



St Nicholas CE Primary School

SEND

Information Report

2024-25

Reviewed: 15.02.24
Next review date: February 2025

Abbreviations used in this document:	
	What does it stand for/mean?
AP	Alternative Provision
CAF	Common Assessment Form
CAMHS	Child and Adolescent Mental Health Service
CiC or CLA	Children in Care or Children Looked After (formerly LAC)
EHCP	Education Health Care Plan
EP	Educational Psychologist
ICT	Information Communication Technology
IES	Inclusive Education Service
LA	Local Authority
NY	North Yorkshire
NYPACT	North Yorkshire Parent Carer Forum
POSCH	Parents and Carers of Special Children (support group)
SEAL	Social and Emotional Aspects of Learning
SEMH	Social Emotional Mental Health
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and/or Disabilities
SMART	Specific, Measurable, Achievable, Realistic and Time-bound
SENDIASS	SEND Information, Advice and Support Service
TAC or TAF	Team Around the Child/Team Around the Family
TMP	Targeted Mainstream Provision

Definition of Special Education Needs (SEN)

The SEN Code of Practice (DfES, 2014) says pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age.
- Or
- b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Code of Practice (2014) provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Difficulties
- Sensory and Physical Needs



What kinds of SEND are provided for in your school?	
What does North Yorkshire Local Authority recommend?	How do we do this in our school?
Children with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the LA consult with school to determine whether school can meet the child's needs. If so, child is welcomed and strategies sought to meet needs.	We are proud to be an inclusive school and we endeavour to provide for every kind of Special Educational Need and Disability (SEND). We have experienced staff across both schools in our federation, who are knowledgeable about a wide range of SEND. However, should a child join our school with needs outside our experience, we would ensure that training and advice was provided to ensure high-quality provision.
Who is the Special Needs Co-ordinator? How can I contact them?	
What does North Yorkshire Local Authority recommend?	How do we do this in our school?
The name and contact details of the SENCo should be readily available for parents.	Leonie Mandelson is currently the SENCo. She works across more than one school and can be contacted via our school office or directly by email at: senco@west-tanfield.n-yorks.sch.uk Leonie has been teaching for over 30 years and has been a SENCo since 2002.
How do you identify children with SEND? How do you assess their need?	
What does North Yorkshire Local Authority recommend?	How do we do this in our school?
For a child or young person to be entered onto a SEND Register, account is taken of what work has been done previously and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily teaching. If a child or young person is not making adequate progress they will only be considered as having a SEN if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. As such, any child or young person on SEND Register receives support that is additional to and different from that which is ordinarily provided for most of the other children of the same age. Children or a young person are identified as having a SEND through a variety and combination of ways including:	We believe that early identification of SEND is vital so that appropriate support can be put in place. We are a small school where the staff get to know each child very well, making careful observations and tracking progress closely. If your child is not making expected progress through the usual approaches, the teacher will consider what can be additionally or differently through targeted provision. Initially, the classteacher will discuss this with the SENCo who may arrange for further assessments to be carried out to gather information about the areas of strength and weakness. This will be discussed with you and your views will be sought. A 'short note' is made at this stage. Should your child require continued support which is additional to and different from that which is ordinarily provided, they are added to the school's SEND list following consultation with parents/carers. We have access to a range of assessment and diagnostic tools, including Verbo, SNAP, Boxall



<ul style="list-style-type: none"> ● Communication with previous settings ● Performing below 'age related expectations' ● Concerns raised by parents/carers ● Concerns raised by a teacher ● Collaborative working with external agencies ● Use of standardised assessment such as Elklan, GLR (Dyslexia Screening Test) ● Children or a young person that already have an Educational Health Care Plan (EHCP). 	<p>Profile, LEXIA and Sandwell Early Numeracy Test. We may also access advice from external agencies if appropriate.</p> <p>When a child joins us from another setting, we make every effort to contact the previous school to gather information and check if any concerns had been raised. We also recognise that parents/carers are a valuable source of information and we seek to work in partnership to get to know the children in our care.</p> <p>For some children, we may seek external advice and support but this would always be discussed with you beforehand and a referral would never be made without parental consent. Occasionally, for children who need high levels of support, we may work with other professionals and parents to request an Education Health Care Plan (EHCP). (see also Appendix 1 below)</p>
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How do you involve parents of children with SEND in their child's education?

