



The BAWB Federation
Bainbridge, Askrigg, and West Burton Primary Schools
Mid-Dale Excellence in Education
Executive Headteacher: Miss Charlotte L. Harper

The BAWB Federation
SEN Information Report
May 2019

Introduction

Our **Special Educational Needs (SEN) Information Report** outlines the support and provision for Parents / carers of children who have a SEND in our schools at Bainbridge, Askrigg and West Burton.

See also our **Special Educational Needs and or Disability (SEND) Policy**.

The Local Authority has also published for Parents a **Local Offer**, which outlines what provision is available in North Yorkshire, in Education, Health and Care for young people 0 - 25 with SEND.

What kinds of SEND are provided for in our school?

We welcome children with a broad range of needs to our school. Special educational needs fall under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Behaviour difficulties do not necessarily mean that a child has SEND.

Who are the best people to talk to at our school about my child's difficulties with learning / SEN or Disability?

Class Teacher (CT) responsible for:

- High quality teaching of all children, including those with SEND.
- Checking on the progress of your child; identifying, planning and delivering any additional or different support they may need; involving the SENCO as necessary.
- Meeting the parents each term to share, review and plan the next steps in learning. Recording this, on an Individual Provision Map (IPM).
- Ensuring that all staff working with your child are helped to deliver the planned programme, so your child can achieve the best possible progress. This may involve Teaching Assistants (TA) and outside specialists.
- Ensuring they follow the school's SEND Policy in their class and for all children with SEND.

Special Educational Needs Co-ordinator (SENCO)

The SENCO is **Mrs Alexa Barber**. She holds the National Award for SEN Coordination and a Post Graduate Certificate in Vulnerable learners. She is responsible for:

- Co-ordinating all the support for children with SEND and developing the schools SEND Policy to make sure all children get a consistent, high quality response to meeting their needs.
- Ensuring that you are: involved in supporting your child's learning; kept informed about the support your child is getting and involved in reviewing how they are doing.
- Engaging the right specialist support for the Teachers. Liaising with outside specialists who may be coming in to help support your child's learning.
- Updating the school's SEND file / register (a system of ensuring that all the SEND of the children are known, so all staff can be supportive) and making sure that your child's needs and progress is recorded.

Headteacher (HT)

The Executive Headteacher is **Miss Charlotte Harper**, she is responsible for:

- The day to day management of all aspects of the school, this includes supporting children with SEND.
- The HT will give responsibility to the SENCO and the CT but she is responsible for ensuring that your child's needs are met.
- The HT will ensure the training needs of the SENCO and other staff are met.
- The HT will make sure that the Governing Body is kept up to date about issues relating to SEND.

SEND Governor

The SEND Governor for BAWB Schools is currently Mrs Cathy Bergs. She responsible for making sure that the necessary support is made for any child who attends the school who has SEND.

What support do we provide for you as a parent of a child with SEND?

- The CT is regularly available to listen to your views, discuss your child's progress or any concerns you may have and to share information about what is working well at home and at school, sharing strategies that can be used.
- We would always want to share and celebrate any successes at home or school with you and look to build on your child's strengths and interests.
- Mrs Barber (SENCO) or Miss Harper (HT) are willing to meet with you to discuss your child's progress or any concerns / worries you may have.
- Any additional or different provision your child is receiving, will be recorded on an IPM; this will be shared and reviewed with your involvement every term.
- Homework will be adjusted as needed to support your child's individual learning.
- Any information from outside specialists will be discussed with you; where possible you will be able to speak directly to that professional or we will explain any reports as necessary.
- A home / school book may be used to support communication between us or an email contact may be a preferred option.

What arrangements do we have in place, to consult with children with SEN and how do we involve them in their education?

- The ethos within our school appreciates everyone's uniqueness; that we all have our own strengths and weaknesses. Work carried out within classes, assemblies and when issues arise reinforce this ethos. The views of all children are listened to.
- We run an active school council who are involved in both school improvement and work within the local community. Visitors to the school often comment on how well our children speak, about what it is like to be a pupil at our school.
- Children with SEN may require additional support in articulating their views and aspirations. Targeted work may be done with the class teacher or TA. Some children may find it difficult to express their views verbally; if this is the case then alternative methods are sought; for example, by using visual prompts, traffic lights and photographs. A more subtle approach is sometimes needed to find out how pupils are feeling and about their opinions and aspirations.
- Children with SEN are involved in setting and reviewing their own learning targets; these are outlined on their Individual provision maps. These documents are also shared and reviewed with you on a termly basis or more frequently if required. Pupils views are sought for annual reviews, as outlined above; these are saved in order to track progress, in the level of response as the child gets older.

