



Le Cateau

Community Primary School

SEND Information Report

Date of issue: **October 2021**

Review date: **September 2022**

SEND information Report

2021-2022

Introduction

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

What is the LA local offer?

The Children and Families Bill 2014 requires all schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'SEND Information report' and will be available on the school website.

The Local Offer

The intention of the local offer is to improve choice and transparency for families within every Local Authority (LA). It will be an important resource for parents in understanding the range of services and provision in the local area.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

What is the school SEND information report?

This utilises the LA local offer to meet the needs of SEND pupils as determined by school policy and details the provision that the school is able to provide.

What do we do at Le Cateau Community Primary School to make sure that all children feel welcome, feel included and achieve their potential?

We take steps to ensure SEND pupils are not treated less favourably than other pupils. Please find further information within our SEND Policy. <https://www.lecateauprimary.co.uk/our-school/send/>

The Head Teacher and the SENCO have overall responsibility for SEND and Inclusion.

Provision for children with SEND is constantly under review and amended where and when necessary.

We monitor the quality of our provision, together with the progress and well-being of children with SEND. This is through our monitoring cycle and consists of learning walks, teaching observations, planning and book scrutiny, pupil interviews and discussions with teachers and support staff.

The progress of children with SEND is carefully monitored through termly pupil progress meetings as well as observations by Senior Leaders of support staff.

We fully involve our Governors when the SEND policy is reviewed and revised.

What kinds of SEND do we provide for?

Our school motto: “***Equally Important, Equally Different***” underpins our schools core values and vision for our pupils.

Le Cateau School serves a diverse community of people and this is indicative of our inclusivity. Within this framework we cater for a wide range of additional and different needs that fit into the following categories:

- **Cognition and learning** *e.g. dyslexia, global delay, dyspraxia*
- **Communication and interaction** *e.g. Autistic Spectrum Disorders (ASD), speech, language and communication difficulties (SLCD)*
- **Sensory and physical** – *e.g. cerebral palsy, deaf/blind*
- **Social, mental and emotional** – *e.g. ADHD, traumatic stress disorders, attachment disorders, complex mental health difficulties*

The levels of need that we cater for are wide ranging. Most children at some stage in their school years, may require some additional and/or different support with either their learning, social or emotional development. Such needs can be met with targeted interventions over a relatively short period of time. However, we also support pupils with more long term, complex needs. This includes children who may have an Individual Educational Plan (IEP), a Health Care Plan (HCP) or in some rare instances an Educational Health Care Plan (EHCP).

To support us meeting the wide range of needs, we have developed a Whole School Provision Map which is available on the school website.

Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs or disability (SEND)?

Inclusion and Attendance Manager (SENCO): Mrs Whitby

Mrs Whitby can be contacted via school, the contact page on the website or directly via this email address; c.whitby@le-cateau.n-yorks.sch.uk

The SENCO manages the day to day provision for our children with SEND and includes the following elements:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you as parents and carers are:
 - involved in supporting your child's learning.
 - kept informed about the support your child is getting.
 - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Ensuring adequate records are kept detailing the support that each child is receiving.
- Help with writing and monitoring Individual Support Plans (ISP), discussing these with class teachers and reviewing these with parents termly in order to plan for the next term.
- Attending Local Authority Briefings to keep up to date with any legislative changes in SEN

Class teacher

All of our staff are experienced, reflective practitioners who are open to advice and are keen to develop their practice in order to ensure the best possible provision for all of our children including those with SEND.

Class teachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher – Mr Mottram

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCO and class teachers but are still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Link Governor– Mrs Julie D'Arcy

The Governing Body meet regularly and challenge staff to ensure that the quality of the provision is constantly being improved. The SENCO reports to the Governing body on the progress of pupils with SEND. The Governing Body are responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of the provision in place for pupils identified with SEND.

How does the school identify children with Special Educational Needs and Disabilities?

We are committed to the early identification and intervention of children who may have SEND. We expect **all** our pupils to achieve their full potential. Therefore, early identification of a SEND is crucial in terms of ensuring that your child has the appropriate support available to make progress.