What does North Yorkshire Local Authority recommend?	How do we do this in our school?
<p>Schools will have regard to the SEN Code of Practice (2014) when carrying out its duties towards all pupils with special educational needs and ensure that parents/carers are involved with any decision that SEN provision is necessary for their child's or young person personal progression. Partnership with parents/carers plays a key role in enabling children and young people with SEN to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners, with due consideration given to our 'Equality Policy' (found in the Policies section on our school website) and supported to play an active and valued role in their child's education. Home-school communication around SEND are detailed below:</p> <ul style="list-style-type: none"> ● The class teacher is regularly available to discuss your child's progress or any 	<p>At St Nicholas, we very much value working with parents and carers, recognising that you have an in-depth knowledge of your child's needs, interests and abilities. We have an 'open door' policy and encourage you to get in touch at any time should you have any questions, queries or concerns about how your child is getting on at school or if you feel it would be useful to let us know about something which may be affecting your child.</p> <p>There are opportunities for termly parent consultation meetings for all children when you are invited to come in to discuss your child's progress with the class teacher. For children who receive SEN support, additional review meetings are held at least termly. We usually hold these meetings in school, although we can also hold them in the family home if parents would prefer. At this meeting, the class teacher will share your child's support plan with you, explaining how your child is getting on, what progress has been made towards their personal targets and what their next steps might be. Sometimes the SENCo and other professionals who work with your child might contribute to these meetings. Parents' input into these plans are essential and their views are carefully considered and recorded. Your child's views are also</p>



<p>concerns you may have and to share information about what is working well at home and school so similar strategies can be used.</p> <ul style="list-style-type: none"> ● 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 discussed with you and with the person involved directly, or where this is not possible, in a report. ● Individual Support Plans will be reviewed with your involvement each term as appropriate. ● Homework will be adjusted as needed to your child’s individual needs. 	<p>shared and, in some cases, your child may also be invited to the meeting.</p> <p>For children with an EHCP, a statutory multi-agency annual review meeting is held. At St Nicholas, this meeting takes a person-centred approach with the child contributing in a way that is appropriate to them. As with standard review meetings, views are gathered from all involved about what is going well for your child and what is not going so well. We ask you what hopes you have for your child, both in the short-term and in the long-term, and we plan together how these can best be achieved, both at school and at home. Parents/carers are supported through every step in this process to ensure that their views are taken into consideration, that they are happy that all aspects they wished to raise have been discussed and that they are clear about, and in agreement with, any proposed recommendations. The information gathered at this meeting is submitted to the Local Authority.</p>
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How do you involve children with SEND in their education?

What does North Yorkshire Local Authority recommend?	How do we do this in our school?
<p>Teachers/SENCo and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. The children regularly discuss their progress and support with support staff. Pupil voice is highly valued and their contributions to their own Individual Support Plan is key to the pupil’s success.</p>	<p>The views of all our pupils are very important to us. We have a School Council which usually includes children with SEND. We involve all children in making decisions about their learning.</p> <p>Learning conversations with children with SEND can take different forms depending on the age and needs of the individual child. For example, a child may be invited to describe what is going well/not well for them or to indicate on a scale of 0-10 how they are feeling about different aspects of school life.</p> <p>Children take ownership of their support plan by working with a key person to create a personalised child-friendly version. Review meetings are ‘person-centred’ and children are invited to contribute wherever possible, either in person or by sharing their views gathered prior to the meeting.</p> <p>We find that listening to pupils’ views provides us with a valuable insight into what helps individual children to learn and what is not helpful. Children who feel that their views are listened to and taken account of tend to be more motivated and successful.</p>



What arrangements are in place for assessing and reviewing children's progress towards outcomes? How will parents and children be involved in this process?

