



SEN information report

Date: October 2016

Link to SEN Policy: <http://rtsharrogate.com/>

Our Aims at Richard Taylor School are....

- To expect good behaviour, courtesy, mutual respect and consideration for others within and beyond the school environment.
- To provide a broad, balanced and challenging curriculum appropriate to the needs of each child.
- To nurture happy well-balanced individuals with alert and enquiring minds, self-respect and self-discipline.
- To ensure that all that we say and do in our daily lives reflects our Christian values.
- To develop purposeful links between children, staff, governors, parents, the local community and the wider world.
- To encourage, reward and celebrate the individual strengths and achievements of all members of the school community.
- To ensure that all pupils and adults feel valued and supported.

The Values that we promote at Richard Taylor School are....

Friendship, Trust, Respect, Determination, Sportsmanship, Peace, Forgiveness, Responsibility and Service.



	North Yorkshire LA expectation of good practice	School offer
<p>Universal Provision</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.</p>	<p><i>All staff at RTS are committed to providing quality first teaching so that all children can make good progress with their learning; achieving their full potential. The effective monitoring of teaching continues to show all teaching within school is at least good and in many cases outstanding. Lessons are carefully differentiated to meet the needs of all children. Staff use a variety of teaching styles and resources in lessons to support children's learning. Provision maps are used to record the range of strategies and interventions used to meet the needs of individual children. Dr J Johnson is the school's named SEN governor; she meets regularly with the school's SENCo and provides update reports at full governor meetings on provision for SEN within school.</i></p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> <i>• Approaches the teaching/ learning and development of children and young people with special educational needs;</i> <i>• Adapts the curriculum/provision and additional learning support available to children and young people with special educational needs;</i> <i>• Supports and improves the emotional and social development of children and young people with special educational need.</i> 		
<p>Recording Provision,</p>	<p>Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-</p> <ul style="list-style-type: none"> • details of any strategies being used to support your child in class; • details of any extra support or interventions for your child • your child's learning targets; • the next date when your child's progress will be reviewed. 	<p><i>Children who have been identified as needing some additional support will have their targets recorded. At RTS we use the following tools to record interventions and support:</i></p> <ul style="list-style-type: none"> <i>• Inclusion Passports.</i> <i>• Record of Intervention Forms</i> <i>• Class Provision Maps</i> <i>• Individual Provision Maps</i> <p><i>Records of intervention and provision and reviewed termly and adapted if required to ensure that they accurately meet the needs of children.</i></p>

Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Identifies the particular special educational needs of a child or young person;*

<p>Interventions</p>	<p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress. 	<p><i>At RTS we are able to offer a wide variety of interventions to support the needs of all children. Interventions are carefully monitored on a termly basis in order to ensure that they have an impact on pupils learning. Staff receive regular training and support provided by a number of different agencies. All interventions are recorded on class provision maps and a whole school intervention map both are reviewed on a termly basis.</i></p>
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Secures the services, provision and equipment required by children and young people with special educational needs;*

<p>Extra Adult Support</p>	<p>There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.</p>	<p><i>RTS has a large number of highly skilled teaching assistants who support both individuals and groups of children. At certain times children may need a high level of individual support; however our aim is always to help children to become independent learners. Staff receive regular training in areas of SEND.</i></p>
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Secures the additional learning support available to children and young people with special educational needs;*

<p>Expected progress</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress with National Curriculum levels.</p>	<p><i>Intervention strategies use smart targets to assess the progress of pupils over the length of the intervention.</i></p> <p>PIVOTS 'P Scales' are occasionally used to monitor the progress of pupils with SEND. This allows staff to record steps of progression at a more detailed level.</p> <p><i>Currently all schools nationally are in the process of reviewing frameworks for assessment in light of the changes made to the national curriculum. The progress of pupils with identified SEND will continue to be monitored against national expectation. RTS currently measures progress using an average points score system.</i></p> <p><i>Not all children are able to achieve national expectations. Additional support may be needed to help a child make progress.</i></p> <p><i>The progress of all children is monitored on a regular basis as part of an established whole school framework.</i></p> <p><i>You will have the opportunity to discuss your child's progress at the parent consultation meetings and at review meetings where required. Staff is always available to discuss the concerns of any parents regarding their child's progress.</i></p>
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- Monitors the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;*
- Monitors and evaluates the effectiveness of special educational provision, including information about how children, their parents and young people will take part in any assessment and evaluation;*

