

Useful Links: [Slingsby School SEN Policy](#)
[North Yorkshire SEN Local Offer](#)

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| <p>School provision</p> | <p>Code of Practice:</p> <ul style="list-style-type: none"> • the kinds of SEN that are provided for • the approach to teaching children and young people with SEN • how adaptations are made to the curriculum and the learning environment of children and young people with SEN • the expertise and training of staff to support children and young people with SEN • how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN <p>Slingsby School is a growing school serving pupils from the local community and beyond. All pupils have differing needs and we aim to meet those needs both through the use of a variety of teaching strategies and through good effective pastoral care of the pupils. As a small inclusive school, all pupils are encouraged and facilitated to participate in a wide range of activities, whether in the classroom, on school trips or extra-curricular activities.</p> <p>Within the current school cohort are pupils identified as having Cognition and Learning needs (difficulties acquiring literacy or numeracy skills), Communication and Interaction difficulties (including those requiring additional input for Speech and Language difficulties) and Social and Emotional difficulties. We are happy to discuss the appropriate provision for any a child with additional needs joining us in the future.</p> <p>The school SENCO maintains an overview of all students with additional needs, and will work with individual teaching staff to develop strategies for working with pupils, and to make any necessary adaptations to either the curriculum, the classroom environment or the school environment so that each individual pupil can be successful within school. They will also seek additional advice where necessary.</p> <p>Within each classroom, all teachers will do the following for your child:</p> <ul style="list-style-type: none"> • Carefully check on your child’s attainments and plan the support your child needs to help them make the best possible progress. • Builds on what your child already knows, can do and can understand. • Maintain the highest possible expectations for your child and all pupils in their class. • Ensure that all teaching and learning activities are differentiated so that they can be accessed by all pupils and every child is fully involved in learning in class. • Strategies used by teaching staff for the whole class may include presenting and recording learning in different ways, support from a Teaching Assistant for some pupils; work set at different levels, use of dyslexia friendly resources and access to appropriate support materials (number lines, multiplication squares, Sumdog computer programme for all children) <p>All classes have an Teaching Assistant allocated to them. The class teacher will use this additional member of staff flexibly within in the classroom in order to ensure that all pupils have access to support from both the class teacher</p> |
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| | <p>and the Teaching Assistant.</p> <p>Outside the classroom, pupils are encouraged and supported to participate in trips and extra-curricular activities. Additional staff are allocated to school trips to allow more time to be spent with individual pupils. The school has also invested in daily after school activities and clubs that are available and accessible to all pupils.</p> <p>Monday: Film club Tuesday: Sports club Wednesday: Activity club Thursday: Games and Lego club Friday: Art club</p> <p>(Please note: there is a £2 fee for accessing the Activity club)</p> <p>The school also has a daily breakfast club from 8.00 every day, and are developing the provision of healthy breakfasts through this provision (fruit kebabs, watermelon, breakfast muffins etc)</p> |
| <p>Additional provision for pupils with SEN</p> | <p>Code of Practice:</p> <ul style="list-style-type: none"> • the approach to teaching children and young people with SEN • support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying <p>The needs of many pupils can be met within the classroom by subject teachers through the normal process of differentiation in their planning, the application of some whole class support strategies and the effective deployment of the Teaching Assistant. However some pupils require some additional support, either in the classroom or through some intervention programmes and the school will follow a graduated response to this</p> <p>In Class</p> <p>TA support specifically targeted at a pupil, or a small group of pupils in addition to pupil specific strategies designed to support your child such as:</p> <ul style="list-style-type: none"> • use of coloured overlays, • use of individual whiteboards • wordbanks, • writing frames and grids • resources to support reading in the classroom • fidget toys • adapted equipment. <p>Intervention Programmes</p> <p>Some pupils require additional intervention work away from the normal classroom environment. The range of interventions that have been used in recent years within school includes:</p> <p>Literacy:</p> <ul style="list-style-type: none"> • North Yorkshire Reading Intervention program • One to one reading: Some pupils benefit from additional reading to an adult. • Talisman reading scheme • Online literacy programs including Oxford Reading Tree online • Bespoke literacy interventions: for some pupils a more personalised approach is needed. This may incorporate aspects of other interventions listed above, and may be created with additional guidance |