What does North Yorkshire Local Authority recommend?	How do we do this in our school?
<p>When a potential special educational need has been identified, a graduated approach will be taken. This involves assessing, planning, implementing, and reviewing the approach taken so that it is increasingly personalised to the child or young person. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken and to gain 'Pupil Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child.</p> <p>There is a process of constant review and therefore possible movement within the graduated approach. It is important the children are given specific and relevant input, and this may be in the form of a short-term intervention. It does not mean that a child or young person will necessarily be placed on the SEND register. These targeted children or young people will be closely monitored, and their progress tracked through an Initial Concern process. If a specific educational need is highlighted, a 'Individual Support Plan' may be put in place. These will be written with the parents, child or young person and class teacher. These identify clear SMART targets to be supported in class and through clearly defined interventions. These will be regularly reviewed as part of the ongoing Assess, Plan, Do, Review cycle, taking into consideration the effectiveness of the provision made for pupils with SEND and making alterations to best meet their needs and fulfil their potential accordingly.</p>	<p>The progress of all children is constantly monitored by teachers and rigorously tracked by the headteacher and senior leadership team. The SENCo regularly discusses the progress of children with SEND with the headteacher and teaching staff. Children in Reception are assessed using the Early Years Outcomes. Children from Y1 to Y6 are assessed using an internal system linked to the National Curriculum. For those children who, at the summer term of Y1 or above, are not yet working at the levels of the National Curriculum, alternatives such as the Engagement Model can be used which measures small but significant step of progress. You can ask about your child's progress towards NC expectations at any time but it is usually discussed at parent consultations and reported in writing at the end of each academic year.</p> <p>Our 'Initial Concerns' process involves making a 'short note' when parents or staff share concerns about a child's progress. This does not necessarily mean that your child has SEND but that early support has been put in place to address any concerns and your child's progress is being closely monitored. If it has been decided that your child would benefit from SEN Support, a support plan will be drawn up which outlines details of the key strategies being used to support your child, details of any additional support or intervention programmes, your child's personal learning targets, what the outcomes for your child should look like and when this will be reviewed. As described above, you will be invited to a meeting to review your child's support plan at least once a term. You and your child will be asked for views on how your child is getting on and what you would like to happen next. The class teacher and/or other professionals working with your child will explain the impact of any interventions which have been taking place and what progress has been made towards outcomes. This will be carefully recorded along with your views and those of your child. Next steps will be discussed and a new support plan drawn up which outlines new targets and how these will be achieved, assessed and reviewed. You will receive a copy of your child's support plan.</p>



	<p>In accordance with statutory requirements, an annual review will be held for children with an Education Health Care Plan (EHCP), to review progress against the outcomes and to ensure that the EHCP is still meeting your child's needs. The information gathered at this meeting is submitted to the Local Authority.</p>
<p>What arrangements for supporting children in moving between phases of education and in preparing for adulthood?</p>	
<p>What does North Yorkshire Local Authority recommend?</p>	<p>How do we do this in our school?</p>
<p>It is recognised that transitions can be difficult for a child or young person with SEND and steps should be taken to ensure that any transition is as smooth as possible. Parents/carers should be as involved as much as possible with transition to their next year group. The period of transition depends on the individual needs of your child or young person. When writing and reviewing EHC Plans there is always a focus on the longer term transition to the next Key Stage for that individual pupil and what smaller 'SMART' targets are needed to achieve the aspirations of the pupil, parents/carers, and the staff within school such that each pupil may achieve their full potential and so that we provide all children and young people with an education that will enable them to be resilient within adulthood and become lifelong learners. Sometimes staff may also take opportunities to visit and work closely with their partner secondary schools and local SEND schools to acquire a more in-depth knowledge of their routines, systems, and ethos. This also gives staff an opportunity to see what provision the schools have in place and how best to support your child for the transition into Year 7. School may also include how they prepare pupils for adulthood. (From Year 8 until Year 13, this will include how the school ensures that pupils are provided with independent careers guidance.)</p>	<p>Times of transition can be stressful for all children and their families so we ensure that transition arrangements are well-planned and prepared for in a timely fashion. This process begins when children first transfer to the Nursery or Reception class. We liaise with pre-schools and nurseries, visiting children in their settings where possible and talking to staff. We also endeavour to attend any review meetings prior to the child's admission to school. If felt useful, home visits can be offered to get to know you and your child and gather any information you feel is important. As your child moves through the school, class teachers liaise closely to ensure smooth transitions between classes. Children will spend a day during the summer term with their new teacher/s. Teachers may also spend time with children in their current class prior to September. Parent consultation meetings are planned for the autumn term where the transition period is discussed, reviewed, and evaluated. We have good links with local secondary schools, including special schools, and work closely with them to ensure that transitions for our children are as smooth as possible. Planning meetings are held to arrange any additional transition work required, for example additional visits, Independent Travel Training, etc. For children with SEND, we share information including details of your child's strengths and interests as well as any barriers to learning. We also summarise the support, strategies and interventions which have been provided for your child and their impact as well as the views of staff, parents and the child themselves. You will be given a copy of this. At review meetings, we endeavour to plan ahead to ensure that the desirable outcomes reflect the child's ambitions, which could include higher education, employment, independent living and participation in society. In Year 6 or when a child is due to move to</p>



