

# Ebor Academy Filey's SEN Information Report:

## September 2019

	North Yorkshire LA expectation of good practice	School Offer
<b>Universal Provision</b>	<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>Ebor Academy Filey is inclusive and promotes a 'love of learning' for all. Quality first teaching is at the heart of everything we do. Learning in the classroom is a top priority and differentiated to cater for all student needs. Where necessary, some students may have some focussed provision either individually or in small groups away from the main lesson.</p> <p>This could also be targeted in class support for a period of a half term. Along with the potential for intensive work for a small period of time, with the aim that the work undertaken will impact on learning in the classroom. Support will also be available within some lessons; the staff undertaking this support are members of the SEN Team.</p> <p>Along with this we have 3 BAMs- Behaviour and Attendance Managers who support a variety of students with attendance and SEMH issues.</p>

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

- 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><b>Recording Provision</b></p>	<p>Where the school feels that something additional or different is needed to support your child because they have SEND / additional needs they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an inclusion passport. This should include:-</p> <ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class;</li> <li>• details of any extra support or interventions for your child</li> <li>• your child’s learning targets;</li> <li>• the next date when your child’s progress will be reviewed.</li> </ul>	<p>Students who require additional support and further differentiation in the classroom will be placed onto the SEN register.</p> <p>The student’s needs will be described and strategies to support will be given for staff to use.</p> <p>For students with higher levels of needs they will have twice yearly review meetings in addition to parent’s evenings, where they will meet with the student and members of the SEN team to celebrate successes and set new targets.</p> <p>These documents are available for staff to read and all staff are invited to contribute to this review process.</p>
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**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><b>Interventions</b></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"> <li>• what interventions your child is receiving and what are the intended learning outcomes;</li> <li>• when during the week any interventions will be delivered and for how many weeks;</li> <li>• who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>	<p>Following assessments (either within lessons or specialised assessments conducted outside the lesson), some students will receive planned intervention sessions, which mean they may work individually or in a group outside of the main lesson. For a specified length of time and the interventions recorded by TAs and impact monitored.</p> <p>Intervention work is normally undertaken by a member of the SEN team and will be discussed with both home and students, where appropriate.</p> <p>(Not all students identified as having additional needs will receive intervention as it is the school’s aim to meet needs through quality first teaching).</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;**

<b>Extra adult Support</b>	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.	Support to students in lessons is normally by members of the SEN team. They work in close liaison with teaching staff and have dedicated planning and teacher liaison time on their timetables. When in lessons they follow a plan provided by the teacher. The teacher and SEN team member will then reflect on the work undertaken in the lesson to help inform future planning. An overarching aim is to help students gain independence and not become overly reliant on adult support. Sometimes the support may be from an outside agency e.g. hearing support. Where this is the case information is shared and any strategies suggested are put in place.
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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;**

<b>Expected Progress</b>	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.	We have 3 formal data collection points through the year, this information is analysed to ensure that students are making progress that is appropriate to their start point. Staff use summative and formative assessment to ensure that all students in their classes are making progress. Where expected progress is not being made in a subject area, further intervention work will be planned by the department. If progress is still not being made then a request for support form will be filled in, so that the SEN
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		<p>team can best plan where support is most needed. For those students with ECHPs and high levels of SEN needs they will have twice yearly SEN reviews as well as the parent's evenings meetings. We aim to follow the Assess, Plan, Do, Review Cycle.</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><b>On-going communication with parents</b></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>	<p>We place a high priority on working with parents/carers. Phone calls and emails are used to ensure regular contact and meetings are arranged at regular intervals to discuss the progress of students.</p> <p>We have a contact point each term with parents, either in the form of a progress report, written report or consultation evening. For students with high needs SEN there are an additional 2 meetings per year.</p> <p>In addition we have held open days and coffee mornings/afternoons for parents to visit the school and meet with the SEN team.</p> <p>We have a student planner which allows for close communication with home. In addition, for some students we use a school home book.</p>
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	<ul style="list-style-type: none"> <li>• regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes</li> <li>• more regular meetings to update you on your child's progress and whether the support is working</li> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>	
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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;**

<b><i>Inclusion Passport</i></b>	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.	Students with SEN have their needs described in the SEN register and these are communicated to all staff. Those with higher level needs will share their thoughts and feelings through the review process. At Ebor Academy Filey it is the role of the form tutor to get to know each of their students and to communicate to the other members of staff about them.
<b><i>Parent Partnership (SENDIASS)</i></b>	A SENDIASS Co-Ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The SENDIASS Co-Ordinator 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.	We are very pleased that parent/carers have access to the SENDIASS team provided by the local authority and are very happy to work in close liaison in order to help provide the best possible provision for students.
<b><i>Statutory Assessment</i></b>	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	Where we feel that a higher level of provision is needed for a student we will liaise with parents, outside agencies as appropriate and request a statutory assessment – Education Health Care Plan.

	local authority. Your school, or a SENDIASS co-ordinator can talk to you in more detail.	We will only do this once we have trialled provision and put in 2 cycles of reviews or earlier in extreme circumstances.
<b>Key Contacts</b>	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.	Contacts for the SEN Team: Hannah Turlington: SENCO HLTAs: Hiede Coates / Francess Muir KS4 Lead: Amanda Pickering KS3 Lead: Hugo Glover