

## The Boyle and Petyt School SEN Information Report

### **Draft Code of Practice 6.74**

'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'. The questions which need to be covered are included in the following proforma in italics. In order to be legally compliant, these must all be answered by the school.

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.

Schools should also make data on the levels and type of need within the school available **to the local authority**. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the school census, is also required to produce the national SEN Information report.

The Local Offer is now available on-line, and can be accessed via the following link:

<http://www.northyorks.gov.uk/article/26715/Special-educational-needs---local-offer>

	<b>The Boyle and Petyt School SEN information report 2015-2016</b>
<b>North Yorkshire LA expectation of good practice</b>	<b>School offer:</b>
<p><b>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</b>  <i>Identify the particular special educational needs of a child or young person;</i></p>	<p>The Boyle and Petyt School identifies students with SEND through:</p> <ul style="list-style-type: none"> <li>• Liaison with feeder schools during transition periods/ liaison with previous schools/ Early Years Providers.</li> <li>• Student data tracking in line with school policy.</li> <li>• Concerns raised by subject/class teacher including behaviour difficulties or self-esteem affecting performance.</li> <li>• Concerns raised by parents/carers.</li> <li>• Through liaison and collaborative working with external agencies e.g. vision services, hearing services, speech and language therapy, educational psychologist, consultant paediatrician following diagnosis. Reports from professionals may identify individual needs and therefore support in planning appropriately to meet needs. School have strong, established links with all services and regularly review student/pupils needs in school to address needs and make appropriate provision e.g. recommendations made for visually impaired individuals, hearing impaired individuals or pupils with communication difficulties are shared with staff and any need for additional resources are sought as appropriate.</li> <li>• Ongoing observations and baseline assessments linked to the development matters ages and stages of development.</li> <li>• Liaison with identified key worker as appropriate having established strong relationships involving parents/carers to enable sharing of information.</li> <li>• Through discussions with the SENCo, Headteacher, subject teacher/class teacher. The SENCo can offer advice and support. The SENCo can liaise with other professionals to seek further support in identifying individual needs where necessary.</li> </ul>
<p><i>Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs;</i></p>	<ul style="list-style-type: none"> <li>• THE BOYLE AND PETYT SCHOOL will endeavour to develop positive links between home/school, we will listen to you as well as your child.</li> <li>• The first point of contact is your child's class teacher. The Headteacher and SENCo are always available for further support, advice and guidance.</li> <li>• We have positive, open means of communication through the 'open door' policy and email and</li> </ul>

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	<p>telephone contact is welcomed. Some pupils who need more detailed or discreet information use a home/school diary which supports daily communication and allows any areas of need to be addressed promptly.</p> <ul style="list-style-type: none"> <li>• School provide regular opportunities to liaise with teachers, SENCo on parents evenings, during Annual Reviews, or indeed as necessary.</li> <li>• School are able to signpost parents/carers to support sources and other professionals if needed e.g. Parent Partnership.</li> <li>• Our SENCo will support any necessary referrals to specialist outreach services following parent/carer permission e.g. Autism Support Community Outreach Service, EMS Services.</li> <li>• Our school has a fully accessible website with links to various sources of information including the complaints procedure if parents/carers are unhappy with any aspect of provision or practice.</li> </ul>
<i>Securing the services, provision and equipment required by children and young people with special educational needs;</i>	<ul style="list-style-type: none"> <li>• Our Headteacher and SENCo oversee all aspects of support, provision and progress of pupils with SEND or individuals requiring additional support.</li> <li>• Class teachers oversee, plan and work with all pupils to ensure progress is made. Where deemed appropriate, TAs may work with individual pupils or groups of students. This will be following discussion with parents/carers, teacher and SENCo whereby strategies, interventions, learning targets and will be identified and review of progress and timescales will be set..</li> <li>• Our SENCo will liaise with external agencies to ensure appropriate and effective provision is made.</li> <li>• With permission documents and reports will be shared with relevant staff in order to provide appropriate provision.</li> <li>• School will record provision which may include using: - Inclusion Passports, Individual provision maps, Individual Education Plans and provision will be reviewed at regular intervals.</li> <li>• All staff will take part in training as necessary and identified by Headteacher, SENCo in order to meet the needs of pupils.</li> </ul>
<i>Supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;</i>	<ul style="list-style-type: none"> <li>• Pupils at THE BOYLE AND PETYT SCHOOL are always at the centre of any planning and we endeavour to work closely with parents/carers to ensure the best outcomes for all.</li> <li>• Our school SENCo supports and oversees transition from Primary schools through to Secondary Phase. The SENCo and headteacher liaise with secondaries, pre-school and nurseries to ensure they are familiar with all needs.</li> <li>• Pupils identified with additional needs are offered enhanced transition visits in order to make the</li> </ul>

