

**Ebor Academy Filey's SEN information report**  
**Date December 2015**

	North Yorkshire LA expectation of good practice	School offer
<p><b>Universal Provision</b></p>	<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. This could be intensive work for a small period of time, with the aim that the work undertaken will impact on learning in the classroom.</p> <p>Support will also be available within some lessons; the staff undertaking this support are members of the LS team (Learning Support).</p> <p>In addition to the LS team, we have dedicated pastoral managers who support students with a range of needs. We liaise closely with relevant agencies to ensure the best possible provision for each student.</p> <p>Sometimes it is appropriate to adapt the curriculum e.g. a small number of students may take Entry Level qualifications rather than GCSE examinations or follow three options and use the time released to support their other work.</p> <p>We have a Foundation Learning Programme for a small number of students for whom a significant adaptation to the curriculum is required. This provides a more structured and supportive environment for vulnerable students and those with higher level learning needs.</p> <p>We are an enhanced mainstream school for Autistic Spectrum Conditions. This includes Asperger's Syndrome, Pathological Demand Avoidance (PDA) and Semantic Pragmatic Disorder.</p> <p>Our named Governor for SEND is: Mrs Mary Corner</p>

<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> <li>• Approaches the teaching/ learning and development of children and young people with special educational needs;</li> <li>• Adapts the curriculum/provision and additional learning support available to children and young people with special educational needs;</li> <li>• Supports and improves the emotional and social development of children and young people with special educational need.</li> </ul>		
<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 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 on the SEN register will complete a Ebor Academy Filey Student Passport with appropriate staff. This enables students to express their views about their learning and is shared with their teachers and a copy is also sent home.</p> <p>Student passports will be reviewed termly so that clear goals can be set and progress celebrated.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> <li>• Identifies the particular special educational needs of a child or young person;</li> </ul>		
<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. Intervention work is normally undertaken by a member of the LS team and will be discussed with both home and students.</p> <p>Some interventions may be provided by outside agencies e.g. hearing or vision support.</p> <p>In addition, at Ebor Academy Filey we run mentoring schemes to support students with a range of skills, for example organisation, literacy and numeracy. These sessions take place during tutor time and again are discussed with the student and home.</p> <p>Careful monitoring of the above sessions is carried out to help measure the impact of the provision and progress made. All interventions aim to enable students to make progress in their main lessons.</p>

<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> <li><i>Secures the services, provision and equipment required by children and young people with special educational needs;</i></li> </ul>		
<p><b>Extra Adult Support</b></p>	<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>Support to students in lessons is normally by members of the LS team. They work in close liaison with teaching staff. When in lessons they follow a plan provided by the teacher. The teacher and LS 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.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> <li><i>Secures the additional learning support available to children and young people with special educational needs;</i></li> </ul>		
<p><b>Expected progress</b></p>	<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>We have regular internal reviews of students' work to measure progress made. Where expected progress is not being made in a subject area, further intervention work will be planned by the department and in liaison with learning support staff. SEN reviews will be held termly and will include the views of staff, students and parents/carers. At each review clear target will be set and monitored.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> <li><i>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;</i></li> <li><i>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;</i></li> </ul>		
<p><b>Inclusion Quality Mark</b></p>	<p>Many North Yorkshire schools have used the 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 North Yorkshire schools currently holding the IQM is available.</p>	<p>We are a fully inclusive school, promoting equal opportunities for all. We have very strong transition programmes; KS2 into KS3, KS3 into KS4. We believe that students and parent/carers should be fully consulted and be involved in all areas of transition. Where appropriate extra sessions are set up to support students especially as they move into KS3 and KS4</p>

	<p>Schools who do not hold the IQM should demonstrate their commitment to Equality in line with the Equality Act 2010 and in line with their school's aims and vision statement.</p>	<p>We place a high priority on developing the whole person, whilst academic qualifications are important, so are social and work place skills. Work experience is offered to some Y10 students as are a variety of 'learning outside the classroom' opportunities for students of all ages.</p> <p>The school is fully accessible to all students and we run a variety of clubs and extra-curricular activities and encourage students to plan and run their own clubs.</p>
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*Code of practice requirements 2014. The SEN information report should describe how the school or setting:*

- *Supports children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;*
- *Makes activities available for children and young people with special educational needs in addition to the curriculum;*
- *Ensures facilities that are available can be accessed by children and young people with special educational needs;*

<p>Support from other agencies</p>	<p>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.</p>	<p>Some students need to access support from other agencies and we have good working relationships with various agencies. If we feel further support is needed by one of these agencies we consult with parents/carers before making a referral.</p>
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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*

<p>On-going communication with parents</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>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 SEN students we aim to hold a termly review of progress meeting.</p>
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	<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> <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>	<p>In addition we have held open days and coffee mornings/afternoons for parents to visit the school and see the work of the Learning Support department.</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>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> <li>• <i>Consults and works in partnership with parents of children with special educational needs and with young people with special educational needs;</i></li> </ul>		
<p><b>Inclusion Passport</b></p>	<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>Students identified as needing additional/different support will complete a Ebor Academy Filey Student Passport This enables students to express their views about their learning and is shared with their teachers and a copy is also sent home.</p>
<p><b>Parent Partnership</b></p>	<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>We are very pleased that parent/carers have access to Parent Partnership Co-ordinators 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.</p>
<p><b>Statutory Assessm</b></p>	<p>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</p>	<p>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.</p>

ent	<p>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.</p>	
Key contacts	<p>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.</p>	<p><i>Contacts for Learning Support:</i>  <i>Julia Waines – Assistant Headteacher and SENCo</i>  <i>Hiede Coates – Assistant to SENCo</i>  <i>Mark Lemon – Teacher in Charge of EMS Base</i></p>