	<p>another school, key members of staff from the receiving school are invited to review meetings, particularly when a child has an EHCP. At this meeting, we hope to ease any worries and concerns you may have during your child's transition to their new school. Staff are willing to arrange and accompany children and/or parents/carers when visiting their new school if this would be useful.</p>
<h2 style="text-align: center;">What is your school's approach to teaching children with SEND?</h2>	
<h3 style="text-align: center;">What does North Yorkshire Local Authority recommend?</h3>	<h3 style="text-align: center;">How do we do this in our school?</h3>
<p>Schools are strong advocates that all teachers are teachers for children with SEND. Teaching, learning, and planning procedures should reflect this as follows:</p> <ul style="list-style-type: none"> ● Individual Support Plans for all children and young people on the school's SEND Register—including reviewing of outcomes at the end of each cycle (half termly) ● Individual SMART targets ● Differentiated learning ● Multi-sensory activities ● Data analysis through school tracking system ● Pupil progress meetings with class teacher, SENCo and senior leadership team. ● Sharing between teachers to ensure a smooth transition. ● Individual Support Plan meetings held termly between child/young person, teacher, and parents/carers to discuss progress and next steps. ● Targeted interventions delivered and reviewed regularly through 'book looks' and evidenced progress within core subject areas. ● Teachers and support staff working closely together. 	<p>We believe that most children with SEND can be best supported inclusively in their classroom alongside their peers. This means that personalised learning is planned and delivered by the teacher using different methods of teaching so that your child can be fully involved in the learning of the class. Specific strategies which may have been suggested by the SENCO or specialist teachers may also be used to support your child's learning. The class teacher will constantly monitor your child's progress to ensure that any gaps in your child's understanding or learning are addressed, sometimes by giving some extra support. Support which is additional and or different may take the form of an intervention programme. A wide range of structured learning programmes are delivered by trained and experienced staff, including teaching assistants. These intervention programmes, which are approved and evidence-based, are designed to be delivered 1:1 or in a group. If your child is receiving intervention work, the details will be shared with you, including what it involves and what the expected learning outcomes will be. Baseline and exit assessments are carried out for all interventions in order to measure impact. The information gathered, including rate of accelerated progress and impact on class work, is clearly recorded and shared with parents.</p> <p>Some children with SEND, particularly those with an EHCP, may be allocated some 1:1 teaching assistant time to support their needs. When this is the case, careful consideration is given to encouraging the child's levels of independence. Teachers and teaching assistants liaise closely together. The teaching and learning of the child remains the responsibility of the class teacher. Teachers ensure that they work with all children, including children with SEND.</p>



What sort of adaptations are made to the curriculum and the learning environment of children with SEND?	
What does North Yorkshire Local Authority recommend?	How do we do this in our school?
<p>Schools should have a range of approaches to supporting children and young people with SEND needs. All children and young people benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children and young people to make good progress. Work is differentiated for different groups and individuals. Sometimes this is enough to ensure a child or young person is on track to reach their full potential, however sometimes an Individual Support Plan will be needed with individual 'SMART' targets and strategies to work towards achieving them. This could mean additional work with a child or young person on a small group or 1:1 basis to carry out specific interventions to support a child or young person to meet their individual targets. The SENCo works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child or young person requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages, parents/carers will be involved in the process.</p> <p>To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential, schools can take some of the following actions:</p> <ul style="list-style-type: none"> o Make adaptations to ensure that all pupils have access to the school curriculum and school activities. o Support pupils to achieve their full potential despite any difficulty or disability they may have. o Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them. 	<p>We believe that our children should have the aspiration and opportunity to 'Live life in all its fullness' John 10:10 and 'Shine like stars in the sky' Philippians 2:15; to have the courage to act with kindness, patience, love and peace in all the communities they serve in. Across our federation, we have designed our curriculum to meet the needs of all children. Our aspirations for all our children form the 'golden threads' which run through all aspects of our curriculum. These are that all children should be: confident communicators, lifelong readers, creative, curious, as physically, mentally and spiritually healthy as possible and embrace the wider world. Adaptations to the curriculum are made when required to ensure that it is fully accessible for all children. Subject Leaders in conjunction with the SENCO ensure that learning is broken down into smaller steps when needed and progress is closely monitored, whilst still having high expectations. We have considered the quality of our provision for children with a wide range of needs. Details of the provision we can offer are outlined in our school provision maps and within our curriculum pages. Staff support the children using a wide range of strategies and resources, including ICT, to access the curriculum and participate fully in learning experiences. We also work closely with specialist teachers and health professionals to ensure that the learning environment and curriculum are suitable for children with learning, physical, medical or sensory needs.</p> <p>Enrichment activities and educational visits are an important part of our curriculum. We ensure that adaptations and/or adjustments are made to ensure that they are fully inclusive. This may involve additional planning and preparation such as providing social stories, photo books, pre-visits, etc. For children who require additional support to engage in learning and school life, a more person-centred approach is taken. Teachers adapt planning</p>