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| | <p>from external agencies</p> <p>Numeracy:</p> <ul style="list-style-type: none"> • First class at number • Online numeracy programs including Sumdog • Bespoke numeracy interventions: delivered to either individual or small groups where some additional support for numeracy is necessary. <p>Emotional and Social:</p> <ul style="list-style-type: none"> • Some pupils benefit from additional and regular support from a member of staff in order to support their journey through school, follow up on behaviour issues and unpick problems and misunderstanding that may occur within school. This could be provided by any member of staff that the pupil is able to build a good relationship with. • Pupil specific strategies that allow a pupil to settle into school and their teaching room. These are often highly personalised and could include visual timetables, motivational strategies and fidget toys. <p>The Headteacher has completed training courses on Mental Health Awareness and Mindfulness and the content of these course informs that practice within the school for Students with Social, Emotional and Mental Health needs.</p> <p>The timing and frequency of interventions will vary depending on both the intervention itself and the individual pupil's needs.</p> |
| <p>Identifying, assessing, reviewing and evaluating the needs of pupils with SEN</p> | <p>Code of Practice:</p> <ul style="list-style-type: none"> • policies for identifying children and young people with SEN and assessing their needs • evaluating the effectiveness of the provision made for children and young people with SEN <p>Class teachers will monitor the progress of all pupils in their class, assessing levels in literacy and numeracy on a regular basis. Class teachers are encouraged to raise concerns at the earliest opportunity about students who may be finding it difficult to acquire key literacy and numeracy skills or to make the progress expected of them in these areas. They are also encouraged to raise concerns about pupils who may be causing concern in different ways. This information will be reviewed by the Head Teacher and the SENCO, and consideration given to the reason for this difficulty. There are a number of potential reasons for concerns being raised and decision on the next steps to be taken will depend on the circumstances and the pupil. This could range from further monitoring to different in class support strategies to additional intervention to support from an external agency.</p> <p>The interventions used will be those that are proven to make a difference for most learners. A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. Where difficulties persist, advice and support may be requested from other professionals, with the parent's consent.</p> |
| <p>External support</p> | <p>Code of Practice:</p> <ul style="list-style-type: none"> • the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured • how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and |

supporting their families

- evaluating the effectiveness of the provision made for children and young people with SEN

Slingsby School currently works with a range of organisations that have specialist expertise and will provide support and guidance around specific pupils or training for staff. Slingsby School also is also a member of the Howardian Alliance, a cluster of local primaries that work together on a variety of aspects of school improvement, including sourcing opportunities for training staff and developing staff skills. Staff from Slingsby School also take part in Local Authority moderations meetings to ensure that judgements made about pupils progress are in line with national expectation and those made in other schools.

Support sought from specialise agencies will vary on a case by case basis and can include:

- Direct support to an individual or family
- Assessing the provision being made for an individual student or group of students.
- Advice to a member of staff or group of staff regarding the best strategies to meet the needs of a pupil or group of pupils. This monitoring and advice is ongoing and can continue after any direct input is ended to ensure that skills become embedded. It can also include transition discussions with SENCO's at Secondary Schools.
- Additional training to a class teacher or teaching assistant. This includes external staff working alongside a member of staff at Slingsby School in order to develop their skills or support them to deliver and intervention. Once this expertise is acquired, other pupils within the school can benefit.
- Whole staff training where appropriate
- Support or provision as part of a personalised package for a pupil

Organisations that are either currently working with Slingsby School, or who have recently been involved are:

- Enhanced Mainstream School for Specific Learning Difficulties (Lady Lumley's)
- Enhanced Mainstream School for Communication and Interaction (Kirby Moorside)
- Enhanced Mainstream School for Behaviour (Malton Primary)
- Educational Psychologist
- School Nurse
- Occupational Therapist