On starting school, we will talk with parents and carers about their children in order to plan effectively to meet their needs. As parents are the first educators of their child their knowledge is essential. At the **Admission Meeting** we will ask whether parents have any concerns about their children – for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once they start school.

Where a child has attended a previous setting, we use information from that setting to plan the best programme of support to develop a **Transition Plan**. We will also contact any specialist services that support your child.

If your child's class teacher has any concerns, they will inform yourself at the earliest opportunity, to enlist your help and participation.

The SENDCo may also be informed so that they can co-ordinate appropriate support and/or intervention. Our approach to **assessing pupils** is outlined in our SEND Policy and is based on a **graduated approach** to provision in relation to need based on the guidance from the SEN code of Practice (2015).

For further details please refer to the **Identification and assessment** section of our SEND policy.

The progress of all pupils is assessed and monitored regularly so that when a pupil is not making expected progress, the need for additional support can quickly be identified. School will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having impact. This means that we can support any Special Educational Needs arising.

Any child identified as having a special educational need and/or disability is identified on the SEND register.

We take great care to establish whether progress is affected because a pupil has attendance issues, has English as an additional language (EAL) or a hearing or visual difficulty.

We also work with specialist services who provide expertise in finding out the type and range of the pupil's needs.

We follow North Yorkshire's Local Authority's guidance for the identification of pupils with Special Educational Needs and Disabilities.

Stage of SEN Code of Practice: SENS

School Support (SEN Support) means they have been identified by the class teacher as needing some extra support in school and will receive interventions.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher will run these small group sessions using the teacher's plan or planned intervention material.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies or to support specialist programmes e.g Speech and Language therapy OR Occupational therapy groups
AND/OR additional support for your child of less than 20 hours in school

Involvement of outside agencies with SEN Support
This means a child has been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as Inclusion Support, the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Health or Physiotherapy services.
- Mental Health and Well Being Professionals.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input **instead of or in addition** to quality first teaching and intervention groups.
- You will be invited to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. the Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - Group or individual work with an outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching, appropriate differentiation and intervention groups.

Specified Individual support - for your child of more than 20 hours in school.

This is usually provided via an Education, Health and Care Plan (EHCP).

This means your child will have been identified by the class teacher/SENCO or Le Cateau Inclusion team as needing a particularly high level of individualised or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as Inclusion Support, the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Health or Physiotherapy services.

For your child this would mean:

- 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 within an **Education and Health Care Plan (EHC Plan)**.
- After the school have sent in the request to the Local Authority (with various information about your child, including some from you and from your child), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additionally funded support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the additional support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- This will usually mean your child will have extra support from an additional adult to help them with whole class learning, run individual programmes or run small groups including your child. This support is allocated based on particular need and the strategies/provision outline within the EHC plan.

This type of support is available for children whose learning needs are:

- **Severe, complex and lifelong**
- **Need more than 20 hours of support in school**

We recognise that each child is unique and so, each child will receive different support depending on their specific needs.

How do we consult with parents of children with SEND and involving them in their child's education?

Our aim is to support you whilst ensuring that your child receives the provision they need to succeed. Parents and carers are invited to attend the **Parent Consultation Meetings** at two points throughout the year. At these meetings, your child's individual plan will be shared and discussed. In addition to this, there may be additional meetings scheduled throughout the year. If you wish to meet with your child's class teacher, the Inclusion and Attendance Manager or any of the support staff linked to your

child at any point in the school year, please don't hesitate to make an appointment via the school office.

If your child has a SEND, they may have more frequent discussions with their teacher, the Inclusion Manager and/or support workers in order to aid progress.

As a parent/carer of a child with a SEND, you and your child may also be invited to attend additional review meetings with the Inclusion and Attendance Manager and support staff. This may include support workers who may not be based within school. In most cases we are able to organise such meetings according to your wishes. For example, you can request for your child to not attend some or all of the meeting if you feel it appropriate.

Other sources of communication with school include your child's reading/communication diary, online forum seesaw and the schools website/Facebook. There may be some occasions where a home-school diary is appropriate. Materials to further support your child at home may also be issued after liaison with your child's class teacher and/or the Inclusion Manager.

