



Sand Hutton Church of England and Warthill Church of
England Primary Schools



Special Educational Needs and Disability (SEND) Information
report - Revised Autumn 2022

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Introduction

Our Special Educational Needs (SEND) Information Report outlines the support and provision for Parents and carers of children who have SEND (Special Educational Needs and/or Disabilities) in our schools.

We carefully monitor the progress of all children on a regular basis. If, at any point, there are concerns about the progress of a child, we make a more thorough assessment of needs and provide early intervention. Strategies are put into place to meet the needs of the child and close monitoring ensures that these strategies, if not successful, are reviewed and additional support may be called in from outside agencies as appropriate.

Please also see our Special Educational Needs and/or Disability Policy.

The Local Authority has also published a Local Offer for parents, which outlines what provision is available in North Yorkshire, in Education, Health and Care for young people 0-25 with SEND.

"Since moving to Sand Hutton, our child has had the support they needed and are making progress"
(Parent)



What kinds of SEND are provided for in your schools?

All children are welcomed in our schools. We have experience of teaching children with a range of special needs, including dyslexia, dyscalculia, autism (including Asperger's), speech and language difficulties, developmental co-ordination disorder (DCD), dyspraxia, Downs Syndrome, hearing loss and Attachment Disorder. Any child will be welcomed if we can provide for their needs.

"It helps you, if you are struggling, when you have someone to help you read the words."
(Y6 child)

"Having a fiddle toy helps me concentrate." (Y4 child)

Who are the best people to talk to at our schools about my child's difficulties with learning/SEND or Disability?

If you have any concerns about your child please contact their class teacher. If their class teacher is concerned about them they will talk to you about their concern, either at Parents Evening or they will contact you.

"The school has been so helpful. They make adaptations so my child can come into school in a way that reduces their anxiety." (Sand Hutton Parent)

"Fantastic support from the school." (Warthill Parent)



Class Teacher is responsible for:

- High quality teaching of all children, including those with SEND.
- Checking on the progress of your child. Identifying, planning, delivering and reviewing (Assess, Plan, Do, Review) any additional or different support they may need. Involving the SENCO as necessary.
- Meeting the parents each term to share, review and plan the next steps in learning. When appropriate this may be recorded on a [SEND support plan](#).
- Ensuring that all staff working with your child are helped to deliver the planned programme, so your child can achieve the best possible progress.
- Ensuring they follow the schools' SEND Policy in their class and for all children with SEND

Special Educational Needs Co-ordinator (SENCO)

The SENCO is Mrs Catherine Naylor. BEd (Hons), MA, Post graduate Certificate in Education - Dyslexia.

She is responsible for:

- Coordinating all the support for children with SEND.
- Developing the schools' SEND policy to make sure all children receive consistent, high quality provision when meeting their needs.
- Ensuring that you are:
 - involved in supporting your child's learning
 - know about the support your child is getting
 - involved in reviewing how your child is doing
- Engaging the right specialist support for teachers.
- Liaising with outside specialists who may be coming in to help support your child's learning.

- Updating the schools' SEND file/register (a system of ensuring that all the SEND of the children are known so all staff can be supportive of their needs) and making sure your child's needs and progress is recorded.
- Reporting to head and governors. This is done termly.

Headteacher

The Headteacher of both schools is Mrs Bev Pawson. She is responsible for:

- The day to day management of all aspects of the schools, this includes supporting children with SEND.
- The Headteacher will give responsibility to the SENCO and the class teacher but she is responsible for ensuring that your child's needs are met.
- The Headteacher will ensure the training needs of the SENCO and other staff are met.
- The Headteacher will make sure that the Governing Body is kept up to date about issues relating to SEND.

SEND Governor

The SEND Governor is Mr Jim Hopkins.

How are children with SEND identified and their needs assessed?



If you and your child's teacher think your child has a special educational need then the SENCO will either assess them or refer them for assessment with someone else. This might be through using an outside agency, such as a speech therapist or an Educational Psychologist, or other specialists See section - Who are the other people providing services to children with SEND in our schools? P 8.

"It helps you learn strategies to use when you are back in class." (Y4 pupil discussing a maths intervention.)

"With English, the support helps you spell the words." (Y5 child)

What support do we provide for you as a parent of a child with SEND?

