



SEN Information Report

Person Responsible:	Mrs H Mukherjee	Frequency of Review:	1 Year
Authorisation By:	Governors	Notice Date:	21/10/2019
Authorisation Date:	20/11/2018	Review Due By:	21/11/2019

1 Introduction

“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”. (Code of Practice 6.79)

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.

The North Yorkshire local offer can be found at <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>.

2 What kinds of SEN are provided for at Upper Wharfedale School?

Upper Wharfedale School’s Special Needs Register is a record of all students who receive additional support in the following four areas:

- Cognition and Learning
- Communication and Interaction
- Social, mental and emotional health
- Sensory and/or physical

3 What policies are used for identifying children and young people with SEN?

We recognise that many students may have additional educational needs at some point during their school life and the following school policies reinforce the need for teaching to be fully inclusive:

- SEN Policy
- Positive Attitude to Learning (Behaviour) Policy
- Child Protection Policy
- Learning and Teaching Policy
- Examinations Policy
- Equality Scheme (Accessibility Plan)

4 How UWS identifies students with SEN

- Liaison with feeder schools during transition periods/ liaison with previous schools.
- Student data tracking in line with school policy.
- Concerns raised by subject/class teacher including behaviour difficulties or self-esteem affecting performance.
- Concerns raised by parents/carers.
- Through liaison and collaborative working with external agencies e.g. vision support services, hearing support 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 students/pupils with language and communication difficulties are shared with staff and any need for additional resources are sought as appropriate.
- Ongoing observations and baseline assessments linked to the development matters ages and stages of development.
- Liaison with identified key worker as appropriate having established strong working relationships involving parents/carers to enable sharing of information.
- Through discussions with the SENCo, Inclusion Coordinator, Headteacher, subject teacher/class teacher. The SENCo / Inclusion Coordinator can offer advice and support. The SENCo / Inclusion Coordinator can liaise with other professionals to seek further support in identifying individual needs where necessary.

The SENCo is Mrs H Mukherjee: hmukherjee@uws.n-yorks.sch.uk

The Inclusion Coordinator is Mrs J Laidler-Smith: jlaidler-smith@uws.n-yorks.sch.uk

Both can be reached on 01756 752215.

5 What are the arrangements for consulting with parents of children with SEN and involving them in their child's education?

Upper Wharfedale School will endeavour to develop positive links between home/school, we will listen to you as well as your child.

The first point of contact is your child's form tutor/class teacher. The Assistant Headteacher of Student Support and or SENCo/ Inclusion Coordinator as well as subject/class teachers are always available for further support, advice and guidance. Our Headteacher is the next point of contact. School photo boards enable parents/carers to identify Key people in school.

We have positive, open means of communication through the student planner, email and telephone contact is welcomed. Some students/pupils who need more detailed or discreet information use the home/school diary which supports daily communication and allows any areas of need to be addressed promptly.

School provide regular opportunities to liaise with teachers, Assistant Headteacher of Student Support, SENCo/ Inclusion Coordinator on parent evenings as identified on the school calendar, during Annual Reviews, or indeed as arranged.

School are able to signpost parents/carers to support sources and other professionals if needed e.g. Parent Partnership, now known as SEND information, advice and support service (SENDIASS).

Our Inclusion Coordinator will support any necessary referrals to specialist outreach services following parent/carer discussion and consent e.g. Inclusive Education Service and Craven Prevention Service etc.

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.

6 What are the arrangements to consult with young people with SEN and how do we involve them in their education?

All students who have been identified as having SEN will be fully involved in regular learning conversations on how best school can meet their individual needs. From the information gathered the SEN team may compile an Individual Learning Passport with achievable targets which will be regularly reviewed and updated. The student will be given a copy of the Passport and parents will be informed when these are reviewed and updated.

If it is felt necessary that a student requires intervention in a specific area, the SENCo/ Inclusion Coordinator will discuss with the student what aspects of their education have been identified as a concern. Together an action plan or provision will be agreed and regularly monitored.

