



Husthwaite CE Primary School

Part of the Husthwaite and Sessay CE Primary Federation

SEND Information Report

Headteacher: Fiona Bennett

Tel: 01347 868371 Husthwaite

E-mail: admin@husthwaite.n-yorks.sch.uk

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive, if you choose the Husthwaite and Sessay CE Primary Federation for your child.

What kinds of SEND do the Husthwaite and Sessay Federation provide for?

Our Federation welcomes all children including those with SEND. We provide an inclusive education. We strive to meet and accommodate the needs of all children including those with sensory and/or physical needs, cognitions and learning needs, communication and interaction needs as well as emotional and social difficulties.



What kinds of expertise do the Husthwaite and Sessay Federation offer?

We have a wealth of knowledge to support children with:

- Autism
- Attention deficit hyperactivity disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Sensory Processing Disorders
- Dyslexia
- Dyscalculia
- Physical disabilities
- Social, emotional and mental health
- Specific learning difficulties
- Speech and language

Sowing seeds - Bearing fruit - Harvesting potential

Our school is accessible to children and adults with physical disability via ramped entrances. We ensure that equipment used is accessible to all children regardless of their needs. After school provision and extra-curricular activities are accessible for all children including those with SEND.



Who are the Husthwaite and Sessay Federation SENDCOs and how can I contact them?



Hello, my name is **Miss Goodchild** and I am the **SENDCo for Husthwaite CE Primary School** and you are welcome to contact me on **01347 868371**. I have the NASENDCO qualification and am the designated LAC teacher. Please come and have a chat if you wish to discuss your child's needs.



Hello, my name is **Mrs Gauder** and I am the **SENDCo for Sessay CE Primary School** and you are welcome to contact me on **01845 501239**. I have been a SENDCo for 14 years. Please come and have a chat if you wish to discuss your child's needs.

What policies do the Husthwaite and Sessay Federation have for identifying children and young people with SEND? How do we assess their needs?

The class teacher will closely monitor the progress of your child and this will be discussed at regular pupil progress meetings with the senior leadership team and SENDCo. In addition, the class teachers supported by the SENDCo and the leadership team carefully monitor all pupils' wider developmental and social needs. Your child's teacher will carefully check your child's progress. If your child has a gap in their understanding and needs extra support to

help them make the best possible progress, the teacher will discuss this with the SENDCo and Senior leadership team. Any pupil not making expected progress will be identified and support, adaptations or interventions will be put in place. We will seek your views and those of your son/daughter. If, after one term, your child is still not making the expected progress the Special Needs and Disabilities Co-ordinator will become more formally involved. This may include your child being given an IPM (Individual Provision Map) and or outside advice from other agencies being explored. You will be fully informed at every step.

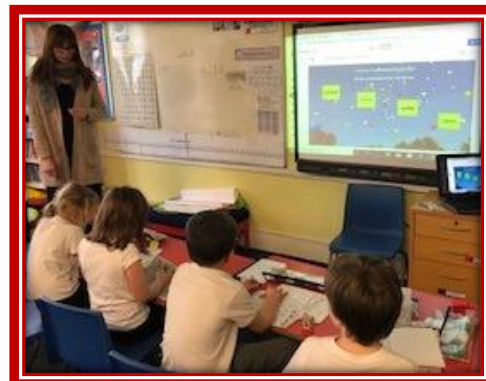
If you have any concerns about your child don't hesitate to contact your child's class teacher to discuss your worries.

What happens next?

School may feel that your child has additional needs, which means they have been identified by the class teacher as needing some extra support in school (Booster/Keep up groups/ Interventions).

For your child this means:

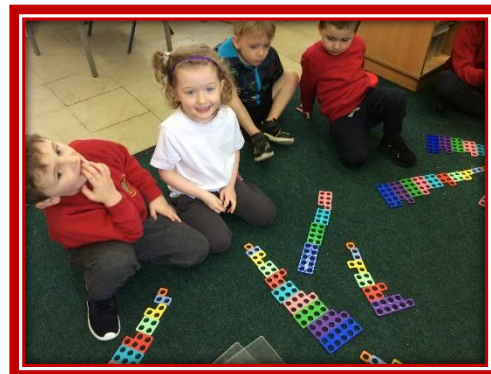
- In discussion with you a plan may be put in place called an Individual Provision Map which details your child's strengths, barriers to learning, desired outcomes and the type of support they will need to help them to make progress. This will be reviewed each term.
- From time to time children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to submit an **EHCAR** (Education, Health and Care Assessment Request) in order to provide the long-term support a child may need.
- School is not the only organisation who can request an ECHAR, parents can also make a request to the local education authority.
- Should this be successful then you and your child will have the support of an EHCP (Education, Health and Care Plan).
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.