<ul style="list-style-type: none"> o Provide opportunities for pupils to develop confidence, self-esteem, and resilience. o Work in partnership with parents/carers, pupils, and external agencies to cater for children’s special educational needs and disabilities. o Make provision for children with SEND to fully develop their abilities, interests, and talents. o Identify special educational needs at the earliest opportunity to ensure early intervention and support. o Ensure all children with SEND are fully included in all aspects of school life and can develop their Cultural Literacy. o Regularly review policy and practice to achieve the best outcomes for all our pupils. 	<p>to take account of the interests and strengths of the young person to support them to be successful. Therapeutic and/or nurturing approaches may be appropriate in some cases.</p> <p>We strive to provide all children with a good education which allows them to thrive and flourish spiritually, academically and socially - whatever their start in life, helping them to achieve the highest possible outcomes. We are determined to open all children’s eyes to the possibilities available to them and it is our firm belief that the substance of our education prepares children for the challenges they will face in life and the next stage of their education. Our curriculum is a journey and never a finished article. It is reviewed at least annually to ensure that it is still meeting the needs of all our children in an ever-changing world.</p>
<p>What sort of expertise for supporting children with SEND do you currently have in school and how is this kept up-to-date? How do you access and secure further specialist expertise?</p>	
<p>What does North Yorkshire Local Authority recommend?</p>	<p>How do we do this in our school?</p>
<p>Staff training in relation to SEND is carried out on a regular basis depending on the needs of the children/young people within the school. Individual staff may attend the training, and this may be on specific areas of need such as Dyslexia or Autism or more whole school issues such as Inclusive Classroom Practice. In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND, if needed, eg Makaton training.</p>	<p>Our experienced SENCO attends termly LA SENCO Network meetings to ensure that her knowledge and skills are kept up to date. Staff attend relevant training to ensure that are equipped to provide high-quality learning experiences for children with SEND. The school has access to the Local Authority Inclusive Education Service which provides support through a range of services. We work closely with the North Yorkshire SEND Hub for the Hambleton and Richmondshire area to access general training as well as support and advice regarding individual children. The SENCO liaises with services such as educational psychology, speech and language therapy, occupational therapy, Healthy Child Team, Child and Adolescent Mental Health (CAMHS), Compass Phoenix, etc to arrange specialist training and/or make referrals. We can also access support for staff and families via Early Help Service. Staff also refresh and update their skills regularly using outside providers. Recent examples include Dingley’s Promise, Emotion Coaching UK and Treetops Children’s Occupational Therapy.</p>



How do you evaluate the effectiveness for the provision made for children with SEND?	
What does North Yorkshire Local Authority recommend?	How do we do this in our school?
<p>Schools aim to provide pupils including those with SEND, with all the facilities necessary in order that they can realise their full potential. Listed below is the main body recommended provision, however it may not list every skill, resource, and technique employed to achieve this as these are continually developed and modified to meet the changing requirements for individual pupils. Your child/young person will receive:</p> <ul style="list-style-type: none"> ● Quality First Teaching. <p>Your child/ young person may receive:</p> <ul style="list-style-type: none"> ● Specific small group work including targeted interventions ● Specific targeted work on an individual basis as part of a small group ● Specialist individual support or sessions from specialist teachers or other professionals ● Specified 1:1 support during lessons and or/ playtimes ● Individual targets and an Individual Support Plan <ul style="list-style-type: none"> ● Writing aids ● Pre-teaching of new concepts to enhance learning ● Support manipulatives, e.g., Numicon, writing frames, vocabulary boards. ● Table top resources <p>The school budget, received from North Yorkshire LA, includes money for supporting children or young people with SEND.</p> <ul style="list-style-type: none"> ● The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors based on needs in the school. ● The Headteacher and the SENCo discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> ● The children receiving extra support already ● The children needing extra support 	<p>We evaluate the impact of all interventions including whether they have a strong evidence base of effectiveness as outlined above and this information is shared with parents. Assessments to gauge a baseline are carried out before a child begins an intervention and repeated at the end so that the impact can be measured.</p> <p>Discussions take place in planning and review meetings to determine the effectiveness of the provision for individual children and the views of parents, carers and pupils are key to this. Provision used in-class (known as Quality First Teaching), will be monitored and evaluated regularly by the Headteacher and the SENCO, as well as Subject Leaders. This may involve discussions with staff and children, lesson observations, learning walks and performance management for staff.</p> <p>We also engage with North Yorkshire’s School Improvement Service. Our School Improvement Adviser regularly works with the Headteacher and SENCO to monitor and evaluate the effectiveness of our SEND provision.</p> <p>Our federation is fortunate to have a SENCO in each school. Both SENCOs work closely together to monitor the implementation and effectiveness of support plans across both schools on a termly basis.</p> <p>Our Governor responsible for SEND is Christine Burgess and she meets jointly with the SENCOs from both schools in the federation termly. The SENCO also submits a written report to the Governing Body every term which includes an evaluation of the effectiveness of the provision.</p>



