

# Alverton Community Primary School

## SEND Information Report

Reviewed November 2019

Everyone at Alverton Community Primary School works together to ensure the key aims of our Inclusion Policy are met:

- All children are happy and feel secure
- All children are treated as equals
- All children achieve to their full potential
- All children have access to a broad and balanced curriculum

We strive to ensure that every child's need is met and that they make good progress.

The following outlines briefly the SEND provision made at Alverton CP School. Please refer to our SEND Policy for more information or contact the school.

### What types of SEND can Alverton CP School provide for?

Children with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the child is welcomed and strategies sought to meet needs.

### How do we identify children with SEN?

All staff at Alverton Community Primary School are committed to providing high standards of teaching (Quality First Teaching) to ensure that all children can make good progress in their learning. Lessons are differentiated to ensure that they meet the needs of all learners. A range of teaching styles and resources are routinely used. There are Teaching Assistants in every class who work closely with the teachers to ensure children are well supported in their learning. The headteacher, Senior Leaders and SENCO regularly monitor Quality First Teaching provision. Progress is monitored half termly and progress meetings are carried out to discuss the progress being made by all children in each class.

Where staff feel that a child requires additional support because they have a SEN this will be shared with the school SENCO and discussed carefully with parents. Information about the child's strengths and interests, difficulties and barriers to learning may be recorded in a document called an Individual Provision Plan. This will also include:-

- details of any strategies regularly being used to support the child in class;
- details of any extra support or interventions for the child
- learning targets, outcomes and detail about how progress will be measured
- the next date when progress will be reviewed.

Most pupils will benefit from this level of SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

Additional information about the identification of SEN can be found in the school's SEND Policy or by contacting the SENCO:

Miss Sarah Eddowes,  
Alverton Community Primary School  
seddowes@alverton.n-yorks.sch.uk  
01609 773524

## How do we communicate with parents?

We communicate regularly with parents, at least once a term, to discuss how well a child is doing. Frequent communication is vital so that we can work closely with parents, whose knowledge and understanding of their child's needs is essential to support the school in making the best provision for them.

We explain to parents where the child is in their learning, clearly share information about interventions that are in place, and the impact they are having, and work with parents to set appropriate targets for their child.

## How do we communicate with pupils?

We obtain the views of all children (pupil voice) and have an active school council who help us to shape the provision in our school. In addition to this, we seek the views and aspirations of children with SEN and ensure that they are listened to and they are supported to achieve their aspirations as far as possible. Children are involved in the setting and evaluation of their targets as part of the (at least) termly review of their Individual Provision Plans and in Learning Conversations/Review meetings.

## What provision is available for children with SEN at Alverton?

We have Provision Maps detailing all provision available for children in our school. These detail approaches, resources and interventions that are available to support children with SEN and are presented in the following categories:

Cognition and Learning  
Emotional, Social and Mental Health Needs  
Communication and Interaction  
Medical and Health

A range of interventions are available to support the needs of all children.

## How are staff trained to cater for our pupils with SEND?

Skilled Teaching Assistants work in each class to support both individuals and groups of children. Our teachers and Teaching Assistants are highly valued and receive regular training in delivery of support, intervention and in different types of SEND.

Training is regularly provided by the SENCo to groups or to individuals. Where additional training is required to meet a specific need, the school will seek training from a teacher from the Enhanced Mainstream School (where they are involved with an individual pupil) or fund support from a specialist provider.

## What are our expectations for our pupils with SEND?

At Alverton School we have high expectations of all of our learners and strive to ensure that all children achieve their potential. We expect that our pupils with SEN will make good progress, at least in line with other children of their age. We regularly monitor progress to ensure that targets are met and that progress is in line with our expectations.

## How do we monitor the SEN provision in school?

The progress and attainment of all children is carefully and regularly monitored. We hold termly Progress Meetings and track pupil progress throughout the year. This is shared at parent's evenings and in the end of year report. If a child is SEN or provided with additional and different provision/interventions, we also carefully monitor and record the impact by a variety of other methods; such as: measuring how the intervention accelerated progress over a given time - known as a ratio gain or the before and after impact on self-confidence, behaviour etc. When planning for intervention/provision the teacher/SENCO will share what the expected impact will be by the time the intervention is reviewed and how this will be measured. Where a pupil has an IPP (Individual Provision Plan), achievement of/progress towards targets will be shared during the review/Learning Conversation. The school evaluates the impact of all interventions and their effectiveness.

Regular Learning Walks, observations and monitoring are carried out by the SENCo and other members of the Senior Leadership Team. These will evaluate the effectiveness of the Quality First teaching strategies being employed.

## How do we support emotional and social development?

The school is able to provide support for children with Social, Emotional and Mental Health needs. A provision map for SEMH detail the range of support we are able to provide, at Universal, Early Intervention and Targeted support levels. Provision available includes: nurture groups, individual timetables, personalised rewards, 'Meet and Greet' time, therapeutic art sessions and additional home/school communication. Pupils with Social and Emotional Needs may require an Individual Behaviour Plan, detailing support and strategies. The school has access to specialist support through the EMS service.

## How does the school involve other agencies in meeting the needs of SEN pupils?

If we feel that the involvement of another agency will help us to meet your child's needs the SENCo will make a referral. Before this happens, you will be informed and asked to give your consent.

We have a number of outside agencies and professionals available to us. They include:

- Educational Psychologist (EP)
- Enhanced Mainstream School (EMS) Outreach staff for:  
Specific Learning Difficulties (SpLD) ; Communication and Interaction (C&I); Autism;  
Severe Learning Difficulties (SLD) ; Social, Emotional and Mental Health Difficulties (SEMH)
- Speech and Language Therapists
- Occupational Therapists
- Health
- Educational Social Workers
- Social Care

## How does the school enable pupils with SEN to engage in activities?

The school believes that all children, regardless of need, should have access to a broad and balanced curriculum and should be able to engage in extra-curricular activities, where it is safe to do so (Individual Risk Assessments may need to be carried out). All children will be encouraged to be active members of the school community and will be given an equal opportunity to apply for roles of responsibilities in the school,

## How do we support transition for SEN pupils?

When it is time for a child to leave Alverton and move to a new school a transition review will be carried out in plenty of time before the move. Parents and staff from the receiving school will be invited to attend. Transition meetings and visits can be arranged for the pupil, accompanied by a well-known member of staff if it is felt necessary and we complete a 'My Transition Plan' for all children with additional needs. These documents give valuable information about each child with SEN, including strengths, interests and achievements, and also summarise the support that the child has received over a period of time. We also share information about successful, and unsuccessful, strategies that have been used to support the child and what difference support and intervention has made to the child's learning and confidence.

All SEN documents, for examples Individual Provision Plans and Progress information, will follow the child to the new school.

## Contacts:

Headteacher - Mr Richard Linsley

SENCO - Miss Sarah Eddowes

Governor with Responsibility for SEN: Mrs Sarah Stockdale and Mrs Julie Walker

In the event that a parent wishes to make a complaint about SEN Provision within school it is always best to approach the teacher, head teacher or SENCO first, to see if your concerns can be immediately addressed. If this does not lead to a satisfactory resolution of the issue then a formal complaint may be made by writing to the chair of governors at the school.

Please contact the school if you require a copy of the complaints procedure.