Further information can be found in our Policy for Special Educational Needs and Disabilities available on our school website.

What are the Husthwaite and Sessay Federation's arrangements for consulting with parents of children with SEND and involving them in their child's education?

Our Federation operates an 'open door' policy in which we want to work closely with you as 'a team' in order to support you and your child. Parents and carers are encouraged to speak with class teachers about any concerns they may have. They will be able to discuss any support your child is receiving. We value and record our early conversations with you, as this enables us to provide support as early as possible for your child.



Regular contact with parents is important for children with SEND. All parents can discuss their child's progress and targets at Parent/Teacher Consultation evening and at review meetings. Your views are recorded on your child's IPM as part of the process.

For some children, regular communication takes place daily with a home/school book or contact with the class teacher before or after school.

What are the arrangements at the Husthwaite and Sessay Federation to consult our young people with SEND and how do we involve them in their education?

Our Federation has Pupil Voice groups at each school who meet regularly to discuss topics which have come both from adults and children alike.

Child views are very important to us and are gained via:

- Pupil questionnaires for children to complete regarding a range of topics
- Gaining their reviews as part of the termly IPM reviews or as part of the annual review process and recording them on the plans.
- Pupil voice sessions
- Regular verbal discussion and consultation with our children.

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

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed formally every term and a formal assessment given in reading, writing, maths and science.

- If your child is beginning Year 2 or above, but is not yet at age related expectations, a more sensitive assessment tool is used called PIVATS which shows their level in more detail and will also show smaller but significant steps of progress.
- All children are required to be formally assessed using Government Statutory assessments. This is something the government requires all schools to do and are the results that are published nationally. The SENDCO will ensure that reasonable adjustments are made to enable your child to access these tests.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in using intervention impact analysis tools and other ongoing assessments made.

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

At the Husthwaite and Sessay Federation we can offer a wide variety of personalised targeted support through a graduated response. This means that support for your child will be built up over time in order to respond to your child's developing needs effectively. These interventions support the specific needs of your child. Interventions are delivered by highly skilled teaching assistants or teachers and are carefully monitored in order to ensure that they help to accelerate your child's progress. All interventions and strategies are recorded on our Whole School Provision Map, which outlines provision available in school for children with:



- Cognition and learning needs
- Communication and interaction need
- Social, mental and emotional health
- Sensory and/or Physical needs

Further information on this can be found on our school website.

What sort of training for supporting children and young people with SEND do we currently have in school?

Our provision for children with SEND is co-ordinated by our SENCO. SEND is taken very seriously with updates being implemented on a regular basis. The School has a training plan for all staff to improve the teaching and learning of children including those with SEND. Staff access training courses run by outside agencies which are relevant to the needs of the children in their class. Staff also access whole school training on SEND issues, for example communication and autism.

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

The effectiveness of our SEND provision is evaluated by:

- Monitoring and evaluating the progress of children during interventions using pre and post testing.
- Focused analysis of the progress of children with SEND via regular assessment.
- Learning walks and pupil interviews to evaluate the effectiveness of our provision.



The governing body evaluate the work of the federation by:

- Monitoring data with respect to vulnerable groups.
- Challenging the leadership through informed questioning.
- Completing learning walks with the SEND co-ordinator and members of Senior Leadership with a focus on SEND.
- Meeting with parents and pupils.
- Ensuring there is appropriate continuing professional development taking place for all staff regarding SEND.

Who is the Federation Governor for SEND?

Our federation governor for SEND is Louisa Carolyn. She alongside the school SENDCO's are responsible for making sure that the necessary support is made for any child with additional needs.

How are children and young people with SEND enabled to engage in activities available with children in the school who do not have SEND?

