

New Pasture Lane Primary School
SEN Information Report (September 2015)

1. The kinds of special educational needs for which provision is made at the school.

New Pasture Lane Primary School is a mainstream school with 197 Full-time and 33 Part-time (Nursery) pupils on the role (September 2015).

There are currently 4 children with Statements of Special Educational Needs on the school role and 48 requiring SEN Support.

The staff at New Pasture Lane Primary School are committed to provide a stimulating, challenging and inclusive learning environment for all pupils. Our curriculum is designed to allow experience based, creative learning to meet the individual needs of all pupils. We expect to enable all children to make sustained progress in learning and in developing personal and social skills. We are very conscious of the need to equip pupils with high aspirations to prepare them for the next stage of education and for life. Our staff are committed to value and support each individual, providing a high quality of pastoral care, and nurture self- esteem and mutual respect, working closely in partnership with parents/carers.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Teachers may have concerns that a child is achieving below age expected levels, despite targeted interventions and teaching. These will be discussed with the Special Educational Needs Co-ordinator (SENCO) who has the responsibility to co-ordinate targeted support within the school and to involve external agencies where appropriate. Appropriate support and interventions will be arranged and clear targets identified to assess progress. Parents/carers will be involved in this process through discussions with their child's class teacher and with specialist staff where appropriate. All parents/carers of children with special educational needs are invited to speak to the class teacher and SEN support staff at termly Parents Evenings. They also receive written termly reviews of their child's progress. This is called an Termly Support Plan (TSP)

When a child has transferred from a previous school or pre-school setting, information will be passed on as part of the transfer process and the SENCO will make contact with the previous setting to ensure a smooth transfer.

If parents/carers have a concern about their child's progress or how school is meeting their child's needs they can speak to the class teacher or Special Educational Needs Co-ordinator at any time.

How does the school identify children/young people with special educational needs?

The school identifies children with special educational needs through careful tracking of the progress of all children. Where children are not making progress or a specific need is identified, teaching staff will meet with the SENCO and a decision will be made to monitor progress for an agreed period, or to place the child on the SEN

(Special Educational Needs) Register. This is described as providing SEN Support and this decision will be discussed with parents/carers.

Targeted interventions are then put in place to meet the needs of children who are not making expected progress in literacy and numeracy despite targeted classroom teaching. These are delivered by trained staff and may be on a one to one or group basis. Specialist testing will take place where appropriate (this may be in school or may be purchased from specialist agencies as appropriate).

The school also has staff with training to help support children with social and emotional needs.

School staff work in partnership with external agencies to provide support and advice when appropriate (e.g. Educational Psychologist, Speech and Language Service, Home School Support).

Parents/carers are fully involved in this process and can request involvement when they feel it is appropriate for their child.

Children with exceptional learning needs or an identified learning difficulty may be referred for a formal assessment of their needs which can lead to the child being given an Education and Healthcare Plan (EHC). This was called a Statement of Special Educational Needs until September 2014, and some children will continue to have a Statement until these are transferred to EHCs over the next two years. External agencies are always involved in this process and the assessment is made by the local authority. The EHC Plan will identify the additional support needed for each child which is a legal requirement and school are required to put all recommendations into place. Parents are at the centre of this process.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:

(a) How the school evaluates the effectiveness of its provision for such pupils;

- The school has half termly assessments, with whole school tracking and impact reviews for all children. The progress of children with SEN is closely monitored by the SENCO and Head Teacher.
- The school conducts termly Termly Support Plan (TSP) reviews involving all staff working with each child with SEND. The SENCO moderates this to ensure consistency of provision, targets and outcomes across the school setting.
- Annual reviews for children with Statements/EHC Plans.
- Interventions are monitored and impact evaluated regularly on a child by child basis.
- Discussions are held with parents/carers at Parents Evenings. SEN support staff are available to talk to parents/carers and to build relationships over time. Children are invited to be part of this process.
- Performance in national tests.
- Assessments by other professionals.
- Appraisal, monitoring and training of staff delivering provision by Head Teacher and Governing body.
- Appropriate Governors meet termly with the Head Teacher and SENCO to evaluate SEN provision including scrutiny of relevant data.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- The school conducts termly Termly Support Plan (TSP) reviews involving all staff working with each child with SEND. The SENCO moderates this to ensure consistency of provision, targets and outcomes across the school setting. Parents/carers are sent a written review of their child's progress and of any new targets and support. Parents/carers can discuss this with their child's teacher or SENCO. They are encouraged to become involved in supporting their child's learning at home and staff are happy to discuss how they can do this.
- Discussions are held with parents/carers at termly parents evenings. SEN support staff are also available to talk to parents/carers and to build relationships over time. Children are invited to be part of this process.
- Parents/carers are fully involved in all meetings and assessments carried out by external professions (e.g. Educational Psychologist, Speech and Language Service). For example, they are invited to Speech and Language reviews and sent a written report each time their child is seen in school
- The school holds a number of regular open events for parents/carers, for example Stay and Play (Foundation Stage), Stay and Read (Year 1 and 2) to build links between school and home and encourage parents/carers to be part of their child's learning. Where appropriate children with SEN will have a home school book, and daily contact with a member of staff working with their child.
- Parents/carers will be informed if their child is to take part in any additional learning intervention and the teacher or SENCO will discuss this with parents/carers. The Reading Recovery teacher will meet with parents/carers regularly.