Teachers ensure that students are aware of their target grade for each subject, which will be closely monitored throughout the year during the termly progress review cycle. If a child is falling below target, discussions via the class teacher and student will take place to arrange the best strategies/support to suit the student in order to make the necessary progress. All teachers follow the school marking policy, allowing students to check their own progress and have guidance and advice on how to improve their work.

7 What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

At UWS our Curriculum leaders 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.

Students are monitored through data tracking which takes place twice a year alongside teacher assessments. All students with SEND should make at least expected progress, in line with their peers.

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.

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. Individual Provision Map or action plan will be shared with parents/carers as appropriate.

For students/pupils with an Education Health and Care Plan there will be further opportunity to discuss your child's progress and provision formally through the Annual Review Process.

School have an open door approach and welcome parental contact to further arrange additional times to discuss any concerns in more detail.

School seek to collect feedback from students, teachers and parents in order to inform future practice.

School reports are issued x2 times per year whereby targets are set and reviewed collectively.

8 What are our arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

Students at UWS are always at the centre of any planning and we endeavour to work closely with parents/carers to ensure the best outcomes for all.

Our Assistant Headteacher, Student Support, SENCo and Inclusion Coordinator oversees transition from Primary cluster schools through to Secondary Phase at UWS.

The SENCo, Inclusion Coordinator liaise with all primaries to become averse with all needs.

Students identified with additional needs are offered enhanced transition visits in order to make the process as smooth as possible which hopefully alleviates student and parental anxieties or difficulties.

Transition planning meetings are held for students identified with additional needs whereby supporting information is shared in order to address any possible difficulties prior to the move.

Both school and students link with specialist careers advisors so that students with the support of parents/carers can, and are enabled to make informed choices about next steps, available and appropriate pathways to further education etc.

School will support students on college taster days and enhanced visits to Further Education colleges where appropriate.

9 What is our approach to teaching children and young people with SEN?

All students have a right to access a broad and balanced curriculum. (Universal Provision, Quality First Teaching in the classroom.)

School will ensure all lessons are delivered and differentiated according to individual's level of functioning, in that students can access the curriculum according to their specific needs.

Staff are knowledgeable and are specialists in their subject areas therefore adept at identifying and applying different approaches to learning.

Staff are fully informed of ongoing need for change by SENCo/ Inclusion Coordinator following advice and guidance from parents/carers and other professionals.

Students will have access to additional resources as appropriate e.g. visual aids

Students/pupils identified with additional needs will have access to Wave 2 and Wave 3 Interventions as deemed appropriate in liaison with parents/carers, SENCo, Inclusion Coordinator, teachers, external agencies, and Headteacher. School use a range of evidence based interventions to support students to make better progress. Any interventions are structured learning programmes usually delivered by well-trained HLTAs, LSAs/TAs and will be monitored closely to ensure accelerated progress is being made. Interventions are timely in order to have maximum impact.

If support from outreach services is appropriate a referral may be made to the Inclusive Education Service.

10 What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

School has a range of expertise, specialist knowledge to draw on through various members of staff: Teachers, Learning Support Assistants, Teaching Assistants, Faculty Technicians and Support Staff.

Our LSAs/TAs are competent using specialist knowledge to differentiate the curriculum, adapt and modify resources etc according to need.

Our HLTAs and ATAs are adept at delivering specialist, specific interventions as identified through liaison and tracking in collaboration with subject/class teacher, SENCo, Inclusion Coordinator, External Agencies, and parents/carers.

With support of staff, students 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.

Where necessary staff will be trained in the use of any specialist equipment/resources as appropriate.

Our school aims to be communication and dyslexia friendly.

Our school is wheelchair accessible with the exception of the school Kitchen. To support this we are on one site and one level.

Students have full access to disabled toilets and a medical room if necessary

We seek advice and guidance from specialist advisors if additional and specific equipment is deemed appropriate e.g. Sensory, Physical, and Medical Team (SPM).