How do we consult with young people with SEND and involve them in their education?

Pupils are encouraged to express their views and thoughts via a variety of platforms:

- School Council
- Formally via participation in consultation with the class teacher and parents/carers. There are usually two of these meetings scheduled throughout the year
- Informally with a range of adults and other children on a daily basis
- Invitation to complete pupil view questionnaires (FORMS)
- Partake in GL PASS Assessment (Pupil Attitude to Self and School)
- Growing Up In North Yorkshire Survey completed every 2 years
- Invitation to complete 'Pupil view' section on Individual Support Plans (ISP's) and Education Health Care Plans (EHCP's)
- During assemblies where appropriate

What is Le Cateau primary School's approach to teaching children and young people with SEND?

We welcome the different social, moral, spiritual and cultural values of *all* pupils in our school.

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- 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 or visual supports or extra adult input to support learning.
- Specific strategies (which may be suggested by curriculum leaders, the Inclusion Manager or external agencies) 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 a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

What interventions do we offer?

We adopt a graduated level of support according to the specific needs of the child.

Specific group work with in a smaller group of children.

This group, often called Intervention groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

Level 1:

- Universal provision available to all in the form Quality First Teaching.
- Planned lessons are differentiated to the individual needs of pupils.
- Effective Assessment for Learning will also establish pupil progress and enable future targets to be set and is undertaken on a daily basis.
- Your child will play an active role in assessing their own work. We encourage all pupils to celebrate their strengths and help them to identify the next steps in their learning.

Level 2:

- Quality First Teaching outlined above PLUS
- Extra provision for children who may be falling behind age related expectations but, with intervention, can be expected to catch up with their peers.
- This can, although not always, be in the form of small group work or even 1:1 sessions and is usually conducted over a limited period of time.
- Your child may or may not be identified as having a SEND to qualify for this type of provision.

Level 3:

- Quality First Teaching outlined above PLUS
- Specifically targeted support for children with SEND.
- This type of intervention will be specialised, additional and different and may include support from professionals working beyond the school setting.
- Your child may work in a small group and /or on a 1:1 basis with another adult or as part of a small group.

Your child, the class teacher, along with yourself and other support staff, will discuss which intervention is most appropriate so that the best learning and development outcomes to be made.

When do interventions take place?

Interventions can happen at any time during the school week and are usually time specific e.g. a child may receive 3 x 30-minute literacy sessions for 10 weeks with a language specialist in order to develop their speaking and listening.

Who delivers interventions?

Interventions are usually carried out by class teachers, general or advanced level teaching assistants, our Learning Mentor, our Specialist ATA for SEMH, a Higher Level Teaching Assistant (HLTA's) and/or specialist practitioners from outside agencies.

How do interventions relate to learning in the classroom?

We endeavour to ensure that the implemented interventions are appropriately linked to your child's wider learning within the classroom setting. For example, teachers liaise closely with specialist teaching assistants who deliver interventions outside the classroom. We can explain this to you in further detail if you wish. The Inclusion and Attendance manager oversees this.

How are interventions monitored to ensure the best progress?

Interventions are monitored through:

- discussion with you and your child.
- a combination of summative and formative assessments throughout the year.
- on-going liaison between the Inclusion Manager and the staff team.
- rigorous analysis of assessment data and scrutiny of children's work.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to Claire Whitby (Inclusion and Attendance Manager). You can contact the school office: by phone on 01748 832 292 or email c.whitby@le-cateau.n-yorks.sch.uk

An appointment will be scheduled to discuss your child's needs and your concerns. If you are still not happy you can speak directly to one of our Deputy Headteachers or with the Headteacher.

How will the school let me know if they have any concerns about my child's learning in school?

- Annual reports and termly parents' evenings give all parents and carers regular feedback on their child's up to date academic levels, reading, writing and maths targets and any behavioural, emotional or social difficulties.
- Direct contact may be made via a face to face meeting or through a telephone conversation with your child's teacher.

If your child is identified as not making progress the school will discuss this with you in more detail to:

- listen to any concerns you may have.
- plan any additional support your child may receive.
- discuss with you any referrals to outside professionals to support your child's learning.