- The children who have been identified as not making as much progress as would be expected
- Deciding what resources/training and support are needed

How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?

What does North Yorkshire Local Authority recommend?

The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.

Targeted Mainstream Provision
Targeted Mainstream Provision (TMP) provides specialist support, so that children and young people with SEND can make progress within a mainstream setting.

Use of Alternative Provision
Alternative Provision is defined as 'education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour' (DfE 2013).
Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education. When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs, and value for money. Once the school has commissioned alternative provision, school will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

How do we do this in our school?

We are an inclusive school and aspire for ALL our children to 'Live Life in all its fullness' John 10:10 and 'Shine like stars in the sky' Philippians 2:15. We go the extra mile to ensure that all children, regardless of their ability or needs, can participate in all activities including educational visits, residential visits, extra-curricular clubs and activities, sporting events, etc. We believe that there is no barrier which cannot be overcome and strive to make reasonable adjustments to ensure the participation of all. This may involve arranging transport, providing adult support or seeking advice from, for example, the outdoor education service, venues or the Disability Sport Development Officer. A risk assessment is written for many activities which would note any special requirements put in place to ensure that all pupils can participate as safely as possible. We also work closely with the Early Help service and support parents' applications for funding such as the Disability Living Allowance in order to ensure that families have access to activities outside school too. This can involve arranging regular Team around the Child meetings where professionals work with a family to ensure that they have the support and resources they need to access activities. In some cases, we may work alongside a targeted mainstream provision (TMP) to access specialist support for a child. Very occasionally, when alternative provision is deemed beneficial for a child, we use NY approved providers. Quality assurance checks, including checking all relevant policies, are made by the SENCO prior to and at regular intervals during the young person's placement. Staff, particularly the SENCO, remains in regular contact with the pupil and their family, often making home visits and joining the young person on-site. Regular 'handover' reports are exchanged to carefully monitor progress and any continuing needs. We have good links with local alternative providers such as Bland Close Farm, Corn Close Care Farm, Country



	Classrooms, Nudge Education, Born of the Forest and PT Hub.
<h2>How do you support children with SEND to improve their emotional and social development?</h2>	
<h3>What does North Yorkshire Local Authority recommend?</h3>	<h3>How do we do this in our school?</h3>
<p>We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school. Schools have a robust Safeguarding Policy in place, and follow National and LA Guidelines. All children with Special Educational Needs and/or Health & Well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle.</p> <p>All teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's/young people's needs are addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care. A range of support strategies may be in place for pupils who need them for example: 1:1 mentoring, feelings books, friendship groups, Speech Language and Communication interventions, Lego Therapy, Multi-Sensory Interventions, and tailored-bespoke interventions that are created on an individual needs-assessed basis.</p>	<p>Our school is a safe, welcoming place where everyone is valued, nurtured and encouraged. We are a small school and, as such, know our children and families very well, listening to concerns and worries and providing pastoral care and practical help wherever possible. We believe that school is more than just a place of academic study and that, in line with the Church of England Vision for Education, 'the overall orientation is to life in all its fullness, enabled by an excellent education'. Christian love is demonstrated through our core values of kindness, patience, peace and love. This is highlighted through our behaviour policy and recognition system centred on our '3 Bs': Be Safe, Be Ready, Be Respectful.</p> <p>We have experienced staff who are trained to use resources and approaches such as Boxall Profile, Zones of Regulation, Three Houses, Emotion Coaching, Motivational Interviewing, Solution-focused Therapy, Cognitive Behavioural Therapy, Circle of Friends, Time to Talk, Socially Speaking and Talkabout. Our dedicated pastoral lead, Nikola Johnson, works closely with children offering daily check-ins and emotional support when needed. We do not tolerate bullying of any sort (see our anti-bullying policy) and seek to support any child who is experiencing friendship difficulties or feelings of isolation, often involving the child's peer group to ensure that they can build positive relationships and feel happy and confident. Sometimes we may seek advice and support from outside agencies such as the NY SEMH (Social, Emotional and Mental Health), an Educational Psychologist, Compass Phoenix, CAMHS, Children's Social Care (including Early Help) or the Healthy Child Team. Any direct work with your child would require parental consent and you would be fully discussed with you. (See below for other sources of advice and support for families.)</p>