School aim to meet the needs of all students/pupils through delegated funding.

School source additional and complex funding needs through the Local Authority.

In order for UWS to support students/pupils identified as having additional needs we use additional funding streams such as the Year 7 Catch Up funding which allows us to address these needs through intervention sessions and for purchasing additional resources as necessary.

11 What sort of expertise for supporting children and young people with SEN do we currently have in school?

Our SENCo is Mrs H Mukherjee.

School promotes and actively encourage Continuous Professional Development (CPD) for all staff including accredited courses by external providers.

All staff have regular access to inset training provided internally by the SENCo, Inclusion Coordinator, Senior Management and faculties but also external agencies in order to meet student/pupil needs.

There is a minimum requirement that all staff have a DBS in place and training in Safeguarding is mandatory.

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

Our school will measure student progress against National expectations and age related expectations to aid identification of any additional learning needs.

Our subject /class teachers will continually assess students hence identifying need for further support and or intervention.

Students may also be identified through review meetings with teachers, SENCo, Inclusion Coordinator, Headteacher and parents/carers will be kept informed as necessary.

Impact of interventions will be monitored, reviewed and evaluated to ensure they are effective which will then inform future planning.

Students will be monitored and tracked using data on entry to our school which may identify the need for additional and different support.

School have the Single Equality Plan in place to ensure our commitment to Equality in line with the Equality Act 2010.

Students and parents/carers have opportunity to evaluate any interventions they have been involved in, through completing questionnaires.

13 How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

Staff at Upper Wharfedale School are committed to all students having access and opportunities to participate in school activities and visits through reasonable adjustment and adaptations where needed. Reasonable adjustment and adaptations will be made on an individual basis and closely monitored by staff to ensure students can play a full and active role within school along with their peers. We do not discriminate against any student due to their Special Educational Need or disability.

School offers a wide range of extracurricular activities with a focus on inclusion. Activities may be supported or unsupported depending on need e.g. archaeological club, craft club, swim fit, homework club, lunchtime activities and whole school team sports etc. Activities may vary depending on staff availability, interests etc.

Our aim is to include all students in activities including school trips and residential visits.

14 How do we support children and young people with SEN to improve their emotional and social development?

Our school has a strong pastoral ethos and pride ourselves on being an inclusive school that celebrate and welcome diversity.

The form tutor/class teacher is the first point of contact and has first responsibility for pastoral care.

Our Assistant Headteacher of Student Support has responsibility and oversees all pastoral care. This positive link is embedded throughout the school.

Our SENCo/ Inclusion Coordinator are 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, Outreach services etc.

This links with support available from Outreach Services via a referral process.

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.

Behaviour and Attendance is monitored by the Assistant Headteacher of Student Support and every effort is made to support 100% attendance.

We regularly seek parent/carer and pupil views in order to inform and further develop good practice.

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.

Students are actively involved in their target setting and know how to achieve said targets.

Our Student Council and/or Student Prefects play a very active role in school life and are confident in their abilities to make change and have their voice heard.

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.

15 How does the School involve 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?

Students will have access to in class support from learning support assistants/teaching assistants following the direction of the subject teacher and or SENCo/ Inclusion Coordinator. Students receive Quality First Teaching within the classroom, Universal provision for all which supports inclusion. The aim is to support all students independence in the classroom.

We have a supportive named SEN Governor who holds us to account for making good provision for students with additional needs, SEND.

Following close liaison, identified students may have access to Higher Level Teaching Assistants and or Advanced Teaching Assistants to deliver targeted intervention programmes. These interventions are time limited in order to gain maximum impact.

Students 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 (EP), Support service for autism, EMS for Cognition and Learning, School Nurse etc. This will be through consultation and a referral process via the Inclusive Education Service, single point of access.

Students have access to a range of resources to support their independent learning as appropriate.

16 What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

All complaints, whether for SEN or otherwise, should be made by following the complaints procedure on the school website.