Bainbridge

admin@bainbridge.n-yorks.sch.uk
01969 650336

Askrigg

admin@askrigg.n-yorks.sch.uk
01969 650331
headteacher@b-a-wb.co.uk

West Burton

admin@westburton.n-yorks.sch.uk
01969 663230

What are the different types of support available for children with SEND in our school?

Quality first teaching for all children:

- The CT has the highest possible expectations of your child and all pupils in the class.
- All teaching is built on what your child already knows, can do and can understand. Lessons are differentiated to meet the needs of all children whatever their learning styles. The CT will teach different groups and share her time equally with the children, whatever their ability.
- Different ways of teaching are in place so that your child is fully involved in learning in class and is making the best possible progress. This may involve more practical learning, using different resources, using ICT, using a visual timetable and using a range of strategies.
- The CT carefully checks on your child's progress and may decide that your child has gaps in their learning and needs some extra support to help them make progress.
- All children should be getting this as part of excellent classroom practice.

SEN support

- It may be that your child has a specific barrier to their learning and this is affecting their progress. The CT would discuss any specific difficulties with the SENCO, HT and parents to clearly identify the child's needs.
- There are four main areas of need: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health and Sensory and/or Physical. See Overview of whole school provision by clicking [here](#). This shows strategies and interventions; the first column supports all children, the second column supports those children who need additional and or different individual provision.
- We have a range of Assessments to help identify a need. The Local Authority have developed a Comprehensive Assessment of Need tool (CAN – DO), which looks at areas of strength in the child, which would help build on the areas of need that require an intervention.
- SEN support is the term used when your child needs some additional and or different support from that given to most children of a similar age.
- We use a wide range of Interventions and strategies. Your child's needs would be specifically targeted and a learning programme planned so that progress could be measured. This may be delivered by a trained TA. It would be a timed and monitored intervention to enable your child to make accelerated progress. The provision recorded on an IPM would be reviewed with you and the views of your child sort. The aim always would be to make your child more independent.
- The school may call on extra specialist support from an outside professional, if your child is not making progress despite the quality first teaching and an intervention.
- You would be asked to give your permission for us to refer your child to a specialist professional. This will help school to better understand your child's particular needs and better support your child in school.
- The specialist professional will work with your child to understand their needs and make recommendations with targets, provision, support and advice.

Education, Health and Care Plan (EHCP)

- For a very small number of children who have severe or complex learning needs, a request for an EHC Assessment may be made; if the parents and professionals supporting your child feel that the child's needs cannot be met with the resources normally available in school.
- The school or you can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- This can be a difficult time for any parent and you can access support and advice from SENDIASS – SEND Information, Advice & Support Services. Their support and advice line number is: 01609 536923 or email info@sendiassnorthyorks.org.

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- If your child has an EHCP they will have an Annual Review; you will be asked to contribute your views and the views of your child will be an important part of this; most of the professionals will try to attend. You will still be involved in termly reviews to monitor the plan.

What arrangements are in place for assessing and reviewing children's progress towards outcomes? What opportunities are available to enable school to work with parents and children as part of this assessment review?

- We use Target Tracker to assess and track all pupil progress. For children not yet accessing the National Curriculum, we use the Early Years Foundation Stage profile or P-scales.
- We meet termly with parents of children with SEN to hold Learning Conversations (also known as review meetings) and more often informally, as required. This may be a quick chat on the playground, or a message via text, telephone or email.
- We aim to make the meeting as pleasant as possible, recognising that this can be a time that you find difficult and stressful. We introduce everyone at the meeting and ensure you have time to ask questions. In advance of the meeting we give you an opportunity to complete a parents' views; to enable you to feel prepared before the meeting. Your child also has chance to complete a pupil views before the meeting.
- Individual provision maps are updated and shared with you and your child termly. The Inclusion passport is typically updated annually, it is used to highlight strategies that have worked and their impact along with strategies that have not worked and why they have not been successful.

