

Amotherby Community Primary School is supported by North Yorkshire County council to ensure all pupils, regardless of their specific need, make the best progress possible.

If your child has a specific learning need or disability then please see below how Amotherby Community Primary School will support you and your child.

### **People responsible for SEND at Amotherby CP School**

**Class teacher** is responsible for:

- If you have concerns about your child then contact the class teacher and arrange a meeting to discuss your concerns.
- Your child's class teacher is responsible for providing first quality teaching and ensuring your child makes good progress.
- The class teacher will update Inclusion Passports , Individual Education Plans and meet once a term with parents to update you on the progress of your child.
- The class teacher will ensure all adults working with your child are aware of the programmes and procedures in place to support your child to maximise their learning and ensure they have daily success in and around school.
- Keep updated on the progress of children in their class with specific references to specialised support.
- Ensure the SEND Policy is adhered within their classrooms.

### **SENCo**

- Coordinating all the support for children with Special Educational Needs or Disability, updating the SEND Policy in accordance with the Children and Families Act of 2014.
- Liaising with all the specialist support coming into school to meet the required programmes for children.
- Updating the SEND register at least once a term.
- To provide good quality training for all staff when required to ensure they are able to deliver first quality teaching and support children with SEND to achieve at least good progress.
- Update the Governing Body of the progress of children with SEND on a termly basis and ensure they are updated with the support offered by the school for children with SEND.

### **Governor**

Ensure that the school provides the appropriate support for children on the SEND register.

### **Types of support available within school and outside school**

- First Class Quality teaching provided by the class teacher.

- Inclusive styles and approaches to teaching ensure children make maximum progress.
- Specific programmes are in place to ensure individual children access all areas of the curriculum and are supported by :

#### Intervention groups

These are small groups of children who are supported in class or may be taken out of class if appropriate.

They have programmes delivered to them by a Teaching Assistant with the work planned for them by the Class Teacher.

Children may need more specialist help which will be provided by an outside specialist teacher often on a 1 to 1. The SENCO class teacher will meet with parents before seeking such support.

**Education Health Care Plan (EHCP)** This may be sought by agreement between parents and SENCO and Class Teacher where your child may need a high level of support of 20 or more hours of support each week.

This is usually for children who have a severe, complex and lifelong need. An application will be made to the authority and then a decision will be made by a professional body within 6 weeks.

### **Concerns about child's progress in school**

In the first instance contact should be made with the class teacher. After that and you still have concerns please arrange a meeting with the SENCo/Headteacher. Then follow this with the SEND Governor.

### **How is contact made about progress**

For a child on the SEND register termly meetings will be arranged by the class teacher to discuss your child's progress against the IEP they have drawn up. This can be measured about the progress they have achieved termly, discussions may need to take place to change the support or increase the support or maintain the level of support.

### **How are teacher's trained to support children with SEND**

- The Head teacher is responsible for the allocation of the SEND budget in conjunction with the Governing Body. This is based on the needs of the school.
- The Head teacher and Senior Leadership team meet termly to discuss the training needs of the school. Individual staff may highlight an area of development in their Professional Development Meetings.
- The staff have received training in Dyslexia, Speech and Language and Communication Difficulties and Autism. The school is working towards the Inclusion Quality Mark.

### **How is teaching adapted to meet my child's needs**

- Class teachers plan all lessons to ensure all types and groups of learners maximise their learning potential and all children's needs are met. Planning will be adapted on a daily basis where necessary.
- Support staff ensure specific plans are carried out for your child.
- Specific resources will be used to support learning.

### **How is progress measured for SEND children**

- Your child's progress is continually monitored by the class teacher
- Progress for Numeracy, Literacy and Science is formally assessed termly, this data is forwarded to the Senior Leadership Team and Governing Body.
- If your child is in Year 1 or above then they may be working on p scales to enable smaller levels of success to be measured.
- At the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) your child will be formally tested and results published.
- Within school children on the SEND register will have an Inclusion Passport which will be updated termly to show the types of support your child is receiving. Also an IEP which will be reviewed termly to show the progress measured against the support plan your child needs.
- Children on a Statement or an EHCP from September 2014 will have an annual meeting to review the plan and to ensure it is still appropriate to meet your child's needs.

### **Parental/Carer Support**

- The school places paramount importance upon communication between home and school. Class teacher and SENCo will discuss how you will want contact to be made. This can be in the form of phone calls, a communication book or a parental meeting.
- In the case of a specialist teacher working with your child it may be in the form of a report sent home.
- IEP and Inclusion Passports will be updated with your involvement.
- Homework will be adjusted and personalised to meet the needs of your child.
- The school will signpost you to the appropriate support where necessary.

### **What is transition like for your child**

Any change can be very difficult for some children and we recognise that this needs to be dealt with on an individual basis depending on the needs of the child.

- Transition to a new class at Amotherby School

Meetings take place between class teachers and teaching assistants prior to moving to a new class. The school runs a transition afternoon towards the end of the summer term which enables all

children to spend an afternoon in their new classroom with their new teacher. Some children with SEND may make extra trips to spend time with the adults in their new class.

- Transition to a new school  
We will contact the school's SENCo to ensure all the information is passed on to the new setting. We will encourage extra visits prior to starting the new school take place.
- Transition to Secondary school The HT/SENCo will contact the SENCo at the Secondary school and again pass on all relevant information. They may suggest that your child has extra visits to the school prior to starting with our staff to support. Also staff from secondary school will visit your child in their primary setting.

## **CONTACTS**

**Head teacher and SENCo – Mrs Sue Knowles**

**SEN Governor – Mrs Ann Hall**