(c) The school's approach to teaching pupils with special educational needs;

How will the school staff support my child?

How will the curriculum be matched to my child's/young person's needs?

- Teachers provide appropriately differentiated work in the classroom, suited to the learning needs of each child in the class.
- All classes have trained adults supporting the work of children at group and individual level.
- Following regular assessments and tracking, children may be chosen to take part in individual and group based learning interventions delivered by trained staff (e.g. catch up Literacy, Reading Recovery, Making Maths Magic).
- All children with a Termly Support Plan will spend time each week working out of class on their targets with our trained SEN Support assistants. They work with children throughout their years in school and have a strong understanding of the needs of each child and how to help them to make good progress.
- Children may follow appropriate classroom based programmes (such as

Reading Eggs, Nessy and Beat Dyslexia).

- The school will seek out and follow support, advice and programmes provided by outside agencies.
- The School purchases additional specialist Speech and Language support on a weekly basis, which is available in school to children with specific identified needs in this area.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

- Classroom support is provided according to the need identified in a child's Termly Support Plan or Statement of Special Educational Needs/EHC Plan.
- Interventions are delivered by trained staff as identified by tracking and teacher assessments. These may take place outside the classroom in our SEN Support Room which has been carefully designed to provide a calm and purposeful learning environment where the children feel safe and nurtured. The timing of interventions will be carefully planned to ensure that children continue to access the full classroom curriculum as appropriate to their needs.
- Children with special needs continue to be able to access all areas of the school environment when necessary (e.g. Foundation Stage and Key Stage 1 indoor and outdoor areas, whatever their current year group setting).
- School staff will seek the advice of external agencies and act on their recommendations. This may include the purchase of specialist equipment or adaptations to the classroom environment.
- ICT (e.g. computers, tablets) will be used where appropriate to engage and extend learning.

(e) Additional support for learning that is available to pupils with special educational needs;

How is the decision made about the type and how much support my child will receive?

- All teachers plan and deliver differentiated teaching according to the needs of the individual children in the classroom.
- Support is available from appropriate adults in the classroom.
- Interventions are delivered by trained staff as identified by tracking and teacher assessments.
- The school will use appropriate visual aids, equipment and ICT based resources adapted to meet the needs of individual children.
- Access to other areas of the school and staff support is available if appropriate.
- The school provides work stations, SEN intervention room and quiet work areas where appropriate.
- Resources are allocated according to the individual needs of each child and will be monitored and evaluated through the termly Termly Support Plan or

Annual Review. All relevant staff are involved in this process and parents/carers consulted through TSP reviews, Parents Evenings, annual reports, informal discussions and meeting with relevant professionals.

- Where appropriate, children will have assistance with external tests to comply with the criteria laid down by legislation. (This could include ICT adaptations, font size, work space, scribing or reading support). This support would be clearly identified in a child's TSP prior to the test.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

How will my child be included in activities outside the school classroom including school trips?

- The school runs a wide variety of after school and sports clubs. Lunchtime and after school clubs are open to all children, and children with SEN are actively encouraged to participate with extra adult support if necessary.
- Peer support and mentoring programmes are run to enable children to support one another and develop mentoring skills.
- Children with special needs continue to be able to access all areas of the school environment when necessary (e.g. Foundation Stage and Key Stage 1 learning areas, whatever their current year group setting).
- The school actively promotes the use of outdoor learning to enable children to access a rich curriculum. Necessary steps are taken to ensure that all children can access school trips and outside visits with the necessary support required. Parents/carers of children with special needs are fully consulted and involved in supporting their child in accessing school trips.
- Lunchtime support is provided for all children who require individual support. Lunchtime staff are trained and informed about the needs of individual children.
- All parents/carers have the opportunity to meet teachers and other staff at the beginning and end of the school day to talk about any concerns they have with their child.
- Where appropriate, individual children and their parents/carers are met at the beginning and end of the day by the staff who support them in class (e.g. children with a Statement of SEN, children with specific medical or emotional needs).

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

What support will there be for my child's overall well-being?

