

Craven Pupil Referral Service



## Craven PRS SEN Information Statement

2023 - 2024

Approved by:

Date: July 2023

A handwritten signature in blue ink, appearing to read 'A. Haughey'.

Print: A.Haughey

Last reviewed on: July 2023

Next review due by: July 2024

Ratified by Governors:

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Date: July 2023

Print: R.Bellfield

## Craven SEN Information Report 2023-24

### The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- > Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- > Cognition and learning, for example, dyslexia, dyspraxia
- > Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, mental health issues

### Identifying pupils with SEN and assessing their needs

Our school identifies pupils with SEN through internal referral processes and then refers to the NY SEND HUB.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- > Is significantly slower than that of their peers starting from the same baseline.
- > Fails to match or better the child's previous rate of progress.
- > Fails to close the attainment gap between the child and their peers.
- > Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### Consulting and involving pupils and parents

Pupils first come for a school visit where they get a tour of the PRS and discussions with parents and pupils before they start. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- > Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- > We consider parents' concerns.
- > Everyone understands the agreed outcomes sought for the child
- > Everyone is clear on what the next steps are.

Notes of these early discussions will be kept, and pupils' comments will be fed into the pupil passports which are placed in all TA and Teacher folders. If an individual education plan is needed this will also be shared with TAs and Teachers for their folders. If a formal referral is required parents will be contacted and asked for their permission. Throughout the process pupils and parents will be kept informed. Regular contact will also be made with parents about all aspects of their child's development.

## **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- > The teacher's assessment and experience of the pupil
- > Their previous progress and attainment or behavior
- > Other teachers' assessments, where relevant
- > The individual's development in comparison to their peers and national data
- > The views and experience of parents
- > The pupil's own views
- > Advice from external support services, if relevant

### **The assessment will be reviewed regularly.**

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

### **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school; college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. College applications, taster days and interviews will all be supported. Pupils with EHCPs will have their transition meeting as part of the EHCP review.

### **Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils as required.

### **We will also provide the following interventions:**

- > Numeracy/math (White Rose)
- > Reading/literacy/English
- > Draw and talk
- > SNAP
- > PASS
- > Youth justice
- > Early help
- > Social services
- > Breakfast club
- > Part-time timetable
- > Work experience for KS4 and Careers for KS3
- > Afternoon timetable

## **Adaptations to the curriculum and learning environment**

The curriculum and the learning environments will be adapted to support the individual needs of the pupils in the PRS at the time.

These adaptations are made to ensure all pupils' needs are met and can include:

- > Timetables and curriculum
- > Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- > Adapting our resources and staffing.
- > Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- > Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- > See accessibility plan to see increasing the extent to which disabled pupils can participate in the curriculum.

## **Additional support for learning**

We have 4 teaching assistants who are trained to deliver interventions outside the classroom and support pupils on a 1:1 basis as outlined within the pupils EHCP or as required. Teaching assistants will support pupils in all classes on a small groups basis as directed by the TA deployment plans.

We work with the following agencies to provide support for pupils with SEND:

- > NY SEND Hub
- > Medical services

## **Expertise and training of staff**

Nikie Arthurs completed the NASENCO qualification in July 2022.

We have a team of four teaching assistants, including 3 higher level teaching assistants (HLTAs) and 1 (ATA) who are trained to support SEND provision.

In the last academic year, staff have been trained around SEND, planning for and supporting SEND, Autism Spectrum Disorder (ASD), Pathological Demand Avoidance (PDA), ADHD, Mental Health.

## **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## **Working with other agencies**

The PRS works alongside other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families as necessary.

## **Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENCO or head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- > Exclusions
- > Provision of education and associated services
- > Making reasonable adjustments, including the provision of auxiliary aids and services.

## **Contact details of support services for parents of pupils with SEND**

All parents of pupils with SEND are contacted regularly and receive written reports once a term about their children and a consultation either online or in person as most appropriate. FREE parenting classes, covering a variety of topics, have been offered to parents delivered by local providers. Support services for parents of pupils with SEND can be accessed at [www.kids.org.uk/sendiass](http://www.kids.org.uk/sendiass)

## **Contact details for raising concerns**

If staff have any concerns about a pupil they complete the school internal referral form which is passed to the SENCO.

SENCO Nikie Arthurs [n.arthurs@cravenprs.org](mailto:n.arthurs@cravenprs.org) 01756 630495

If the SENCO feels that further support is required, a referral is made to the NY SEND HUB.

## **The local authority local offer**

Our contribution to the local offer is: <http://www.cravenprs.org.uk/>

Our local authority's local offer is published here: <https://www.northyorks.gov.uk/send-local-offer>

**Monitor:**

- the progress and attainment of our CYP with SEND
- attendance rates of our CYP with SEND
- fixed term and permanent exclusion rates of our CYP with SEND
- any internal exclusions including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy
- that our CYP are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

**Investigate:**

- the gaps or differences in our performance, attendance, or exclusion (including internal exclusions) levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of CYP with SEND, about their experience of the school's SEN provision
- obtain the views of our CYP with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

**Report:**

- each term to our full governing board on their findings

**Role of the Headteacher**

The Headteacher is responsible for the strategic development, policy, and provision in our school.

