

	North Yorkshire LA expectation of good practice	School offer
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.	All staff at Carlton School are committed to providing Quality first teaching so that all children can make good progress with their learning. Lessons are carefully differentiated to meet the needs of all children whatever their learning style. Staff use a variety of teaching styles and resources in lessons to support children's learning. The school places great importance on the fact that children learn in different ways. Our named governor for pupils with SEND is Helen Snowden.

*Code of practice requirements 2014. The SEN information report should describe how the school or setting:*

- Approaches the teaching/ learning and development of children and young people with special educational needs;
- Adapts the curriculum/provision and additional learning support available to children and young people with special educational needs;
- Supports and improves the emotional and social development of children and young people with special educational need.

Recording Provision,	<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 individual provision map or an individual education plan. 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>	Children who have been identified as needing some additional support will have specific targets written on a child friendly I.E.P (individual education plan) Some children may also have an inclusion passport which describes the child's individual strengths and needs and the type of support they will need to help them make progress.
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*Code of practice requirements 2014. The SEN information report should describe how the school or setting:*

- Identifies the particular special educational needs of a child or young person;

Interventions	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:	At Carlton School we are able to offer a wide range of interventions to support the needs of all children. These include reading, writing, phonics and number. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. Staff receive regular training and support provided by a number of different agencies .All interventions are recorded on an individual
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	<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>	and whole class intervention maps each term.
<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>		
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>	We use our teaching assistants to support both individual and groups of children throughout school. Although, from time to time, children may need a high level of individual support, our aim is always to help children to be more independent in lessons. Staff receive regular training in different areas of SEND.
<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>		
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>	When children enter primary school there are national expectations which are the average levels for children at the end of an academic year/key stage. Not all children will be able to achieve these national expectations, and so some additional support may be needed to help a child to make progress. Progress of all children is tracked and reviewed regularly to make sure that they are making expected progress. You will have the opportunity to discuss your child's progress at the parent/teacher consultation evenings and at review meetings.
<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> </ul>		

- *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;*

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 North Yorkshire schools currently holding the IQM is available. 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.

This year Carlton school is beginning to work towards the Inclusion Quality Mark. Our schools aims and visions reflect that we are fully committed to ensuring equality for all children, and that all children will be given equal opportunities to reach their highest potential.

*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;*