<p>Inclusion Quality Mark</p>	<p>Many North Yorkshire schools have used our Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefiting different groups of learners, and how their outcomes are improving as a result of their work. A full list of North Yorkshire schools currently holding the IQM is available.</p> <p>Schools who do not hold the IQM should demonstrate their commitment to Equality in line with the Equality Act 2010 and in line with their school's aims and vision statement.</p>	<p><i>The school currently holds the IQM at level 4 (enhancing Inclusion) The school is due to undertake a full review of inclusive practice against the new IQM framework in Autumn 2014.</i></p>
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Supports children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;*
- *Makes activities available for children and young people with special educational needs in addition to the curriculum;*
- *Ensures facilities that are available can be accessed by children and young people with special educational needs;*

<p>Support from other agencies</p>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p>	<p><i>At times it is useful for the school to request additional support from outside agencies.</i></p> <p><i>RTS has established excellent relationships with professionals from the following agencies.</i></p> <ul style="list-style-type: none"> • <i>Early Years Advisory Service</i> • <i>Educational psychologist</i> • <i>School Nurse and Health Visitors</i> • <i>Educational Social Worker</i> • <i>Sensory, Physical and Medical Teaching Team</i> • <i>Speech and Language Therapist</i> • <i>Physiotherapist</i> • <i>Occupational Therapists</i> • <i>Pediatrician</i> • <i>EMS schools for communication and interaction, Specific learning difficulties and Behaviour, Emotional and Social</i>
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		<p><i>difficulties.</i></p> <ul style="list-style-type: none">• <i>ASCROSS – Autistic Spectrum Condition Outreach Service</i>• <i>Severe Learning Difficulties team</i>• <i>Young Carers</i>• <i>Youth Support</i> <p><i>Professionals from all of the above agencies regularly support staff and children in school.</i></p> <p><i>The school would only contact an outside agency following a discussion with parents.</i></p> <p><i>If a number of agencies are involved with a child a CAF (common assessment framework) meeting would be used to coordinate the input of all professionals.</i></p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none">• <i>Secures the additional learning support available to children and young people with special educational needs</i>		

<p>On-going communication with parents</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. You should be informed about the National Curriculum levels at which your child is working. If you are not sure what these mean, don't be afraid to ask. On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • more regular meetings to update you on your child's progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child's learning at home. 	<p><i>Regular contact with parents is really important for all children with SEND.</i></p> <p><i>All parents have a wide number of opportunities to discuss their child's progress as outlined in the 'expected progress' section of this document.</i></p> <p><i>For some children regular communication takes place on a daily basis through the use of a home school book or contact with a member of staff before and or after school.</i></p> <p><i>The schools policy for SEND, which can be found on the school website, outlines the framework for identifying pupils with additional needs.</i></p>
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Consults and works in partnership with parents of children with special educational needs and with young people with special educational needs;*

<p>Inclusion Passport</p>	<p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>	<p><i>At RTS inclusion passports and individual provision maps are used for some children in order to summarise the support which has been provided for a child over a period of time. The documentation also highlights individual strengths and achievements and notes strategies which do not work. It will also note the differences which particular support strategies have made to the child's learning and progress.</i></p>
<p>Parent Partnership</p>	<p>A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p>	<p><i>The Parent Partnership Coordinator is available to offer advice, listen to worries of concerns, offer home visits, attend review meetings or support transition to a new school. Their advice is impartial and can be provided in the home setting. At RTS the Parent Partnership Coordinator is Judith Edney; she can be contacted on 0845 0349469.</i></p>
<p>Statutory Assessment</p>	<p>For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or a Parent Partnership Co-coordinator can talk to you about this in more detail.</p>	<p><i>If a child does not make progress despite receiving additional support in school and from external agencies an education health care plan will be requested in consultation with parents and other agencies. This is in order to provide the long term support that a child may need. This framework has replaced the old system of statutory assessments from September 2014. All pupils currently holding a statement will be reviewed using the new framework over a three year period. As part of the process of building a case for an education health care plan staff may complete a common assessment of need review (CANDO) the school currently has three members of staff licensed to carry out these reviews. Each CANDO assessment will completed in consultation with parents, teachers and outside agencies.</i></p>

<p>Key contacts</p>	<p>All mainstream schools have a SENCo. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.</p>	<p><i>At RTS we operate an open door policy. Parents and carers are encouraged to speak with the class teacher about any concerns which they might have. They will be able to discuss and support which your child is receiving.</i></p> <p><i>If you wish to discuss your child's needs please contact the SENCo who will be able to talk about how RTS can support children with SEND</i></p> <p><i>Key Contacts:</i></p> <ul style="list-style-type: none">• SENCo Mrs L Heard.• KS2 SENCo Support Mrs E Crisell.• Headteacher Mr A Symonds• SEN Governor Dr J Johnson. <p>You can contact any of the above via the school on 01423 563078.</p>
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