



Cayton School

Learn from yesterday, seek today and aim for tomorrow

Cayton 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 North Yorkshire local offer can be found at:

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

Cayton School SEN information report Date: May 2021		
	North Yorkshire LA expectation of good practice	School offer
Universal Provision	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>7. All school staff work very hard to ensure children with SEND make good progress in every area of development. This was a strength of the school in the Sept 2015 OFSTED report “Disabled students and those with special educational needs make good progress from their starting point.” and again in October 2019 “Pupils who fall behind or have specific needs receive extra support to help them catch up. This is often through working on pupils’ difficulties with language and communication”</p> <p>7. Teaching and learning match the needs of all pupils, including those with SEND. Children are challenged daily in phonics (KS1), guided reading (KS1 and KS2) and using differentiated in-class number work. This means they can make good progress from individual starting points OFSTED Oct 2019 Classrooms are calm and well organised. Pupils say they enjoy learning because they get lots of help and support from their teachers and teaching assistants.</p> <p>8. Table top aids are found in classrooms. These may include word banks (which can be individual or group), alphabet strips or number squares or times table facts, Numicon or additional hands on maths equipment for children to use. Age related</p>

		<p>targets for both Maths and English show each child's expected outcomes, which they will need to reach by the end of the year. Topic word banks are displayed in class or in children's books to be referred to when needed. Classrooms have Maths and English working walls which pupils can use each day.</p> <p>The named governor with responsibility for pupils with SEND is Mrs Carol Tindall.</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"> • Approaches the teaching/ learning and development of children and young people with special educational needs; • Adapts the curriculum/provision and additional learning support available to children and young people with special educational needs; • Supports and improves the emotional and social development of children and young people with special educational need. 		
<p>Recording Provision</p>	<p>Where the school feels that something additional or different is needed to support your child because they are having some difficulties, they will discuss this carefully with you. Information will be recorded in a document for you and your child.</p> <ul style="list-style-type: none"> • details of any strategies being used to support your child in class; • details of any extra in school support or interventions for your child • possibly some short term targets; • agree a date when your child's progress will be reviewed. 	<p>3. Parents are welcome any time to contact school to ask for a meeting if they have concerns about their child's progress or needs in school. A meeting with the class teacher will quickly be set up. In-school concerns which teachers have about a child's progress or a particular difficulty are acted upon swiftly by contacting parents to speak about this.</p> <p>"Good communication with staff, parents and pupils allows accurate bespoke planning and support packages to be put in place" OFSTED Sept 2015</p> <p>Background details are shared so all information about the pupil is put together. If medical checks are needed they can also be discussed. Parents may be asked to follow this up if a referral to a GP is needed. e.g. hearing / sight / speech</p> <p>This information will be recorded briefly on a Short notes and concerns sheet some actions may be agreed or extra support in class for short time may be decided upon. A date for a further meeting will be agreed School keeps a record of all meetings and discussions with parents / carers on CPOMS.</p> <p>Information about a child can also of course be shared as your</p>

		<p>child joins the school or at one of the regular Parent's Evenings.</p> <p>4. The young person may be asked for their feelings, things they are good at, things they would like to do better, things they like and things that make them sad This can be done in different ways to match individual needs, including using pictures for children who struggle with language or communication. We call this a Pupil voice.</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"> 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>10. All interventions used in school are evidence based. They are monitored and evaluated regularly, usually termly, to see if progress has been made by children working on them. This was noted in the OFSTED report (Sept 2015) “Disabled pupils and those with special educational needs make good progress from their starting points.”</p> <p>1 / 12 We use interventions to give support in Maths, English, speech and language or with pastoral or well-being needs which may present in challenging behaviour.</p> <p>9 Adults who deliver these have undertaken training in specific programmes to be sure they are delivered correctly. Parents are informed which adults will be leading an intervention group and know when and for how long the sessions will take place. Some baseline assessment e.g. a reading age, check of current phonic knowledge, notes of behaviour we are seeing or possibly current standardised scores will be done before starting the programmes and checked again at the end to show if the programme has supported children to make measurable and hopefully accelerated progress.</p> <p>OFSTED Oct 2019 found Pupils who behind or have specific</p>