The class teacher is regularly available to listen to your views, discuss your child's progress or any concerns you may have and to share information about what is working well at home and at school, sharing strategies that can be used. If you have any concerns, please phone or email your child's school.

We will share and celebrate any successes at home or school with you and look to build on your child's strengths and interests.

Mrs Naylor (SENCO) or Mrs Pawson (Head teacher) are willing to meet with you to discuss your child's progress or any concerns / worries you may have. To arrange a

meeting either phone or email your child's school. Sand Hutton 01904 468308 or admin@sandhutton.n-yorks.sch.uk, or Warthill (01904 481296 or admin@warthill.n-yorks.sch.uk)

Any additional or different provision your child is receiving, may be recorded on an SEND Support Plan; this will be shared and reviewed with your involvement every term.

Homework will be adjusted as needed to support your child's individual learning. If your child is ever struggling with their homework then please contact their class teacher.

Any information from outside specialists will be discussed with you; where possible you will be able to speak directly to that professional. We will be available to explain any reports as necessary.

A home / school book may be used to support communication between us or a regular email contact may be used. You will be asked which one is the best way of communicating with you if it is necessary.

How are children with SEND consulted about their time at our schools?

At our schools we consult children in a variety of different ways about their time at school. This depends on the age and maturity of individuals and the reasons why we want to know. Sometimes an intervention is assessed using questionnaires and all children are supported in completing this whilst trying to maintain anonymity. Sometimes, for example, at an annual review meeting, children may be asked to contribute towards a short report. This may use pictures and photographs or may use words, whichever is most appropriate for the child. The most frequent consultation is through talking with the children themselves about how they think they are progressing and what provision they would like to see to help them achieve their best.



Children with SEND are regularly asked how their targets are working out on their SEND Support Plan. ([SEND support plan](#) example) Sometimes the children are asked what helps them learn by the SENCo in a small group.

Some of the children's comments are included below.

"It's going good but I still need help with division and practising on my 3x and 4x again. I like working with Mrs Carroll." (Y5 pupil)

"The Socially Speaking game is fun. It helps me listen better." (Y6 pupil)

"The displays in the classroom are helpful." (Y6 pupil)

"It's easier to concentrate in a small group when we are learning about maths." (Y3 pupil)

"It helps you go over things you are not sure of." (Y4 pupil)

What are the different types of support available for children with SEND in our schools?

Quality first teaching for all children:

The class teacher has the highest possible expectations of your child and all pupils in the class.

All teaching is built on what your child already knows, can do and can understand. Lessons are differentiated to meet the needs of all children whatever their learning styles. The class teacher will teach different groups and share their time equally with the children, whatever the children's ability.

Different ways of teaching are in place so that your child is fully involved in learning in class and is making the best possible progress. This may involve more practical learning, using different resources, using Computing e.g. Clicker8, 2 communicate etc. using a visual timetable and using a range of strategies, e.g. spelling dictionaries, numicon, base 10 equipment, specialist handwriting pens etc.

The class teacher carefully checks on your child's progress and may decide that your child has gaps in their learning and needs some extra support to help them make progress.

All children should be getting this as part of excellent classroom practice.

SEND support

It may be that your child has a specific barrier to their learning and this is affecting their progress. The class teacher will discuss any specific difficulties with you, the SENCO and headteacher to clearly identify the child's needs.

There are four main areas of need:

- Cognition & Learning
- Communication & Interaction
- Social, Emotional and Mental health
- Sensory & or Physical

The Provision Maps for these areas are available on the website (See Provision Maps). This shows strategies and interventions; the first column supports all children, the

second and third columns support those children who need additional and or different individual provision.

We have a range of assessments to help identify needs. Many of these look at the strengths of a child as well as areas where they require support so that their strengths, where possible, can be used to maximise their learning. For example, a child may find it easy to spot the difference as they have good visual discrimination. Working on this to help them improve their spellings through wordsearches etc. will benefit their learning.

SEND support is the term used when your child needs some additional and or different support from that given to most children of a similar age. We record the support your child receives on a SEND Support Plan and review it at the end of the time for which the Plan is set.



We use a wide range of Interventions and strategies. Your child's needs would be specifically targeted and a learning programme planned so that progress could be measured. This may be delivered by a class teacher and/or a trained teaching assistant. It would be a timed and monitored intervention to enable your child to make accelerated progress.