They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher along with other members of our senior leadership team and SENCo will publish a clear picture of the resources (e.g., a whole school provision map) that are available to the school.

Our Headteacher will ensure that any member of staff working with any CYP who SEND has is aware of their needs and have arrangements in place to meet them.

**Role of the SENCo**

*6.87 The SENCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.*

*6.88 The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.*

*6.89 The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.*

6.90 The key responsibilities of the SENCo will include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Our school will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide our SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Our SENCo has a strategic and operational aspect to their role both operational and strategic.

Operational	Strategic
Day to day systems	Knowing our school data and types of SEND and respond according with CPD for staff
Paperwork	Write and implement an action plan
Liaise with agencies	Monitor and review provision and impact
Liaise with parents and teachers	Budget – Value for money
Teaching <u>assistants</u> deployment	Review processes and systems
Transitions	Line management of TAs
	Report to SLT/Governors

The monitoring of SEND provision in our school is an essential role of our SENCo, as it will inform any areas for development.

**This will be undertaken in a variety of ways such as, but not limited to:**

- classroom observation with a focus on: SEND provision, resources, and environment
- scrutiny of all SEND support plans content, implementation, and impact
- quality assure the delivery of any interventions
- work sampling of pupils with SEND at least termly via book scrutinies
- attendance at pupil progress meetings
- CYP questionnaires/discussions: after interventions, about support/provision in class and homework
- teacher/TA questionnaires/discussions
- effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills
- informal/formal feedback from staff, parents and CYP
- CYP progress tracking, using assessment data (whole-school processes)
- supporting CYP and staff with effective transition
- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- termly meeting with our SEN Governor and report to our senior leadership team

#### Role of teachers

*6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*

The role of the teacher is to:

- support the SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENCo in regard to the SEND monitoring role
- identify pupils with SEND
- write effective SEN support plans, and implement and review them, as set out in this policy
- set high expectations for every CYP including those with SEND
- liaise effectively with parents and listen and act upon their concerns
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all CYP
- plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- use their best endeavours to meet the needs of CYP with SEND
- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with the CYP with SEN on a daily basis
- keep abreast of SEND initiatives and CPD

#### Role of all support staff (including ATAs, HLTA and instructors)

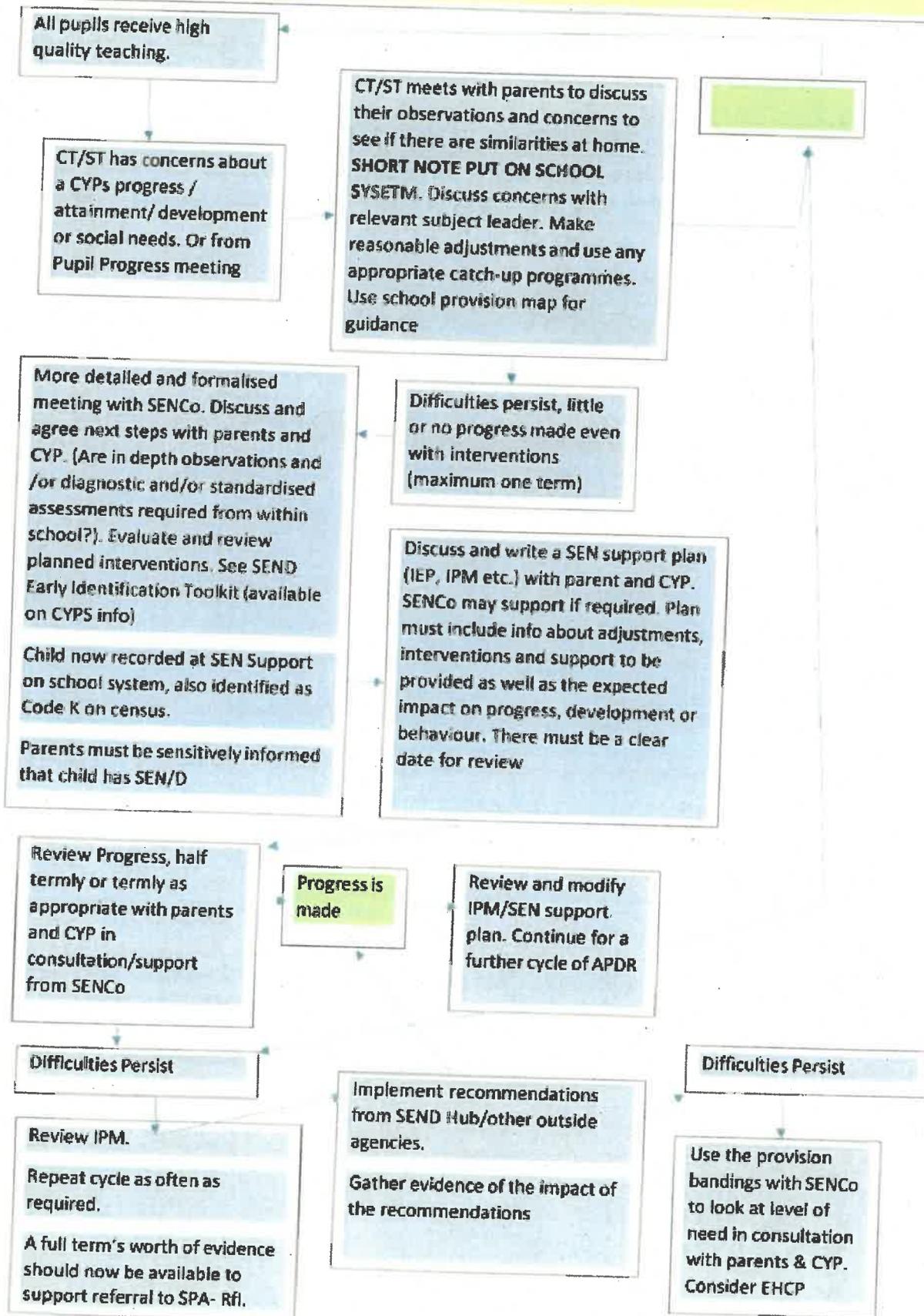
The role of the support staff is to:

- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion

- develop their knowledge of the curriculum
- work collaboratively with teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the teachers
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)

All members of the PRS report daily on all students to a member of SLT regarding observations, interactions, disclosures and any barriers to learning. This is done either through: MIS systems, written reports, trackers or verbally. Any safeguarding concerns would be recorded on CPOMS MIS system.

**Flowchart for Teachers to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.**





### Craven PRS SEND Referral Form to SENCO

Name of Student:	
Member of Staff:	
Subject:	
Date of Referral:	

Please tick which area(s) are a concern:

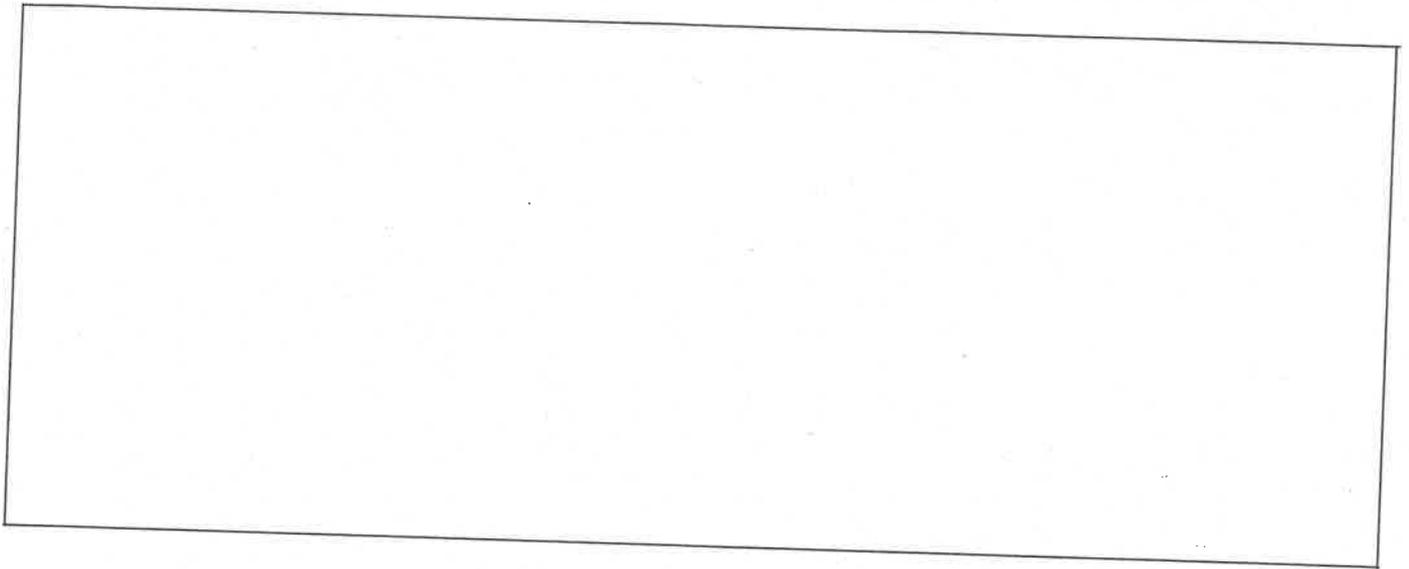
Communication and interaction	
Cognition and learning	
Social, emotional and mental health difficulties	
Sensory and physical	

Please explain what difficulties the student is experiencing in accessing the curriculum:

Aside from quality first teaching, how have you differentiated the lessons/ adapted your planning for the student?  
What was the impact?

Please detail any other factors that may be relevant (e.g. conversations with the student/ parent(s) / colleagues)  
and what action you think needs to happen next:

Action by the SENCO:

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Date:-