The Husthwaite and Sessay Federation is committed to inclusion. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual



potential and ensures that pupils of all ability levels are equipped to meet the challenges of education, work and to achieve positive outcomes in life. The school runs many clubs and activities to which all children are encouraged to participate. We work very hard to make all reasonable adjustments to ensure that this can happen. Educational visits including residential are accessible and encouraged to all children. Extra risk assessments, arrangements and planning will take place as required on each individual basis.

How do you support children with SEND to improve their emotional and social development?

The Husthwaite and Sessay Federation has several staff who support both individual and groups of children throughout school regarding their emotional and social needs. Our staff have an expertise in listening to pupils in order to explore the reasons / triggers for any emotional and social difficulties. We have Well-being Learning Mentors that staff can refer children to for pastoral care, either regularly each week or as and when it is felt necessary.

We also support SEN children to improve their emotional and social development using quality first teaching strategies, group interventions and individual targeted support, these include:

- Zones of Regulation-emotion check ins
- Scales of justice
- Time to Talk
- 'Go to' staff in the playground and lessons
- Targeted PSHE lessons to prevent bullying and support emotional and social development.
- Comfort/Fiddle boxes to support social communications/ sensory needs
- Zoning the playground to support pupils with emotional difficulties e.g. quiet areas, buddy bench
- Calm areas within the classroom / safe spaces for the children to go to
- Personal space interventions
- Lego Therapy
- Behaviour pattern logs

Some of the interventions implemented should be for emotional support e.g. ELSA: Managing feelings interventions, Regulation interventions, Social interventions.

Although, from time to time a child may need a high level of individual support, our aim is always to help children to be more independent in lessons.

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

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. We work closely with nursery settings, secondary school settings and between year groups to ensure a smooth transition for all children.

Transition into School

We liaise strongly with local nurseries to ensure smooth transitions. This will include extra visits with members of staff, arranging meetings with parents and any other agencies involved. This will vary on the needs of the individual child. Children will be visited in their

Sowing seeds - Bearing fruit - Harvesting potential

home and or nursery setting and information is gathered on how best to support your child in school. We can also provide social stories or transitional books/packs if required. Some of our children also come for additional visits prior to joining our school.

Transitions between classes

- Information about your child will be shared with their new teachers.
- If your child would be helped by a personalised plan for moving to another year, we will put this in place.
- Children who work 1:1 with members of staff - we will endeavour to maintain continuity of staffing as they move through the school where possible.
- Organise specific times for your child to visit the new class. • Provide a transition book if necessary.

Transitions to Secondary School

- Additional visits and transitional meetings with SEND staff from secondary settings are organised for all children with SEN. These include: arrange additional visits for your child to the new setting, or invite staff to visit your child at our school.
- Records and relevant information regarding provision are transferred to your child's next school.
- Parents/carers and pupils have the opportunity to add their own comments when a pupil transfers schools.
- Your child may be part of a specific supported group before transfer to a new school where students will have the opportunity to discuss any worries and learn new skills relevant to their transfer.

Transitions to another school

When transferring to other schools, transition meetings (these may be over the phone/online) will be arranged so that all concerns can be identified and all information shared to ensure your child is well supported. Parents/carers and the child's views are carefully listened to.

We will also:

- contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

How does our governing body involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children with SEND and supporting their families?

Sometimes it will be helpful for school to request some additional support from an outside agency. The Hushwaite and Sessay Federation has established excellent working relationships with professionals from the following agencies:

- The Educational Psychologist
- Healthy Child Team
- Paediatrician
- Sensory, Physical and Medical Team
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Prevention Services
- SEN Hubs for SEMH, Speech and Language, Cognition and Learning and C and I (Communication and Interaction)
- Compass Phoenix
- ASCOSS - Autistic Spectrum Condition Outreach Service
- Severe Learning Difficulties Team
- Early Help Team
- Social Services



Professionals from all the above agencies regularly support staff and children in school.

To find out more about the North Yorkshire SEND Local Offer click here.

<https://www.northyorks.gov.uk/send-local-offer>

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

If you have reason to complain about part of your child's education or the action of another adult, then please follow the procedures outlined below.

The Headteacher should be informed in all instances of a complaint being made. The Headteacher will attempt to solve the problem and all concerned parties will be kept informed of developments.

Our full complaints procedure can be viewed on our school websites.

Last reviewed: September 2023

Next review due: September 2024