How do we evaluate the effectiveness of the provision made for children and young people with SEND?

Whole school assessment systems i.e. INSIGHT is used to assess and monitor progress of pupils with SEND.

Some interventions are also able to demonstrate impact via baseline and end point assessments e.g. YARC or GL Assessment

Our Senior Leadership Team also use various data to track and assess the impact of provision e.g. Raise online, North Yorkshire Profile, FFT and National Outcomes.

Rigorous monitoring via lesson observations, scrutiny of pupils work and pupil consultations also allows the Inclusion and Attendance Manager to have a clear insight to progress and achievement of pupils.

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from North Yorkshire LA, includes money for supporting children with SEND.
- The Headteacher and Governing Body decide on the allocation of the budget for Special Educational Needs and Disabilities on the basis of needs in the school.
- The Head Teacher and Inclusion Manager discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

The Head and Inclusion and Attendance Manager discuss what resources/training and support is needed through regular review meetings and following any monitoring of provision.

If a pupil meets the criteria for special educational needs or disabilities (SEND), a provision map will be created, detailing the exact support the children will receive. The School Provision Map shows the range of interventions in place in our school, which are used when we identify a need for additional support.

Who are the other people providing services to children with an SEN in this school?

Directly funded by the school:

- Qualified and experienced Teachers with relatively small class sizes
- Learning Mentor with an autism specialism
- Advanced Teaching Assistant with a Social, Emotional & Mental Health specialism
- Experienced and skilled Teaching Assistants
- Higher level Teaching Assistants
- Staff trained in moving and handling procedures
- Staff trained in good Autism Practice
- Staff trained in communication interventions
- EAL Programme
- Safeguarding and Attendance Officer

Paid for centrally by the Local Authority but delivered in school:

- Primary Preventative Exclusion team
- Educational Psychologist Service
- Sensory Service for children with visual or hearing needs
- Complex Communication and Autism Team

Provided and paid for by the Health Service (NHS Trust) working with schools to provide services:

- Speech, Language and communication therapists (SALT)
- Education Psychologist
- EARLY HELP services – family support
- Charities such as – MIND, COMPASS REACH, IDAS, NSPCC. HOMESTART (under 5's)
- Childline
- Police, fire and social services
- Health Services – occupational health/sensory specialists/physiotherapists
- CAMHS – Child and Adolescent Mental Health Services

How are the teachers in school helped to work with children with SEND and what training do they have?

- The Inclusion Manager supports the class teacher in planning and providing for children with SEND.
- Curriculum leads may provide support and advice in how to differentiate appropriately for less able children.
- 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 SEND issues such as Autism and Speech and language difficulties and is delivered at various points across the academic year.
- Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Makaton.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- All teachers are provided with information on the needs of individual pupils so that they can plan the learning to ensure that all pupils are able to make progress.
- Individual Support Plans (ISPs) and Intervention recommendation overviews will be used alongside planning to ensure children with SEND needs are met, where necessary.
- All planning is differentiated to meet the needs of the children with a class. Specially trained support staff may adapt the teachers planning to support the needs of your child where necessary and enable them to access the curriculum.
- Specific resources and strategies will be used to support your child individually and in groups including differentiated questioning techniques (using Blooms Taxonomy), Meta-cognition approaches and Modelling work to be completed/shared or guided work with adults.
- Varied work organisation: e.g. small group, pair work, independent/supported/mixed ability groups/groups according to ability.
- Multi-sensory approaches including a range of interactive, practical activities, songs, chants, rhyme, picture cues.
- Use of a scribe/talk tins to record voices.
- Computer programs to assist learning e.g. Clicker 5/6 or Dragon dictate.