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	<p>process as smooth as possible which hopefully alleviates student and parental anxieties.</p> <ul style="list-style-type: none"> <li>• Transition planning meetings are held for pupils identified with additional needs whereby supporting information is shared in order to address any possible difficulties prior to the move.</li> </ul>
<i>The [school/setting's] approach to teaching/ learning and development of children and young people with special educational needs;</i>	<ul style="list-style-type: none"> <li>• All students have a right to access a broad and balanced curriculum. (Universal Provision)</li> <li>• School will ensure all lessons are delivered and differentiated according to individual's level of functioning, in that pupils can access the curriculum according to their specific needs.</li> <li>• Staff are knowledgeable and experienced and are therefore adept at identifying and applying different approaches to learning.</li> <li>• Staff are fully informed of ongoing need for change by SENCo following advice and guidance from parents/carers and other professionals.</li> <li>• Students will have access to additional resources as appropriate e.g. visual aids</li> <li>• Pupils identified with additional needs will have access to Wave 2 and Wave 3 Interventions as deemed appropriate in liaison with parents/carers, SENCo, teachers, external agencies, and Headteacher. School use a range of evidence based interventions to support pupils to make better progress. Any interventions are structured learning programmes usually delivered by well-trained TAs and will be monitored closely to ensure accelerated progress is being made. Interventions are timely in order to have maximum impact.</li> </ul>
<i>How [the school/setting] adapt the curriculum/provision and additional learning support available to children and young people with special educational needs;</i>	<ul style="list-style-type: none"> <li>• School has a range of expertise, specialist knowledge to draw on through various members of staff: Teachers and Teaching Assistants from within school and the Upper Wharfedale Cluster of Schools.</li> <li>• Our TAs are competent using specialist knowledge to differentiate the curriculum, adapt and modify resources etc according to need.</li> <li>• Our HLTAs and ATAs are adept at delivering specialist, specific interventions as identified through liaison and tracking in collaboration with subject/class teacher, SENCo, External Agencies, and parents/carers.</li> </ul>
<i>The additional learning support available to children and young people with special educational needs;</i>	<ul style="list-style-type: none"> <li>• School aim to meet the needs of all pupils through delegated funding.</li> <li>• School source additional and complex funding needs through the Local Authority.</li> <li>• School have extended and positive links with all external agencies and are confident that all support, advice and guidance is accessible for all.</li> </ul>

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	<ul style="list-style-type: none"> <li>• School may use a range of interventions to support pupils to make progress. School ensure that these are structured learning programmes delivered by TAs and SENCo which are measured, reviewed and evaluated.</li> </ul>
<p><i>How 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;</i></p>	<ul style="list-style-type: none"> <li>• At THE BOYLE AND PETYT SCHOOL our class teachers oversee all aspects of the curriculum and are accountable to ensure that all students are supported to meet their potential but more importantly enabled to meet their potential.</li> <li>• Pupils are monitored through data tracking which takes place x3 time per year alongside teacher assessments. All pupils with SEND should make at least expected progress, in line with their peers.</li> <li>• Any interventions are monitored from entry to exit, and will be time limited to ensure targeted support, fidelity of programmes and impact measured to demonstrate gaps identified are narrowed and or individuals are making progress in line with National Curriculum expectations.</li> <li>• Parents/carers will be invited to attend parents evenings to discuss their child's progress, any documents to demonstrate intervention, progress, impact, engagement and collaborative working etc e.g. Inclusion passport, Individual Provision Map, IEP's will be shared with parents/carers as appropriate.</li> <li>• For pupils with a Statement of Educational Needs or Education Health and Care Plan there will be further opportunity to discuss your child's progress and provision formally through the Annual Review Process.</li> <li>• School has an open door approach and welcome parental contact to further arrange additional times to discuss any concerns in more detail.</li> <li>• School seek to collect feedback from pupils, teachers and parents in order to inform future practice.</li> <li>• School reports are issued in the summer term time per year and targets are set and reviewed collectively.</li> </ul>
<p><i>How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation;</i></p>	<ul style="list-style-type: none"> <li>• Our school will measure student/pupil progress against National expectations and age related expectations to aid identification of any additional learning needs.</li> <li>• Our class teachers will continually assess pupils hence identifying need for further support and or intervention.</li> <li>• Pupils may also be identified through review meetings with teachers, SENCo, Headteacher and parents/carers will be kept informed as necessary.</li> <li>• Impact of interventions will be monitored, reviewed and evaluate to ensure they are effective which</li> </ul>