How do you involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children’s SEND – and supporting their families?

What does North Yorkshire Local Authority recommend?

How do we do this in our school?

Links with external agencies are vital to ensure that schools provide the highest levels of support for our pupils with SEND. Any one of the support services can raise concerns about a pupil. This will be brought to the attention of the SENCO and the pupil’s parents/carers. A request for support from external services is likely to follow a decision taken by the SENCo, colleagues, in consultation with parents/carers. External support services will usually see the child or young person, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a pupil’s progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. Below is a list of the services that schools most regularly work with:

- SEN Hubs
- Early Help
- Educational psychology team

To find out about the local authority’s Local Offer of services and provision for children with special educational needs and disabilities please use this link: [SEND Local Offer | North Yorkshire Council](#)

Referrals are never made to other bodies without the knowledge and consent of parents, unless in exceptional circumstances relating to child protection. The SENCO has a wide knowledge of services and organisations and can signpost families to those which they may find useful, including parent support groups such as [Parent Carer Voice](#) (formerly NYPACT), [Contact](#) (formerly Contact a Family) and [POSCH](#). For families who have involvement with a number of services, the number of appointments and meetings can become overwhelming. In some cases, this can be helped by holding a Team around the Family (TAF) meeting to co-ordinate the support offered to a family. [SENDIASS](#) (formerly known as Parent Partnership) provides confidential and impartial information, advice and support to parents and carers of children who have special educational needs, learning difficulties or disabilities. You can call the SENDIASS advice line on 01609 536923 or email info@sendiassnorthyorks.org. Support and advice can also be provided by an Independent Parental Supporter. We work closely with Children’s Social Care to ensure that the needs of children who are looked after by the Local Authority are fully met. Our school is well-supported by both the Anglican and Methodist churches. Reverend Jane Ball sits on the governing body and she and Reverend Gareth Baron provide pastoral and spiritual care and guidance to our school community. We signpost families to a range of support and training opportunities such as the [Solihull Approach](#) courses, the North Yorkshire [Go-To](#) wellbeing and mental health resource and courses such as Unlocking Autism, Unlocking ADHD, etc.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

What does North Yorkshire Local Authority recommend?

How do we do this in our school?

Schools normally deal with any complaints from parents/carers by calling

The Education Act 2002 requires governing bodies of schools to have a procedure to deal with complaints



a meeting with the Head Teacher, and all the concerned parties. For further details, parents/carers should refer to the school's 'Complaints Procedure' which should be found on their website.

about the school and any facilities or services that the school provides, including provision for children with SEND. If you have a concern, however big or small, about the provision being made for your child, we would encourage you to make an appointment to see your child's class teacher and/or the SENCO as soon as possible. We are keen to work with parents, carers and children to resolve any issues as quickly as possible to avoid them escalating. Should your complaint remain unresolved after informal discussion and negotiation, we would direct you to our formal complaints procedures (see Complaints Policy below). In such cases, you may find it useful to contact [SENDIASS](#) who can provide you with confidential and impartial advice and support. Further information regarding what to do should you wish to make a complaint regarding SEND matters can be found [here](#).