		<p>needs receive extra support to help them catch up</p> <p>3 / 5. If, despite high quality teaching and actions on the concerns sheet being put in place there are still worries, the class teacher will consider creating an Assess Plan Do Review Plan for that child. Parents/ carers are invited to talk about this support and give their suggestions for things to add to the plan. They will be informed that at this stage their child will be placed on the SEND register.</p> <p>These support plans are reviewed each term and the next steps agreed, but support plans can be reviewed in less than a term if the child's needs change or accelerate significantly.</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 services, provision and equipment required by children and young people with special educational needs;</i> 		
<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>As well as using specific interventions, school supports identified children working on class based activities in a small group. This support aims to narrow the gap in an identified area, using additional support as catch up which helps build children's independence in lessons. We run these groups by extending adult support in reading, phonics and number work, carefully selecting and setting up named children who will have regular small group help for a short time.</p> <p>5. Small group support is monitored in the same way as interventions, with a starting point and end assessment score so we can clearly see if the children involved have made progress. OFSTED Sept 2015 “Because of these effective actions, gaps for pupils with SEN are closing in Key Stages 1 and 2.”</p> <p>8. High need children (usually those with EHCP's) may have</p>

		<p>some personalised support as needed so they can access the curriculum and are able to work on specific individual programmes suggested by external services. This support whenever possible has the children in a small group, rather than one to one. We feel is vital to maintain their social integration in the class. These children generally also have provision in place which gives them chance to work independently for at least for part of the school day</p> <p>“Disabled pupils and those with special educational needs are well supported by experienced staff” OFSTED Sept 2015</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>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>4. We track the progress of children in school with SEND to see that this continues to move in line with or is better than that of their peers. OFSTED report Sept 2015 “Disabled pupils and those with special educational needs make good progress from their starting points. Additional support is skilfully targeted and helps them catch up. By the time they reach Key Stage 2 many of these pupils are matching or exceeding the progress of their peers.”All children with SEND in school are monitored in whole class assessments, in intervention groups or small group support which they receive and sometimes also individually (for Assess Plan Do Review meetings or Annual reviews) In this way school can ensure that they make the expected good progress.</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>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;</i> • <i>Monitors and evaluates the effectiveness of special educational provision, including information about how children, their parents and young</i> 		

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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>11. We provide access to all activities and parts of the curriculum for all pupils. Children with SEND are supported to take part in <u>all</u> off site visits, after school clubs and residential courses which are carefully adapted to allow access for any pupil whatever their needs. School SLT monitor attendance in clubs of pupil premium and SEND children to see access to them for these pupils is happening. OFSTED Oct 2019 found Leaders make sure that pupils can attend an interesting range of after-school clubs.</p> <p>6. We have excellent links with feeder Secondary Schools and work together to make transfer at the end of Year 6 positive for all pupils. We set up additional visits to the schools and inform parents of any Secondary School's additional activities or events for Year 6 leavers. We have access to IES agency transition packs to support individual pupils if needed. OFSTED Oct 2019 Pupils are well prepared for their next school when they leave. Within school transition from class to class is carefully planned by every class teacher with chances to visit the next class and spend time with the new teacher. This is especially important</p>
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		<p>when children move from KS1 to KS2. SLT support this by funding supply cover so class teachers can hold face to face handover of information meetings each July. Children with known anxiety, sensory or ASD needs are offered more transition visits to their new class.</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>13. We work regularly and closely with a range of outside agencies to access specialist support for our children with SEND. We have support in school from</p> <ul style="list-style-type: none"> . NHS services OT/ physio / continence support / school nurse . Speech and Language service (SALT) NHS but also including on-site Chatterbugs SALT therapist working in school . Educational Psychologist as needed . IES Hub support teams eg Cognition and Learning/ Communication and Interaction/ SEMH and others . Children are referred to the Retreat in York for ASD assessments and support <p>Sept 2015 OFSTED “Strong links with parents and specialists mean that progress is good and needs are met.”</p> <ul style="list-style-type: none"> . School nurses also help to monitor health care plans and keep staff medical training up to date. . Social services and family support workers support some children and their families in school. <p>Staff work well with external agencies to keep pupils' safe OFSTED Oct 2019</p> <p>9. These agencies provide training for school staff, either whole</p>
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		<p>school or training in using specific programmes to support identified pupils so they can be delivered to them in school.</p> <p>12. As well as this school has a Pastoral teacher Mrs Lynn Wilson who has time each week to work with children who are experiencing emotional and social difficulties. A dedicated 'Nurture Room' is being developed.</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.</p> <p>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.</p> <p>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 	<p>4. We work all the time alongside parents of <u>ALL</u> children in school, Meeting with parents is key if children are working on interventions or with outside agencies. For these families, meetings are held regularly to make sure that progress and targets are discussed by everyone.</p> <p>This is done at parents evenings, in termly Assess Plan Do review meetings, or by phone. School also now have a system Dojo which means private messages can be sent to all parents or which they can use to message school.</p> <p>“Strong links with parents and specialists mean that progress is good and needs are met.” OFSTED Sept 2015</p> <p>Mrs Lynn Wilson is also available to meet and talk to parents, seek to support their needs or discuss any concerns which they may have.</p> <p>3. We operate an open door policy where all parents can call to ask for a meeting to discuss their child or anything they wish to know about support which school is putting in place, with any of the staff.</p>