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	<p>will then inform future planning.</p> <ul style="list-style-type: none"> <li>• Students will be monitored and tracked using data on entry to our school which may identify the need for additional and different support.</li> <li>• The Boyle and Petyt School is proud to have successfully gained the Inclusion Quality Mark which demonstrates how successfully we include learners, including those with SEND which we seek to hold again in 2016. School also have the Single Equality Plan in place to ensure our commitment to Equality in line with the Equality Act 2010.</li> <li>• Pupils and parents/carers have opportunity to evaluate any interventions they have been involved in, through completing questionnaires.</li> </ul>
<i>How facilities that are available can be accessed by children and young people with special educational needs;</i>	<ul style="list-style-type: none"> <li>• With support of staff, pupils will have full access to additional resources in order to have full access the curriculum to support learning. Resources will be identified through close liaison with all professionals and with the support of parents/carers.</li> <li>• Where necessary staff will be trained in the use of any specialist equipment/resources as appropriate.</li> <li>• Our school aims to be communication and dyslexia friendly.</li> <li>• Our school is wheelchair accessible. To support this we are on one site and one level.</li> <li>• Pupils have full access to disabled toilets.</li> <li>• We seek advice and guidance from specialist advisors if additional and specific equipment is deemed appropriate e.g. Sensory, Physical, and Medical Team.</li> </ul>
<i>What activities are available for children and young people with special educational needs in addition to the curriculum;</i>	<ul style="list-style-type: none"> <li>• School offers a wide range of extracurricular activities with a focus on inclusion. Activities may be supported or unsupported depending on need e.g. sport club, choir, art club, maths club and whole school team sports etc. Activities may vary depending on staff availability, interests etc.</li> <li>• Our aim is to include all pupils in activities including school trips and residential visits.</li> </ul>

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<p><i>What support is available for children and young people with special educational needs;</i></p>	<ul style="list-style-type: none"> <li>• Pupils will have access to in class support from learning support assistants/teaching assistants following the direction of the subject teacher and or SENCo. Pupils receive Quality First Teaching within the classroom, Universal provision for all which supports inclusion. The aim is to support all pupils independence in the classroom.</li> <li>• We have a supportive named SEN Governor who holds us to account for making good provision for pupils with additional needs, SEND.</li> <li>• Following close liaison, identified students may have access to Teaching Assistants to deliver targeted intervention programmes. These interventions are time limited in order to gain maximum impact.</li> <li>• Pupils will have access to a wider team of professionals as appropriate e.g. Speech and Language (SaLT), Vision Impairment Service (VI), Hearing Impairment Service (HI), Educational Psychologist, Autism Support Community Outreach Services (ASCROSS), EMS, Specific Learning Difficulties, EMS, Communication and Interaction, School Nurse etc. This will be through consultation and a referral process.</li> <li>• Students have access to a range of resources to support their independent learning as appropriate.</li> </ul>
<p><i>How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people; and</i></p>	<ul style="list-style-type: none"> <li>• School promote and actively encourage Continuous Professional Development (CPD) for all staff including accredited courses by external providers.</li> <li>• All staff have regular access to inset training provided internally by the SENCo and headteacher, but also external agencies in order to meet student/pupil needs.</li> <li>• There is a minimum requirement that all staff have a CRB in place and training in Safeguarding is mandatory.</li> </ul>

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<p><i>How the emotional and social development of children and young people with special educational needs will be supported and improved.</i></p>	<ul style="list-style-type: none"> <li>• Our school has a strong pastoral ethos and we pride ourselves on being an inclusive school that celebrate and welcome diversity.</li> <li>• The class teacher is the first point of contact and has first responsibility for pastoral care.</li> <li>• Our SENCo is available for further support, advice and guidance. If then further advice is needed this can be sought through our strong links with Health, Social Care, Behaviour Support etc. This links with support available from Outreach Services.</li> <li>• Our school has a strong Governing Body who are fully supportive of school and ensure school are held to account in order to move the school forward in a positive way.</li> <li>• Behaviour and Attendance is monitored by the headteacher and every effort is made to support 100% attendance.</li> <li>• We regularly seek parent/carer and pupil views in order to inform and further develop good practice.</li> <li>• We feel that we address any concerns in a prompt, fair and timely manner which continues to strengthen our relationships with parents/carers and the wider community.</li> <li>• Pupils are actively involved in their target setting and know how to achieve said targets.</li> <li>• Our SENCo is a fully experienced and qualified SENCo who is at the heart of our school.</li> <li>• Our school website is accessible to all and is user friendly with lots of useful links, helpful information and publishes all necessary policies. The site is regularly reviewed and updated.</li> </ul>
<b>Parent Partnership</b>	

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<p>A Parent Partnership Co-ordinator can be contacted through North Yorkshire Education Offices on 0845 034 9469. The advisors can offer impartial advice and support which could include a home visit to listen to any concerns you may have, or attend meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p>	
<p><b>Statutory Assessment/ Education, Health and Care Plan</b></p> <p>For a very few children more help will be needed than is normally available through the school's own resources. School, parents and other agencies may decide that it is necessary to request additional assessment through the Local Authority. School can talk to you about this in more detail.</p>	
<p><b>Key Contacts</b></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 school is providing to meet their needs, and what expectations the school has for your child's progress.</p>	<ul style="list-style-type: none"> <li>• Mrs I M Addy- Headteacher</li> <li>• Mrs R Jenkinson - SENCo</li> </ul>