

Hemingbrough School SEN Information Report



	North Yorkshire 'offer'	School 'offer'
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.	Sarah Chappell is the school's SENCO 01757 638266
SEND that we provide for		Hemingbrough School include and support all children, no matter their needs. We will endeavour to provide targeted resources to support specific needs.
Process of identification of needs		<ul style="list-style-type: none"> • Assessment and support by class teacher • Discussion with SENCO if further support required • Assessment by SENCO if further support required • Parents contacted for discussion • SEND passport produced to highlight needs and how school will support them if further support required (children involved at this stage). This is reviewed termly by child, parents, class teacher and SENCO • Outside agencies contacted (with parental permission) if further support required
Inclusion Quality Mark	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	Hemingbrough Have the IQM at the Evidencing stage which is the highest stage a school can be awarded.

	North Yorkshire schools currently holding the IQM is available.	
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.	See Hemingbrough School's Provision Map for Inclusion Hemingbrough's School Governor for SEN is Nick Wilkinson.
Recording Provision	Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-• details of any strategies being used to support your child in class;• details of any extra support or interventions for your child;• your child's learning targets;• the next date when your child's progress will be reviewed.	Children with SEND have a Personal Provision Map which is a record of any additional provision that has been put in place for support. Children with SEND also have a Target Card or an Learning Intentions which outlines the current targets and weekly activities that work towards these targets. These are reviewed termly by the children, school and home. Children are allowed to attend meetings if they wish.
Interventions	Schools use a range of interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:-• what interventions your child is	Interventions available are shown on Hemingbrough School's Provision Map. If a child is going to participate in an intervention a letter will be sent home to inform parents and carers.

	<p>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>	
Expertise of Staff		
Extra Adult Support	<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>At Hemingbrough School it is important that children are kept with their peers as much as possible. This is done through creative planning and teaching. To keep all children engaged a combination of visual, audio and kinaesthetic strategies are used. At times it may be necessary to participate in one to one or group work to ensure their specific needs are met. This would be highlighted on their Learning Intentions. Extra support could be with a Teaching Assistant, Higher Level Teaching Assistant or Class Teacher.</p>
Expected progress	<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>All children's progress is continuously monitored and every term all objectives are recorded. Individual targets in maths, reading and writing are monitored. These show a child's expected rate of progress. Children who are working below their age appropriate targets are tracked by the class teacher and additional support put in place. Children working below National Curriculum expectations are monitored using the PIVOTS and P-SCALES.</p>
Transition		<p>At Hemingbrough School successful transition is extremely important. This includes between classes and</p>

		schools. For SEND transition meetings are held with children, parents, staff and other agencies in the term prior to moving. A transition plan is written up and provided to all parties. This will include how the child will prepare for and be supported through the transition.
Support from other agencies	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.	
On-going communication with parents	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. 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	The School commits to an 'Open School ' Policy and is happy to communicate with parents and carers at any time. A good time to catch teaching staff is on a Monday at 3.15pm during the 'Open Class' session. There is opportunity in the first term to visit classrooms and see your child's work with your child during the school day. For more time and privacy and meeting can be arranged. Parent's evenings are held termly, and also Information Mornings specific to each class are held to explain class routines and expectations. Meetings can be arranged through the office manager to speak to the Headteacher, the SENCO (Special educational needs co-ordinator) or another member of the senior Leadership team. For some children with additional needs termly liaison meetings are held termly to monitor progress and support. For some children with communication difficulties a home-school book will be put in place to provide necessary

	<p>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 progress and whether the support is working; • clear information about the impact of any interventions; • guidance for you to support your child's learning at home. 	<p>information.</p> <p>The target cards inform home of work that is being done in the class and what should be practised at home.</p>
Inclusion Passports	<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>Children with SEND have a personal inclusion passport. These are updated termly by the class teacher and copies are sent home.</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>Carmel Bean is the Parent Partnership co-ordinator Selby Education office, 2Abbey Yard, Selby, YO8 4PS 01609 536804</p> <p>Rhiannon Wilkinson is the Home School Link Worker who will help provide support and advice for children and families. She can help with access to services and agencies such as children's centres, Health services, counselling, parenting skills. She will provide confidential sessions for parents to discuss issues and concerns and support for transition between schools. 01757 638266</p>
Statutory Assessment	<p>For a very few children more help will be needed than is normally available through the</p>	

	school's own resources. Schools, parents and other agencies may decide that it is 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.	

Please see NYCC Local Offer at: <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>