

SEN Information Report

2022-2023



Review of Report:

September 2023

SENCO: Mrs Katrina Dixon
(NASENCO)

SEN Governor: Mrs Alicia Hogarth

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North Yorkshire's Local Offer can be found here:
<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

'Floris, succeed; Let your light Shine

At The Heritage Coast Federation parents and carers are actively encouraged to speak with the class teacher about any concerns they may have. They are able to discuss any support their child is receiving.

You are also welcome to discuss your child's needs with the SENCO, who will be able to talk about how The Heritage Coast Federation can support children with special educational needs.'

1 What kinds of SEN are provided for in your school?

The Heritage Coast Federation welcomes children and young people with a wide range of special educational needs. Children with SEN have specific difficulties that make it harder for them to learn than most children of the same age. They will need extra support or different resources e.g. modified tasks, extra time or breaks in formal assessments. We take guidance from North Yorkshire County Council to ensure that we are following the requirements as outlined in 'Special Educational Needs & Disabilities Code of Practice 0-25 years (2014)' (Code of Practice).

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

2 What policies do we have for identifying children and young people with SEN? How do we assess their needs? What is the SENCo's name and how can I contact them?

Pupils might enter school with previously identified SEND or additional needs may be identified as a child continues on their journey through school. The progress and attainment of all pupils is reviewed every half term by the School Leadership Team in conjunction with the class teacher and the SENCo through systems, which include; school tracking, pupil progress meetings and classroom observations. Children are continually monitored throughout their primary school career. If a child fails to make adequate progress or is observed to be unable to access the regular curriculum after making reasonable adaptations, extra support or provision is put in place. As a Federation, we aim to support children with their barriers to ensure that every child can reach their full potential. There are three different levels of support:

Quality first universal provision

Quality First Universal Provision describes quality inclusive teaching, which takes into account the learning needs of all the pupils in the classroom. It is also sometimes referred to as 'Quality First Teaching'. In our Federation, class teachers have the highest possible expectations for pupils with SEN and all pupils in their class. They employ teaching strategies and techniques that are closely matched to the learning objectives and the particular needs of the pupils in their class. Every class, has a bank of physical resources such as writing frames, pencil grips, voice recorders etc which are used to provide individual support and an inclusive learning environment, where all pupils are happy, motivated, challenged and make good progress alongside their peer group. Quality First Universal provision is tailored to break down barriers and ensure that the classroom environment is supportive for all learners.

Booster support

Booster support describes specific, additional and time-limited interventions provided for some pupils, who need help or a boost to accelerate their progress, enabling them to work at, or above, age-related expectations. Across the Federation, these may be delivered through post and pre teaching to enable a child to be supported in class or through precision teaching, which is intervention specifically targeting a child's gaps in learning.

Additional support

Additional support describes targeted provision that is additional and extra for a minority of pupils. This means a child has been identified as having a Special Educational Need and the class teacher, SENCO and parents deem it will be necessary to provide highly tailored interventions to accelerate progress or enable them to achieve their potential. Specialist support in school may be sought by the SENCO from a professional outside the school.

How does the Federation evaluate the effectiveness of its provision for pupils with special educational needs?

The Federation uses a 'Graduated Approach to Special Educational Needs'. Using this approach, the class teacher, parent and SENCo can closely monitor the child's progress towards their personalised targets. The effectiveness of the provision for pupils with special educational needs is evaluated based on the progress the pupils make. This progress can be linked to all four areas of SEND need. The SENCO closely monitors the

progress of all children on the SEND register across the Federation. She carries out regular classroom visits to monitor the provision and resources used to support the children with special educational needs, to ensure that every child across the federation reaches their full potential in all areas. The SENCO also carries out regular interviews with children, who are on the SEND register to ensure that the students feel supported by the provision and interventions that are in place.

How does the Federation assess and review the progress of children with special educational needs?

Across the Federation, children with special needs are regularly assessed through targeted assessments. Every child is regularly reviewed by both their class teacher and SENCO to ensure they are making progress towards their individualised targets, which are clearly written in their 'Graduated Approach'. The assessments clearly measure the impact on pupil progress to ensure that the interventions are supporting SEND children in closing the gap on their peers.

What is the Federation's approach to teaching pupils with special educational needs?

The Federation's approach to teaching pupils with SEND is based on a culture of inclusion. Special Needs provision is embedded in 'Quality First Teaching'. Children with special needs are supported in class through pre and post-teaching, to ensure they are exposed to the same curriculum as their peers. Precision teaching is used to support children through short, focused interventions. These programmes are linked to a child's misconceptions and gaps identified through formative and summative assessments to ensure that any interventions have maximum impact on children's gaps..

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

The curriculum is adapted to meet the needs of all children with special needs. Learning environments are resourced to support children's learning. Individualised resources and curriculum support a child in achieving their personalised targets, which are written in their 'Graduated Approach.' This resource could be specialised equipment, individual cards or resource packs.

What additional support is available to pupils with special educational needs?