- The school places a high emphasis on providing of a rich PSHCE (Personal, Social, Health and Citizenship Education) curriculum to all children. This is delivered through the SEAL (Social and Emotional Aspects of Learning) programme in the classroom. Circle times allow children to talk about their lives and build confidence, resilience and emotional skills.
- Children are also taught about health, safety, drugs and relationship education through the curriculum and by visiting specialists.

- Children in the Foundation Unit participate in a teeth brushing programme.
- The school has a number of trained first aid staff available at all times. The school has specific policies designed to enable the safe delivery of medicines and personal care.
- The school behaviour policy aims to manage behaviour consistently and fairly, to reduce exclusions and support children with behaviour needs.
- The school works with local authority staff on Positive Futures and Road Safety Awareness programmes.
- Attendance issues are addressed in line with school and local authority policy.
- The school works with the Home School Support Service to support families at home.
- External Professionals (e.g, Educational Psychologist, Speech and Language Service, Autism Outreach Services, Early Years Services) have close links with the school and parents/carers can receive advice and support for their children.
- The school also has staff with specialist training to help support children with social and emotional needs. Social and Emotional Support programmes are delivered by trained school staff and outside agencies. This includes bereavement and loss counselling.
- Each class has at least two mini-mentors who are trained to help with relationship building within the school. Year 6 children are chosen and trained to have a peer mentor role within the school.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

Special Educational Needs Co-ordinator:
 Mrs Louise Tulloch
 Tel 01262 601684
 newpasture@eastriding.gov.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

What specialist services and expertise are available at or accessed by the school?

The school accesses services provided by the Local Authority and Health Service as required for individual children. These include for example, Educational Psychologist, Behaviour Support, Speech and Language, Autism Outreach, Occupational Therapy, Physiotherapy, Home School Support. These services also provide training and advice to staff where appropriate. The school also accesses dyslexia screening and support from specialists as required.

What training have the staff supporting SEND had or what training are they having?

- The school ensures that all relevant staff receive any mandatory training (e.g. safeguarding, first aid, disability awareness)
- Key staff receive regular and ongoing training from relevant professionals who work closely with the school (e.g. key staff receive training from Speech

and Language Service and Inclusion Service)

- Teaching staff and support staff receive INSET training in areas of Special Educational needs (e.g. dyslexia and autism awareness). Training needs are monitored in order to update staff and allow them to and develop new skills.
- All staff delivering SEN targeted interventions in literacy and numeracy have been trained in the programmes they deliver.
- The school has two staff trained to deliver the ELSA programme (Social and Emotional Literacy) and they work with a number of children across the school.
- The Head Teacher and SENCO regularly attend Local Authority training and briefing meetings.
- When a child is new to the school, or has applied to attend the school, provision will be made to ensure that the school can support the child's needs and address any parental concerns. External agencies will be contacted if necessary in order to ensure that staff are able to support any new needs, or to access any new training for staff.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

How accessible is the school both indoors and outdoors?

- The school complies with all statutory requirements regarding disabled/wheelchair access to school buildings. There are designated disabled parking bays.
- The building contains a disabled toilet and specialist toileting/personal care room.
- All classrooms and outdoor areas are accessible.
- The school has an extensive outdoor learning area, including fields, sports court school garden and playgrounds. All children are able to access this rich and stimulating learning and play environment.
- Special equipment is purchased to provide support for example, keyboards, writing slopes, pencil grips, sensory stimulus, visual aids. The school acts on the advice of specialist support services.
- The school is investigating how new technology can enhance learning and has recently purchased tablet computers for use by children with Statements and computer software programmes to support dyslexia.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

How are parents/carers involved in the school?

How can I get involved?

Who can I contact for further information?

- The school aims to be inclusive and welcoming place, which is fully open and

accessible to parents/carers. Parents/carers are encouraged to talk to staff about any concerns they might have.