- Use of a range of support materials such as helping hands, alphabet strips, word banks, focussed mentoring support materials, writing frames and visual aids, 'Learning Journey' and magnetic letters, Numicon, pencil grips etc.
- Differentiated activities.
- Opportunities for child to discuss and reflect on their learning.
- Pre teaching and post teaching through online videos of the teacher provided on Seesaw.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs ensuring SEND pupils have access to the same curricular opportunities as all other children.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher on a daily basis.
- **Formative assessments** - This means continually assessing progress and achievements as we go along, through dialogue with your child and the work that they complete.
- **Summative assessments** - These are more formal assessments either in the form of discussions with yourselves and also in the form of tests that are carried out periodically e.g. reading and maths assessments, in addition to tests that might assess developmental progress within a specific area.
- EYFS children are assessed against their progress towards developmental milestones outlined within Development Matters and, at the end of The Foundation Stage, against the Early Years Curriculum.
- At the end of Year 2 and Year 6, all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- Pupils in Year 1 undertake the National Phonics Screening Check along with any Year 2 pupils who did not complete the check in Year 1/did not attain the required standard in Year 1.
- SEND children receiving additional interventions or support are identified on a Provision map which will be reviewed every term, as an integral part of Pupil Progress Meetings and the plan for the next term made.
- Children with an EHC Plan will have an ISP which will be reviewed every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed yearly, at an Annual Review with all adults involved with the child's education.
- The Inclusion Manager will also check that your child is making good progress within any individual work and in any group that they take part in.
- Additional assessments may be carried out to identify specific areas for development in addition to measuring eth progress of those areas e.g. York Assessment for Reading Comprehension (YARC)& Dyslexia portfolio, GL Cognitive Ability Assessment (CAT).
- Children complete the National Reception Baseline Assessment on entry to Reception.
- The Inclusion Manager and the Senior Leadership Team (SLT) will also carry out rigorous monitoring of the planning, implementation and assessment of interventions in order to assess their value in helping your child to make accelerated progress. For example, the SENDCo carries out a termly analysis of the impact of interventions based on teacher assessments in order to ensure that future provision is appropriate.

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

- Children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education is integral to our curriculum.
- Additional well-being support from trained staff is arranged as needed for individual pupils, both in and out of the classroom and a tailored personal plan may be put in place for pupils with high needs.
- Our Expected Behaviour Policy includes guidance on expectations, rewards and sanctions is fully understood and followed by all staff.
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs. We have a Medical Policy and Intimate Care Procedures in place and children are supported by care plans where necessary.
- Pupils views are sought throughout the school and its various committees.

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

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. This is through Seesaw or via direct conversations.
- The Inclusion and Attendance Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Learning at Home will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Our Inclusion Team with specialist roles in school include:

- Ms Gilpin - Full-time Learning Mentor with an autism specialism** who provides additional pastoral support for pupils and parents/carers. She also delivers targeted therapeutic interventions when required. Ms Gilpin has had many years of experience working with children in specialist settings prior to joining Le Cateau, in addition to supporting pupils with EAL.
- Mrs Burrows – Full-time ATA with SEMH specialism.** Mrs Burrows has a wealth of experience, having worked in specialists settings who offer bespoke SEMH support.
- Mrs Sunawar – Full time EAL support worker** who is a highly respected member of the school team and the Nepali community. She is able to act as an interpreter for families who speak little or no English and supports pupils directly during lessons.
- Mrs Bachini – Full Time HLTA offering specific cognition & learning support.** Mrs Bachini is a highly qualified and experienced member of the Le Cateau team and has played a large role in shaping our SEND provision over the years.

How is Le Cateau Primary School accessible to children with SEND?

The Local Authority is responsible for the control of admissions to Le Cateau Community Primary School which includes children with SEND (Special Educational Needs and Disabilities). Children with SEND are admitted to school following our admissions criteria.

Please find further info at <https://www.lecateauprimary.co.uk/for-parentscarers/admissions/>

We have an accessibility plan in place and where we make feasible and reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adhere to the Equality Act 2010 and the Children and Families Act 2014.

- The building is accessible to children with physical disability via ramps and access points. The school has lift systems to reach different floor levels across the site. There are three specially equipped disabled toilets in the building.
- Staff ratios and appropriately trained staff available as required.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We endeavour to make all activities accessible for all and take steps to ensure children with SEND are not treated less favourably than other pupils.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Fire evacuation procedures include children with SEND.

How will we support your child when they are leaving this school? Or moving on to another class?

