works with medical professionals, social services, children's centres, the Healthy Child Team, hospitals and other medical facilities in order to support students where necessary. Further support is sought from different professionals on a 'need' basis as and when it is required.</p> <p>Where a child requires specialist equipment or alterations to the fabric of the school buildings, advice will be sought from the relevant specialist advisors as to the appropriate provision.</p>
<p>Equality</p>	<p><i>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 11:</i></p> <p>At Glasshouses Community Primary School, all students are given equal access to, and are actively encouraged to take part in, extra-curricular activities. Students who need additional support in order to access activities out of school hours will be provided with it. This support will be planned and reviewed following the same graduated response as support during normal school hours.</p>

<p>Glasshouses Community Primary School communicates regularly with parents:</p>	<p>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet points 3 & 4:</p> <p>The school will usually contact home at least once a term, to discuss the progress of a child with SEND. The school uses a range of communication methods such as email, telephone, letter, face to face discussion, parents evening or school report. For students with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Parents' knowledge and understanding of their child's needs is essential to support the school in making the best provision for them.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • regular meetings, including face to face informal chats at the end of the school day • clear information about the impact of any interventions • guidance for you to support your child's learning at home. <p>School appreciates communication being two ways and are always pleased to hear parent's views and input.</p> <p>Additionally, the views of students are taken into account. Students are all allocated a Key Worker who will meet with them either regularly, or on a 'needs' basis. Students are invited to attend meetings that relate to them or affect them.</p>
<p>Parent Partnership at Glasshouses Community Primary School:</p>	<p>The school welcomes the involvement of parents in the day to day life of the school, and it is recognised that this may be particularly important for children with SEND. The Head Teacher and SENCo, along with class teachers and the key workers for individual children welcome the opportunity to speak to parents about any concerns or successes that parents wish to share. Parents are actively encouraged to meet with staff and to support the planning and reviewing process for children with SEND.</p> <p>Should a parent feel that they need independent, additional support with any aspect of school life, a SENDIASS Co-ordinator can be contacted through North Yorkshire's education offices or on 01609 536923 - Tuesday and Thursday 09:30am - 1pm. The SENDIASS 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>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 14:</p> <p>Where parents feel concerned about an aspect of the provision for their child with SEND, they are encouraged to speak to the Head Teacher, class teacher or SENCo as soon as possible. Communication is welcomed via the telephone, emails, or face to face meetings according to the preference of the parent. Should parents/carers feel the need to make a complaint about the provision made in school for students with SEND, after having discussed their concerns with an appropriate member of staff, then they can refer to the school Complaints Policy which is available on our school website.</p>