	<p>progress and whether the support is working</p> <ul style="list-style-type: none"> • clear information about the impact of any interventions • guidance for you to support your child’s learning at home. 	
<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>Consults and works in partnership with parents of children with special educational needs and with young people with special educational needs;</i> 		
Inclusion Passport	<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>4. Various child friendly Inclusion passports may be used for certain children especially around transfer to secondary settings</p> <p>8. Recently SEN Chronology forms have been introduced in school by SENCo’s and class teachers for some children. These list interventions worked on over time and outline all changes and adaptations school has made to assist a child in accessing the curriculum. These are usually in place for high needs children and are part of the information needed to ask for an EHCP.</p>
Parent Partnership	<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>3. We inform parents of the services of the Parent Partnership service so they can have access if needed to their impartial support and the range of good advice which they can offer. Parents are given a contact number for this service and can make direct contact in this way.</p>
Statutory	<p>For a very few children more help will be needed than is normally available through the school’s own resources.</p> <p>Schools, parents and other agencies may decide that it is</p>	<p>13. School works with outside agencies and North Yorkshire County Council to seek additional support through EHCP’s for a small number of high needs pupils.</p> <p>9. SENDCo Lyn Powell attended consultation meetings in</p>

Assessment	necessary to request a statutory assessment through the local authority. Your school or a Parent Partnership Co-ordinator can talk to you about this in more detail.	completing the new EHCAR form using a banding system to identify specific needs for these children. Successful EHCAR requests have recently been made in this way for children in school.
Key contacts	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.	2.The school SENDCo's are Mrs Becky Wood /Mrs Lyn Powell
Complaints		14. Cayton School has a clear system for dealing with complaints from the parents of children with SEN, which is outlined in its complaints policy. The numbers 1 to 14 which appear in this document refer to the 14 point list for publishing SEN information in an SEN report as outlined in 6.79 of the Code of Practice.

Publishing Information: SEN Information Report 6.79 CoP

- 1 the kinds of SEN that are provided for
- 2 policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- 3 *arrangements for consulting parents of children with SEN and involving them in their child's education
- 4 *arrangements for consulting young people with SEN and involving them in their education
- 5 *arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

- 6 *arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- 7 *the approach to teaching children and young people with SEN
- 8 *how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- 9 *the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- 10 *evaluating the effectiveness of the provision made for children and young people with SEN
- 11 *how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- 12 *support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- 13 *how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- 14 *arrangements for handling complaints from parents of children with SEN about the provision made at the school