



SEND Information Report

Reviewed December 2019

Next review : July 2020

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

Leconfield Primary School is a mainstream setting.

At Leconfield Primary School the Head Teacher and staff have a common aim in the establishment of a stimulating place of learning, offering excellent opportunities to all pupils in a caring environment. We are committed to enabling all children including those with special educational needs and disabilities achieve their very best in all aspects of school life. We are an inclusive school where equality of opportunity is a reality for all children.

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.

All teaching staff conduct an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A tracking system is in place to identify children who are not making the required level of progress. The SENCO monitors and evaluates the progress of all children who have SEND.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any

stage of this process during their school life. A range of assessments are used:

- The Foundation Stage Profiles
- Termly assessments of progress (literacy and numeracy)
- Annual Teacher Assessments
- Reading, Writing and Mathematics assessments
- Review of SEN Support Plan targets

When appropriate the SENCO will ask for help and advice from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychology or the Speech and Language Service. With their help additional strategies will form the basis of future SEN Support Plans.

When new children, including those with SEND, transfer to Leconfield Primary School we contact the child's previous school to ensure all records and appropriate information are received. Also, we will assess the child's literacy and numeracy skills.

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 SENCO monitors and evaluates the effectiveness of the provision for all children with special educational needs using an SEN Audit tool.

SEN Support Plans are reviewed at least once a term. Parents, the pupil with special educational needs, teaching staff and the SENCO are encouraged to be actively involved in this process. An annual review is held at least once a year for EHC plans.

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

We aim to keep Parents/Carers informed about their Child or Young Person's learning. If we have any concerns we will contact Parents/Carers as soon as possible to discuss the matter.

Also, we invite Parents/Carers to Parent Evenings during the Autumn Term and Spring Term. At the end of the school year we write an Annual Report, which is sent home.

Also, we invite Parents/Carers of children with SEND to an SEN Support Plan meeting every term. When necessary we contact parents more frequently to discuss their Child or Young Person's progress.

Parents/Carers are welcome to arrange additional meetings by appointment.

We encourage Parents to be actively involved with the school to help their children overcome barriers, difficulties and celebrate strengths.

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

At Leconfield School we strive to offer support for Children and Young People with SEND that is appropriate to the child's needs. Allocation of support is given through assessment

This may involve:

- Differentiation of the curriculum
- Differentiated groups within classes for literacy and numeracy
- Use of a range of teaching styles which recognise the individual learning styles of children in the class
- Working in a small target group with an adult
- Working one to one with an adult on focussed activities
- Targeted interventions linked to specific outcomes for the Child or Young Person.
- Access to some specific resources or equipment when appropriate
- Use of activities and programmes which support personal, social and emotional development.
- ELSA (Emotional Literacy Support Assistant)
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.

All teachers at Leconfield Primary School consider the individual needs of all of the children in their class and aim to offer an inclusive learning experience. However, there are times when extra support is needed to ensure children make good progress.

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

At Leconfield Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully. We have made some modifications to the school's environment

including slopes rather than steps at access points and we have some disabled toilet facilities. Also, we use quiet areas such as work stations and workrooms when appropriate.

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

All teachers at Leconfield Primary School are teachers of SEND children. Lessons are made accessible for all by using a number of strategies including use of different resources, use of additional adults and different tasks when appropriate. Support may include working in a small group with an adult or 1 to 1 adult support.

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

We encourage all children with Special Educational Needs and Disabilities to be actively involved in all aspects of school life including after school clubs, school trips and during break times and lunch times. Whenever possible we adapt activities to engage all children.

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

At Leconfield School we understand the importance of every child's emotional and social development. It is an integral part of our school curriculum. We may use a range of resources and strategies to support children including:

- sessions in class focusing on emotional and social development.
- Friendship groups and social communication groups.
- We encourage the older children to become young leaders.

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

Miss Elaine Allanson
Leconfield Primary School
Arram Road
Leconfield
(01964)550303
Leconfield.Primary@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.

Within the school there is an ongoing programme of training for all members of staff. Staff also attend courses run by the LA and Services. Teachers and Teaching Assistants also attend INSET sessions in school when appropriate.

Teachers and Teaching Assistants attended:

- Read Write Inc. Training
- De-escalation training
- Team Teach Training (February 2019)
- Attachment Training (March 2019)
- Cygnet Training for practitioners.

Also some teachers and teaching assistants have attended the following courses:

- Managing Attachment Difficulties (September 2014)

- Autism Awareness
- ELSA Training

The SENCO regularly attends courses on SEN issues run by the LA and the SEN Forum.

The SENCO has a Masters in Inclusive Education.

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

Children special educational needs and disabilities are encouraged to share their views and are involved when SEN Support Plans are reviewed. Children are encouraged to share their likes, dislikes, strengths, areas for improvement and achievements.

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

Parents and carers are welcome to discuss any aspect of their child's learning and needs with teaching staff at Leconfield School. Your child's class teacher or the SENCO (Miss Allanson) should be contacted in the first instance. Please contact the school office to arrange an appointment.

The Head Teacher (Mrs Tracey) is also happy to discuss your child's learning and needs. Please contact the school office to arrange an appointment.

Our school's complaint policy and procedures is available on request from the school and on the school website.

8. 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.

We are able to access a wide variety of services depending on the individual needs of the children these include:

- SALT: Speech and Language Therapy
- Educational Psychology
- Behaviour Support Team
- SaPts
- CAMHS: Child and adolescent Mental Health

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

Parents and Carers are welcome to contact the school to discuss any aspect of their child's education. Parents and Carers can contact FISH and the view EYRC's Local Offer online to access additional support services.

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.

- We have a transition afternoon during Summer Term during which the children visit their new Class Teacher. We arrange additional transition visits when appropriate.
- Year 6 children visit their Secondary School for a day during the Summer Term. Additional visits can be arranged when requested.
- Your child's records are transferred to their new school once their arrival has been confirmed by the receiving school.

- We will contact your child's previous school to support the transfer process.
- When appropriate we may plan additional activities in school to help your child when they transfer schools.

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