- A weekly newsletter gives parents/carers information about all aspects of school life.
- The school holds weekly praise assemblies to which all parents/carers are invited to attend and celebrate their child's learning and achievements. The school has a regular programme of events and activities and parents/carers are welcome to participate where possible.
- The school has links with other agencies to provide information, awareness and learning opportunities for parents/carers regarding supporting their child's learning.
- Parents/carers are welcome to approach the school regarding offering voluntary support, for example with running events and supporting children in the classroom with reading.
- There are regular open events for parents/carers, for example Stay and Play (Foundation Stage), Stay and Read (Year 1 and 2) to build links between school and home and encourage parents/carers to be part of their child's learning.
- All parents/carers are given an appointment for termly Parents Evenings, where they meet their child's class teacher and discuss their progress and any concerns they might have. The SEN support assistants are also available to talk to parents/carers and they are able to discuss the progress children have made over time as they move through school. Children are encouraged to be part of this process.
- The Head Teacher and SENCO are available to talk to parents/carers about any concerns they may have about their child's needs.
- The school conducts termly Termly Support Plan (TSP) reviews involving all staff working with each child with special educational needs. Parents/carers are encouraged to be part of this process. They are sent a written review of their child's progress and details of any new targets and support. Parents/carers can discuss these with their child's teacher or SENCO. Parents/carers of children with Statements are invited to contribute to and attend annual reviews.
- Parents/carers are fully involved in all meetings and assessments carried out by external professions (e.g. Educational Psychologist, Speech and Language Service). For example, they are invited to Speech and Language reviews and sent a written report each time their child is seen in school
- The Reading Recovery teacher meets with parents/carers regularly. Parents/carers will be informed if their child is to take part in any additional learning intervention and the teacher or SENCO will discuss this with parents/carers.
- All parents/carers interested in moving their child to the school are invited to meet the Head Teacher and see around the school. Transition arrangements are carefully planned when a child has special educational needs.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Childrens' voice is an important part of school life and they are consulted regularly about the decisions affecting their school lives and learning. In addition to the normal process of feedback and support, children with special educational needs are given the opportunity to discuss their targets and achievements with their teacher and support staff. The SEN support assistants adapt Termly Support Plans to a child friendly format appropriate to the age of the child.

Feedback is an important aspect of classroom life and this will be adapted to suit the learning needs of children with special needs. It may take the form of visual supports if appropriate.

Children will always be given the opportunity to discuss and reflect on their needs when external agencies are working with them.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents/carers/carers of pupils with special educational needs concerning the provision made at the school.

- The first point of contact for a parent with concerns about their child's learning and progress will usually be the class teacher.
- The Head Teacher or SENCO are also available to discuss any concerns directly if a parent prefers.
- The school aims to keep parents/carers fully informed about the progress of their child. The formal process is through termly Parents Evenings, and a written annual report in the summer term.
- All parents/carers of children with special educational needs also receive a termly written review and learning plan. This is in addition to informal discussions which can take place at any time.
- The Head Teacher is the first point of contact for any formal complaints about the school. These will be referred to the governing body as outlined in the schools complaints procedure.
- Information regarding this can be obtained by contacting the school in person or by telephone or e-mail.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The school has links with:

- Local Authority Inclusion Service (Educational Psychologist and Behaviour Support)
- Speech and Language Service, including Autism Outreach Service. Strong links have been made with this service and the school purchases additional speech and language support from school funds.
- Health Services (e.g. Paediatrician, Mental Health Services, Occupational and Physiotherapy)
- School Nurse
- Police Community Support Officer

- Home School Support
- Social Services
- Road Safety Team
- Dental Health
- Early Years Services
- Positive Futures Team
- Dyslexia screening and support is purchased from specialist professionals.
- Any other appropriate agency will be contacted if a need arises (e.g. expertise from staff at special schools)

11. The contact details of support services for the parents/carers/carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

	Special Educational Needs Coordinator (SENCO)	Special Educational Needs (SEN) Governor	Who should parents/carers/carers contact if they have a compliment, concern or complaint about your school?
Name	Louise Tulloch	Carol Daniel	Head Teacher: Alison Tadman
Contact number	01262 601684		
Contact email	newpasture@eastriding.gov.uk		
Address	New Pasture Lane Primary School Burstall Hill Bridlington YO16 7NR		

East Riding of Yorkshire Council Local Offer website:

<http://www.eastridinglocaloffer.org.uk/>

This website is the first point of contact for information about services for children with special educational needs across the East Riding of Yorkshire.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

The school aims to make the process of transition to the school as smooth and happy as possible.

Parents/carers of children intending to transfer to the school are invited to visit the school. Formal transition visits and open days are in place for children starting Nursery or the Foundation Stage.

Children transferring to the school at a later stage are welcome to look round and should contact the school to make an appointment. They will usually meet the Head Teacher, their new class teacher and see all aspects of the school. The school works carefully with previous schools to ensure a smooth transition takes place with continuity of learning and support in place where needed. All SEN records will be transferred and provision put in place.

The school makes very careful arrangements for transition to secondary school for children in Year 6. Good links are established with local secondary schools and will be made to support any child moving to another secondary school. Children with special educational needs are carefully supported with additional meetings and visits taking place where appropriate.

Transition arrangements for children with a Statement will follow local authority guidelines with discussions and planning for secondary school starting at the Year 5 Annual Review. External agencies will become involved at that stage as appropriate. Very careful planning will take place if a parent wishes to consider a transition to special school at the end of Year 6, and planning may start at the Year 4 Annual Review.

13. Information on where the local authority's local offer is published.

<http://www.eastridinglocaloffer.org.uk/>

This website is the first point of contact for information about services for children with special educational needs across the East Riding of Yorkshire.

New Pasture Lane School Local Offer is available to read on the school website. It has been written in accordance with local authority guidelines.