This provision may be recorded on a SEND Support Plan would be reviewed with you and we would ask your child for their views. The aim always would be to make your child more independent.

Children may receive special nurture time if they need help with their social and emotional development. In the past this has been groups such as Time to Talk, Lego Therapy, building an eco-greenhouse, making pencil cases, and developing games for use at playtime.

The schools may call on extra specialist support from an outside professional, if your child is not making progress despite the quality first teaching and an intervention.

You would be asked to give your permission for us to refer your child to a specialist professional. This will help staff better understand your child's particular needs and better support your child in school.

The specialist professional will work with your child to understand their needs and make recommendations with targets, provision, support and advice.

Education Health and Care Plan (EHCP)

For a very small number of children who have severe or complex learning needs, a request for an EHC Assessment may be made; if the parents and professionals

supporting your child feel that the child's needs cannot be met with the resources normally available in school.

The schools or you can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

This can be a difficult time for any parent and you can access support and advice from an independent parent support group. This service is called SENDIASS - SEND Information, Advice & Support Services and their enquiry line is 0845 034 9469.

If your child has an EHCP they will have an Annual Review; you will be asked to contribute your views and the views of your child will be an important part of this; most of the professionals will try to attend. You will still be involved in termly reviews to monitor the plan.

Who are the other people providing services to children with SEND in our schools?

Funded by the Local Authority and delivered in our schools:

SEND Hubs - these support schools to identify children with emerging special educational needs and help schools develop knowledge, skills and interventions to support these children by providing early targeted support through training of school staff. You will always be asked for your permission before this service is used.

Educational Psychology Service - An Educational Psychologist may be asked to do a more in-depth assessment of your child's needs. You will always be asked for your permission before this service is used.

Speech & Language Therapy (provided by Health but paid for by North Yorkshire) - A Speech and Language Therapist may assess your child's needs. In most cases they then provide a programme or intervention for a member of staff to work on with your child. For example, if your child has difficulties saying a specific sound, the therapist may recommend activities and games that a teaching assistant will work on with your child daily or several times a week. You will always be asked for your permission before this service is used.

Sensory, Physical, Medical team - If your child has a sensory (e.g. significant sight or hearing loss), a physical (e.g. uses a wheel chair or another aid to support their mobility) or a medical (e.g. requires regular significant medical support) this team will be involved in supporting the schools to make the necessary adaptations (see [Accessibility Plan and Accessibility Policy](#)). You will always be asked for your permission before this service is used.

Early Years Support Team - This team supports the children with SEND who are in reception. They provide support and advice for staff. You will always be asked for your permission before this service is used.

Autism Outreach Service (Diagnosis needed before accessing this service)- This service supports the children with Autism when necessary. You will always be asked for your permission before this service is used.

Educational Social Worker - A school social worker may be involved to help support families and children who are experiencing problems. This may be regarding attendance or other issues.

Funded by the Health Service and delivered in our schools or Clinic:

School Nurse - For medical or physical needs.

Occupational Therapy - for medical or physical needs.

Physiotherapy - for physical and mobility needs.

Community Adolescent Mental Health Service (CAMHS) - for support with mental health.

How is extra support allocated to children?

The schools' budget, received from North Yorkshire County Council Local Authority, includes money for supporting children with SEND.

The Head teacher decides on the budget for SEND in consultation with the school governors, on the basis of the needs in the schools.

The Head teacher and SENCO discuss the SEND in the schools: the children already getting extra support; the children needing extra support and the children identified as not making as much progress as would be expected.



The Head teacher and SENCO plan what resources, training and support is needed, this is reviewed regularly and changes made according to needs.

How are the staff in our schools helped to work with children with SEND?

Part of the SENCO's job is to support class teachers and support staff in planning for children with SEND.

The schools have a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole federation training on a single aspect of SEND e.g. Speech & Language difficulties.

Individual class teachers and teaching assistant attend training courses run by outside specialists that are relevant to the specific needs of a child in their class. Similarly, they are given advice and support from an outside professional working with a child in their class.

How is the schools' provision for children with SEND monitored?