Who are the other people providing services to children with SEND in our school?

Funded by the Local Authority and delivered in school (or clinic):

- Enhanced Mainstream School (EMS) for Specific Learning Difficulties based at Richmond
- EMS for Communication and Interaction based at Northallerton
- EMS for Social, Emotional and Mental Health, based at Bedale
- The Prevention Service
- Educational Psychology Service
- Speech & Language Therapy (provided by Health but paid for by North Yorkshire)
- Sensory, Physical, Medical team
- Early Years Support Team
- Special Support - Autism (Diagnosis needed before accessing this service)

Funded by the Health Service and delivered in school or Clinic:

- School Nurse
- Occupational Therapy
- Physiotherapy
- Community Adolescent Mental Health Service (CAMHS)

How is extra support allocated to children?

- The school budget received from NYCC LA includes money for supporting children with SEND.
- The HT decides on the budget for SEND in consultation with the school governors, on the basis of the needs in the school.
- The HT and SENCO discuss the SEND in the school: the children already getting extra support; the children needing extra support and the children identified as not making as much progress as would be expected.
- The HT and SENCO plan what resources, training and support is needed, this is reviewed regularly and changes made according to needs.

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

As outlined in other sections, we carefully track progress using Target tracker and where necessary P-scales. We also review Individual provision maps termly, with parents and child. Observations, work scrutiny and feedback given to the child at the end of a piece of work; all provide a valuable measure of progress over time.

Specific intervention programmes have their own tight measures of progress. Assessments help the teacher, parent and child to see specific areas of difficulty and provide a baseline against which to measure progress. 'Well done' certificates are given for sometimes small steps of achievement. These are awarded in celebration assemblies to which parents are invited, everyone recognises the reward, the child is successful and it demonstrates the progress in a more tangible way.

How do we support children with SEN, to improve their emotional and social development?

As outlined above, recognition of their success by the whole school, gives a child a real boost to their self-esteem. Circle times in class can be used for children to give positive feedback to each other; this Peer support can be very important. A new child starting our school would be given a 'Buddy' to help settle them in and develop friendships within the school. PSHE lessons are used to target this area, the session is often followed up by the TA mentoring the child, to help them grow in confidence.

How are the teachers in school helped to work with children with SEND?

- Part of the SENCO's job is to support CT in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on e.g. Speech & Language difficulties.
- Individual CT and TA attend training courses run by outside specialists that are relevant to the specific needs of a child in their class. Or they are given advice and support from an outside professional working with a child in their class.

How is the school accessible to children with SEND?

We ensure that equipment used is accessible to all children regardless of their needs.

Extra-curricular activities and school trips are accessible to all children including those with SEND.

Before school provision is accessible to all children including those with SEND.

At Bainbridge the main building is accessible to children with physical difficulties.

At Askrigg and West Burton the main buildings are accessible to children with physical difficulties, except for the upper levels which are only accessible by stairs.

How will we support your child when they leave school or move into another class?

If your child is moving to another school:

- We will contact the receiving school's SENCO and ensure they know 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. Some children may benefit from having an 'Inclusion Passport'; this gives a summary of the type of support given, the effectiveness of the strategies used, a child's strengths and needs; this may form part of the records and will aid transition.

If your child is in Year 6:

- We will invite the SENCO from the Secondary School to discuss specific needs of your child and a transition package will be put together for them individually.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

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- Where possible your child will visit their new school on several occasions or a member of staff from their new school will visit your child at our school.

If your child is moving classes in our school:

- Information will be passed onto the new teacher in advance. Where possible the new teacher will join a planning meeting to share the IPM and your child's needs, will be discussed.
- It may be useful for your child to visit the new classroom and take photos of the new teacher and any support staff; the cloakroom area etc. The new teacher may be able to spend a session with your child or sit with them at lunchtime.

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

Complaints about SEN follow the general complaints procedure. Please see your child's Class teacher in the first instance, to see if your concerns can be immediately addressed.

Should there be no improvement, please do make an appointment to see either Mrs Barber (SENCO) or Miss Harper (Headteacher).

If you still feel that your view has not been listened to or answered to your satisfaction, you can make a formal complaint by writing to the Chair of the Governors at any of our schools, via the clerk.

Contact Details:

Please see details in the footer.

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