At the Heritage Coast Federation, children with special educational needs are supported by: teachers, resources and the SENCo. The SENCo works closely with the child, class teacher and parents to create a bespoke individualised learning plan, which reflects the child's changing needs. Additional support is available through resources and external support if the SENDCo and family believe that further guidance is required.

How does the Federation improve the emotional and social development of pupils with special educational needs?

The Federation builds strong relationships with pupils with special educational needs. Pupils are listened to and their opinions are valued and included in Graduated Approach plans. It has an ethos of inclusion and knows all the children with special educational needs strengths and weaknesses. Children's emotional and social needs are supported through daily check-ins with pupils. Thrive and Boxall assessments are used to fully understand the social and emotional development of all children with special educational needs. If the class teacher, parents and child deem it to be necessary the SENCO will refer the child for external emotional support.

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3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

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 understand that you know your child best so we will actively listen to and respect their views. Together we shape a child's provision plan, to meet their child's needs.

We have regular meetings each term to share the progress of special needs children with their parents, in addition to parent's evening. We inform parents of any outside intervention referrals and we share the process of decision-making. We provide clear information relating to the education of children with special educational needs. Any referrals to external agencies are always agreed with parents.

- Parents' Evening Meetings with the Class Teacher.
- SENCO available to meet with parents.
- Termly Review Meetings using the Support Plan for pupils identified at SEND Support; we work closely with parents to obtain their views and help shape provision for their child.
- Additional appointments can be made as necessary with Class Teacher and SENCO.
- We provide relevant information on how parents can support their child at home.
- Annual report to parents.

4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

The Heritage Coast Federation has a School Council where the views of all children are welcomed. The council is made up of both boys and girls from different year groups. Children with SEND are welcomed as members of the School Council.

Children with SEND contribute to their support plans by regularly meeting with their class teacher. As well as being fundamental in the review process.

The student WellBeing Team is made up of a diverse range of children across the Federation. The team is the pupil voice in planning and reviewing strategies around social and emotional aspects of school life..

Children with SEND are always involved in planning and working towards their targets (which are included on their Individual Provision Maps).

Every term, the SENCO carries out a pupil voice survey with every child that is on the SEND register. These surveys allow pupils to discuss, evaluate and plan for their own personalised SEND provision.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

Our Federation has established clear, consistent, high expectations across every class for the provision of High Quality First Teaching. Children's individual targets are part of everyday practice in school and are reviewed regularly through formative and summative assessment. A child's graduated approach is a working document and through precision teaching, teachers are able to monitor the progress of a child's progress towards their target.

Targeted interventions are monitored through pre and post assessment. This rigorous assessment ensures that the impact of interventions on outcomes for pupils can be closely monitored.

For your child this means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- Resources are available and accessible to encourage independent learning.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the subject coordinator or SENCo-Special Educational Needs Co-ordinator, parent or child) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. All children in school receive this, as required, as part of excellent classroom practice.
- The SENCO will source external support for your child from outside agencies if in school interventions are not impacting sufficiently on their progress.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

For students joining the Federation :

- The Federation SENCO will meet with the SENCO of the child's parent/ pre-school /nursery setting to discuss the specific needs of your child and a personalised transition package will be put together for them as early as is needed.
- For any child, the SENCO will liaise with and attend relevant meetings during the transition period to gather information, become familiar with the needs of the child and discuss the needs and transition with yourselves.
- Information will be passed on to all new teachers in advance and provision will be made to ensure inclusion within the classroom and around school.

If your child is moving from the Federation to another school:

- We will contact the receiving school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child, a transition package will be put together as needed.
- We will make sure that all records about your child are passed on as soon as possible.
- Where possible and as needed your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- The SENCO, class teacher, parents and staff from the new school will meet to triangulate support that will need to be in place to ensure that your child has a smooth transition.

7. What is your Federation's approach to teaching children and young people with SEN?

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences

At The Heritage Coast Federation, we are able to offer a wide variety of personalised targeted support. These interventions and booster groups support the specific needs of a child.. Interventions are carefully monitored in order to ensure that they help to accelerate a child's progress and have the maximum impact on progress

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

Class teachers are made aware of all students with specific needs and plan lessons according to all groups of children in their class. Our class teachers ensure that every child's individual needs are met.

Specially trained support staff work alongside class teachers to support the needs of a child where necessary.

Specific resources and strategies are used to support a child individually and in groups.

Planning and teaching is adapted on a daily basis if needed to meet a child's learning needs. If you have concerns about your child's progress and ability to complete homework tasks, your child's class teacher can personalise the learning further.

Personalised programmes may be needed for some pupils, alternative care and / or curriculum activities can be arranged on an individual need basis; the SENCO is happy to discuss this with you and involve you and your child in the planning process should it be needed.

9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

We annually evaluate the needs of all children including those, who require SEND support. All staff audit their skills each year and staff are carefully deployed according to their strengths and the children's needs. Provision is carefully planned. Targets for SEND provision are embedded into the schools development plan and training is carefully planned in.