Links to related information and policies:

The North Yorkshire local offer gives details about the service you can expect from the Local Authority. It can be found at: <https://www.northyorks.gov.uk/send-local-offer>

Admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and key information around this can be found at: [School admissions | North Yorkshire Council](#)

This includes pupils with any level of SEND: those with an EHCP plan and those without. More information can be found here: [SEND and applying for a school place | North Yorkshire Council](#)

You can access all federation policies [here](#), including:

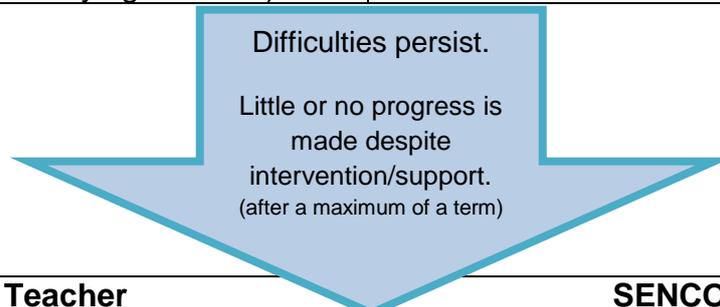
- SEND Policy
- Children in Care (formerly LAC)**
- Accessibility Policy & Plan
- Equality Policy
- Supporting Children with Medical Conditions
- Behaviour Policy & Blueprint
- Anti-Bullying policy
- Safeguarding Policy
- Admissions Policy
- Complaints Policy & Procedure



Appendix 1: Identification of SEND and Procedures for Graduated Response

Concerns about a child's progress/attainment/development or social needs arise. These concerns may be flagged up in a variety of ways, for example through observations, during a pupil progress meeting, through scrutiny of internal tracking, in conversation with parents or other staff members.

Teacher	SENCO
<p>Discuss concerns with parents to see if similarities have been observed at home. Share observations with colleagues and SENCO.</p> <p>Check high quality inclusive teaching is in place. Make any reasonable adjustments necessary.</p> <p>Possible use of 'At-a-glance' pupil profile to gather initial information.</p> <p>Put together an informal 'support plan' to remove any barriers identified/enable child to reach expected outcomes. (Consider current life circumstances/changes when identifying barriers.)</p>	<p>Check high quality inclusive teaching is in place. Advise and support with any reasonable adjustments necessary.</p> <p>Record 'short note' in child's records (using SEND chronology of support and intervention).</p> <p>Advise and support re the use of any appropriate 'catch-up' programmes.</p> <p>Advise and signpost parents to support and resources if necessary eg when life circumstances/changes are identified as potential barriers.</p>



Teacher	SENCO
<p>More detailed and formalised meeting with SENCO.</p> <p>Discuss and agree next steps with parents, sensitively informing them that their child has SEND.</p> <p>Begin more formalised assess-plan-do review cycle, using in depth observations, diagnostic and/or standardised assessment tools.</p> <p>Discuss and write a support plan (formerly known as an IPM) with parents (and child where appropriate). This should include a clear date for review.</p>	<p>Record child at SEN Support on school system (Code K for census purposes).</p> <p>Support teacher in meeting with parents should this be requested/considered useful.</p> <p>Make arrangements for any in depth observations, diagnostic and/or standardised assessments to be carried out.</p> <p>Support with writing of the support plan should this be requested/considered useful.</p> <p>Record date for review on school system and personal diary.</p>

Repeat Assess-Plan-Do-Review as often as required (at least termly).

Difficulties persist with little or no progress.

If the review of a support plan shows that little or no progress has been made despite the use of evidence-based interventions and support, a referral to the SEND Hub may be considered. (There should be at least a full term's worth of evidence available to support the referral.)

Teacher	SENCO
<p>Discuss concerns with parents and SENCO, providing evidence of support and interventions and any impact.</p> <p>Gain verbal agreement for any referrals to be made.</p> <p>Implement any recommendations from SEND Hub or any other external agencies.</p>	<p>Complete referral to SEND Hub (or other external agencies).</p> <p>Gain written consent from parents and include with referral.</p> <p>Gather evidence of the impact of the recommendations from the class teacher.</p>

Repeat Assess-Plan-Do-Review as often as required (at least termly).

Difficulties persist with little or no progress.

Consider the need for an Education Health Care Plan (EHCP).

Teacher	SENCO
<p>Meet with the SENCO to evaluate the child's needs using the provision bandings.</p> <p>Consult with parents (and child where appropriate).</p> <p>Assist in providing any information required for the completion of the EHCAR (request for statutory assessment).</p>	<p>Meet with the class teacher to evaluate the child's needs using the provision bandings.</p> <p>Consult with parents (and child where appropriate). Gather the views of the child and parents (often at a person-centred meeting).</p> <p>Complete and submit EHCAR.</p>

NB: The child's 'SEND Chronology of Support and Intervention' is regularly updated with any significant information eg interventions, involvement of external agencies, conversations with parents, etc.