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. As a school that manages high mobility throughout all year groups, we are skilled in ensuring transition (both in and out of Le Cateau) meets the need of each individual. If your child is moving to another school, the following actions are taken:

- We will contact the SENCO at the new school and ensure he/she knows about any special arrangements or support that need to be made for your child.
- If necessary, we can arrange pre-visits with the child and support staff.
- We will make sure that all records about your child are passed on as soon as possible.
- We will complete a transition portfolio with your child that can be shared with the new school.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place between the current teacher and the new teacher. All ISP's will be shared with the new teacher.
- If necessary, your child will be helped by a transition booklet to support them in understanding moving on and will undertake additional visits to the new classroom area.

For pupils moving from Primary to Secondary School, staff from the local settings visits our Year 6 pupils and staff at various points across the year to ensure transitions are smooth. These links included:

- Pupils undertake co-ordinated sessions at a range of secondary schools and SENDCo's attend review meetings for pupils who will be joining a particular setting.
- Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in their classroom environment.
- With parents/carers consent, the school and sometimes outside agencies such as the police, deliver lessons that are relevant to the transition stages of school life i.e. Sexual health and education, risky behaviours and drug/alcohol awareness.

Where your child has been identified as having Special Educational Needs, details of the pupil's needs are passed on to the new school, along with details of the support that has been in place at our school. Information about any outside agencies involved with your child will be passed on, together with all SEN paperwork, including documents such as ISPs, outside agency reports and EHCPs. We also have an additional member of staff to manage the administration of transition of pupils, including those with SEND. Together, the admin team, the Headteacher and the Inclusion and Attendance Manager liaise very closely with schools receiving pupils from us and schools whom we send pupils to. This can be face-to face meetings, via telephone calls and/or e-mail that are take place well in advance of the move.

Where appropriate transition meetings are arranged for pupils, parents/carers and relevant professionals to discuss next steps and share information where appropriate.

For pupils with SEND there may be additional and/or different provision made in order to ensure a smooth transition e.g. additional visits to new school, specific interventions that may target social and emotional aspects to change, meetings with pupils, parents and relevant support staff to ensure clarity appropriate provision.

How can I be involved in supporting my child?

- Attending Parent Consultation Meetings
- Ensuring your child has regular eyesight and hearing checks
- Helping them to complete their Learning at Home
- Ensuring your child gets to school on time and with all the appropriate equipment
- Talking promptly to the class teacher when you have any concerns
- Providing lots of opportunities to have conversations with your child
- Read with your child regularly at home
- Practice number skills

Teachers are more than happy to share any ideas of how you can support your child's learning at home and we actively encourage you to build a good working relationship with your child's teacher.

How can I access support for myself and my family?

By looking at the Local Authority's website and their Local Offer

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Support is also provided by **SENDIASS 01609 536923**

Who can I contact for further information or if I have a complaint about the SEN provision in this school?

If you have a problem with any matters related to SEND provision in our school, please don't hesitate to contact us at school. In the first instance contact should be made via phone, e-mail or web link to the class teacher. They are working with your child on a daily basis and understand their needs. They are able to manage your queries and concerns most efficiently.

However, you may also wish to contact **Mrs Whitby (SENDCo)** or **Mr Mottram (Head Teacher)** if **you feel that your concern cannot be managed at class teacher level.**

If you feel that your concerns have not been suitably addressed via the above channels, you can contact the Governing Body.

Mrs Julie D'Arcy is the school governor responsible for SEND and can be contacted via **Mrs Warriner**, Clerk to Governors.

For further information relating to Complaints, the Complaints Policy is available here; <https://www.lecateauprimary.co.uk/our-school/our-policies/>

Chapter 11 of the 0-25 SEND Code of Practice provides details of how you can challenge decisions or raise complaints on all such matters. This chapter also includes details of disagreement resolution arrangements, mediation and appealing to the SEND Tribunal that have been described in this section. You can also contact your authority's Information, advice and support service for help and look at your authority's Local Offer (see section in this guide, The Local Offer).

This plan is written in association with and should be read in conjunction with other relevant documents including:

- Accessibility Plan
- SEN Policy
- Equal Opportunities Policy
- School Evaluation and Development Plans
- Health & Safety Policy
- Fire Evacuation Procedures
- Transition Policy