We regularly and carefully review the quality of teaching and how children with SEND are catered for alongside SEND policy and procedures. Our Federation holds the North Yorkshire Inclusion Quality Mark, which enables self-evaluation of inclusive practice.

Throughout the year, staff have regular training on SEND topics. This may include whole school training on topics such as Dyslexia, Autism and Speech and Language difficulties. Our staff training is responsive to the needs of pupils and targeted around pupil needs.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Pupil views are regularly sought through the student council. Student interviews are also carried out to ensure the views of pupils with SEND are collected and acted upon.

The Heritage Coast Federation has skilled teaching assistants and a High Level Teaching Assistant, who support both individuals and groups of children throughout the Federation. 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.

The class teacher and teaching assistant support all children in the class. The teaching assistant may enable the class teacher to work with children with SEND or may work with small groups depending on the pupils needs:

- Some pupils may require periods of 1:1 support or small group support. This is managed through communication between the class teacher and teaching assistant. This is also discussed at termly review meetings with parents. Independence is promoted by adapted resources and teaching of transferable skills to support the pupils learning.
- Appropriate training is given where specific interventions are implemented,

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

Along with monitoring and tracking children's progress in Reading, Writing, Maths and Science on a half termly basis, we also review children's social and emotional well-being during Pupil Progress Meetings. These meetings are held every term with the Head Teacher and Class Teachers. In these meetings, the progress of pupils with SEND is a focus. It is expected that children will be making at least expected progress, the aim being accelerated progress in order that they will close any gap. Personalised SEND Provision is monitored by Class Teachers and overseen by the SENCO and Head Teacher. The SENCO and the SEN Governor undertake learning walks and look at pupils' work in order to monitor and identify quality first teaching needs, training needs and assess the success of interventions.

In review meetings with parents and during pupil interviews, progress against outcomes is discussed. Using start and end assessment data from an intervention, progress can be measured numerically. This is called a ratio gain and indicates the level of success of an intervention. This score and the pupil and parents view, helps to plan next steps and adjust teaching in order to maximise the pupils attainment. As well as providing evidence if external support is deemed as necessary.

Provision maps are used to record all of the strategies and resources a pupil with SEN needs. The effectiveness of these are reviewed before, during and after interventions and shared with parents at review meetings.

The progress of children with an EHC Plan is formally reviewed at an Annual Review meeting with parents, the SENCO, teachers, support staff and all agencies that are supporting pupils with the child's education. The views of the child are also included within the meeting.

As well as annual reviews, interim reviews also take place half way through the year to review progress towards a child's EHCP targets.

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

The Heritage Coast Federation is inclusive. Children with SEND needs are supported to attend; school residentials, trips and sporting events. The curriculum is adapted as required, so that it is fully accessible to all learners. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences

All pupils with SEND are encouraged to engage in all activities including after school clubs where adaptations are made to ensure that children with SEND can be included.

12. How do you support children and young people with SEN to improve their emotional and social development?

Children's emotional and social development is monitored and supported through everyday class activities such as circle time, daily check-ins and Thrive activities. If needed, children can have access to more focused groups such as comic strip writing, social groups, social stories and Lego therapy.

Our children's Wellbeing Team is the voice of our pupils. It supports staff in ensuring that children's opinions and ideas always inform staff about pupils' emotional and social development.

All staff have completed training around the Zones of Regulation. We have a whole Federation culture of Wellbeing and all staff use techniques to support children in emotional regulation.

Our Federation Environment has quiet areas for pupils to access, who require time and space to regulate their emotions.

The school has a well resourced library and a tailored approach to resources, which is evident in all classes. This consistent approach allows children, who need support with SEN in emotional

The SENCO accesses external support through Sandcastle Playtherapy, Compass Phoenix and Young Carers for pupils, who require specialised support, to improve their social and emotional development.

13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

Sometimes it is helpful for the SENCO to request some additional support from an outside agency. The Heritage Coast Federation has established excellent working relationships with professionals from the following agencies:

- The Educational Psychologist
- School Nurse
- Educational Social Worker
- Sensory, Physical and Medical Team
- Speech and Language Therapist
- Physiotherapist
- Occupational Therapists
- Paediatrician
- EMS for Specific Learning Difficulties
- EMS for Communication and Interaction
- EMS for Behaviour
- ASCOSS – Autistic Spectrum Condition Outreach Service
- Prevention Team
- SENDIASS
- Playtherapists
- Counsellors

The SENCO accesses the support of professionals, so the Federation can systematically tailor targeted support for children with SEND. External support is accessed through a written referral. Written referrals are written by the SENCO following discussion with parents, class teachers, parents and the pupil.

School would only contact an outside agency about your child after consultation with parents.

14. Information on where the local offer is published.

You may also wish to look at NYCC local offer (www.northyorks.gov.uk-localoffer) to find out more about how NYCC supports children with special educational needs.

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

The first point of contact for concerns is a child's Class teacher. Following this it is always best to approach the SENCO or the Headteacher, to see if your concerns can be immediately addressed. 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 governors at the school. The school has a formal complaints procedure, found on our school website and can provide further advice on this matter.