In addition, the following agencies are available for specialist support:

- Local Authority Autism Support team
- Local Authority Physical and Sensory Difficulties teams for pupils with Physical Disabilities, Hearing Impairments or Vision Impairments
- North Yorkshire EAL and GRT service for support with students from other countries and those from a traveller background
- North Yorkshire Virtual School (Supporting Children in Care). We also work with the Virtual School's from other Local Authorities if children from those authorities have a care placement in our area.
- Speech and Language Therapists
- Child and Adolescent Mental Health Services
- SEND Information and Advice Service (SENDIAS)

The School will also work closely with families involved with the Children and

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| | Families service, either through the Prevention Service or Children's Social Care and will liaise with the Police and health professionals as necessary. |
| Involving and consulting parents | <p>Code of Practice:</p> <ul style="list-style-type: none"> • arrangements for consulting parents of children with SEN and involving them in their child's education • arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review |
| | <ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher and will be shared with you formally via short reports and at Parent/Teacher Meetings in the autumn and spring term as well as an annual written report in July each year. • Progress of all pupils is monitored closely by the Senior Leadership Team who will discuss any concerns with the class teacher, school SENCo or parents as appropriate. • The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. They will also raise any concerns that they have with parents, and discuss possible next steps if necessary. • The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be shared with you at a meeting to gain your consent and approval. • Email contact can be established as an additional layer of home/school communication if required. |
| Involving young people | <p>Code of Practice:</p> <ul style="list-style-type: none"> • arrangements for consulting young people with SEN and involving them in their education • arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review |
| | <p>We encourage all our pupils to be active participants in their education, and to begin to understand how they learn and the strategies that help them. They are encouraged to take responsibility for their own learning. For pupils with SEN, this includes helping them to recognise, and to be able to talk about, the strategies that help them to overcome their difficulties.</p> <p>In addition, work done by external agencies with pupils in the school will often include opportunities for our pupils to be consulted.</p> |
| Transition between phases of education | <p>Code of Practice:</p> <ul style="list-style-type: none"> • arrangements for supporting children and young people in moving between phases of education and preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society |
| | <p>Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible. Planning for transitions within the</p> |

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| | <p>school will take place in the Summer Term;</p> <p>Pupils in Year 5 and 6 are given the opportunity to take part in special lessons for primary pupils at Secondary School. In the last academic year, pupils from year 4 took part in a series of Food Technology lessons at Malton Secondary School and the Malton Science bus has also visited the school. This year we hope to negotiate similar opportunities. The Year 5's also visited Malton School to see the School Show</p> <p>Slingsby School share a SENCO with Malton Secondary School, which allows for information to be shared easily, and for working relationships to be developed. For pupils going to other Secondary Schools, information will be shared with the SENCo at that school. The information shared will include the pupils needs, and guidance on strategies that have found to be effective so that they can be maintained or adapted for the new setting.</p> <p>Personalised transition programs to support transition to Secondary School can be put into place and will be planned according to individual need.</p> |
| Key contacts | <p>Code of Practice:</p> <ul style="list-style-type: none"> • the name and contact details of the SENCO <p>Head Teacher: Mrs Georgie Metcalfe</p> <p>SENCo (based at Malton Secondary School): Mr Mark Else Tel: 01653 605305 email: mne@maltonschool.org</p> <p>The SEND Information and Advice Service (SENDIAS) is available to support parents of pupils with Special Educational Needs, and to offer impartial advice. SENDIAS can be contacted on 0845 0349469 or 01609 534472</p> |
| Complaints | <p>Code of Practice:</p> <ul style="list-style-type: none"> • arrangements for handling complaints from parents of children with SEN about the provision made at the school <p>If you have a concern regarding the teaching of, or provision for, a child with SEN within the school, then please contact either the Headteacher or school SENCO in the first instance so that your concerns can be discussed and, where necessary, solutions and strategies discussed and put into place.</p> <p>If you do not feel that your concerns are being addressed, then a copy of the school's complaint policy is available from the school office.</p> |