The schools' provision for children with SEND is monitored in a variety of different ways. Sometimes the questionnaires that children are asked to complete are used, sometimes their improved attainment (for example, an increased reading age showing that the child has gained 12 months in terms of reading age in 3 months of actual time). Their happiness and wellbeing of the children is always taken into account. The governors sometimes look at anonymised data for children with SEND to ensure they are making progress. The schools do this through SENCO monitoring operational practice, written reports are sent to the governors at least once a term and the Governing Body's Children's committee, who meet regularly, monitor SEND as part of their discussions. The SEND Governor visits the schools and meets with the SENCO, holding the SENCO and head teacher to account.

How do the schools provide support for improving emotional and social development?



Sometimes children struggle with their self-esteem due to their Special Need, or they may be struggling to fit in socially with other children. Children are always encouraged to talk to teachers and teaching assistants if they feel sad, or if they consider they are being bullied or are feeling vulnerable in any way. Sometimes special "nurture times" are arranged to help the child "ease into" the school day or a recognised safe haven is established where the child can go if they are finding it hard to cope with others. If you have any concern about your child being bullied then please contact their class teacher, the SENCO or Mrs Pawson. Sometimes children find it hard to speak to teachers about their problems and may need their parents to tell us on their behalf. The schools also use [Compass Phoenix](#) which is a free, confidential health and wellbeing service for children and young people between the ages of 5-19.

It's also available for young people with Special Educational Needs and Disabilities (SEND) and an Education Health and Care Plan (EHCP) up to the age of 25.

The Compass Phoenix service is for those children and young people who may benefit from receiving early help and prevention of harm work in relation to mild to moderate emotional wellbeing and mental health issues.

Children may receive special nurture time if they need help with their social and emotional development. In the past this has been groups such as Time to Talk, Lego Therapy, building an eco-greenhouse, making pencil cases, Socially Speaking Groups and developing games for use at playtime.

How are the schools accessible to children with SEND?

We ensure that equipment used is accessible to all children regardless of their needs.

Extra-curricular activities and school trips are accessible to all children including those with SEND with appropriate levels of support. This includes access to the before and after-school provision.

At both schools the main teaching areas are accessible to children with physical difficulties. At Warthill there is a staircase to the upper floor teaching space, however provision can easily be made to overcome any issues that may arise from this.

How will we support your child when they leave our schools or move into another class?



If your child is moving to another school:

We will contact the receiving school's SENCO and ensure they know about any special arrangements or support that need to be made for your child.

Where a parent is undecided on which secondary school would best suit their child's needs, visits to schools with the child's current Headteacher, class teacher or the SENCO can be arranged.

We will make sure that all records about your child are passed on as soon as possible. Some children may benefit from having an 'Inclusion Passport'; this gives a summary of the type of support given, the effectiveness of the strategies used, a child's strengths and needs; this may form part of the records and will aid transition.

If your child is in Year 6:

We will invite the SENCO from the Secondary School to discuss specific needs of your child and a transition package will be put together for them individually.

Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and often a member of staff from their new school will visit your child at our school.

If your child is moving classes in our schools:

Information will be passed onto the new teacher in advance. Where possible the new teacher will join a planning meeting to share the SEND Support Plan and your child's needs, will be discussed.

It may be useful for your child to visit the new classroom and take photos of the new teacher and any support staff; the cloakroom area etc. The new teacher may be able to spend a session with your child or sit with them at lunchtime.

My child is a "looked after" child (a child who is in foster care or has been adopted). Is the SEND provision different for looked after children?

Looked After Children with SEND are supported in the same way as all children in our schools with SEND through the Graduated Response, the **Assess, Plan, Do, Review** cycle. The process will start with a Short Note and following the identification of need an SEND Support Plan or EHCP to meet the requirements of the pupil.

What do I do if I am unhappy with the provision made for my child? Who should I contact?

In the first place, the person to contact will be the child's class teacher. If you continue to feel that issues are not being dealt with properly, then you may request the involvement of the SENCO or Head teacher or both. If this is still not satisfactory, then you can make a complaint to the governing body, following the complaints procedure which can be found on the school website through the Policies link.



Useful links

[North Yorkshire County Council Local Offer](#)

[SENDIASS](#)

[Sand Hutton and Warthill Federated Primary Schools SEND policy](#)

[Accessibility plan](#)

[Compass Phoenix](#)

Example of a blank [SEND support plan](#)