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SEND Information Report

Date approved by Governors: October 2025

Date for review: October 2026

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those involved in supporting children with additional needs. This information outlines the support and provision you can expect to receive, if you choose The Federation of Snape Community & Thornton Watlass CE Primary Schools for your child.

What kinds of SEND are provided for in our school?
We welcome children with a broad range of needs to our school. Special educational needs fall under four broad areas:
· Communication and Interaction
· Cognition and Learning
· Social, Emotional and Mental Health
· Sensory and/or Physical
Behaviour difficulties do not necessarily mean that a child has SEND.

Raising a concern or making a referral.
If your child already has an identified special educational need or disability…

- Make sure that the class teacher is aware.
- You may want to make contact with the SENDCo to discuss a transition or integration plan.
- If your child has an Education, Health and Care plan in place the local authority will have already consulted the school. You may want to speak to the SENDCo to discuss transition. If your child already attends a setting you may want to ask the setting to make contact with the school SENDCo to coordinate a transition plan.

If you are concerned that your child may have an additional need…

- In the first instance talk to the class teacher – they work with your child every day and will be able to talk to you about their strengths and what they may be finding difficult.
- You may want to make contact with the Special Educational Needs and Disabilities coordinator (SENDCo).

Provision – what can The Federation of Snape & Thornton Watlass Primary Schools offer to support my child with SEND?

Who are the best people to talk to at our school about my child's difficulties with learning / SEN or Disability?
Class Teacher (CT) responsible for:

- High quality teaching of all children, including those with SEND.
- Checking on the progress of your child; identifying, planning and delivering any additional or different support they may need; involving the SENDCo as necessary.
- Meeting the parents each term to share, review and plan the next steps in learning. Recording this, on a SEND Support Plans
- Ensuring that all staff working with your child are helped to deliver the planned programme, so your child can achieve the best possible progress. This may involve Teaching Assistants (TA) and outside specialists.
- Ensuring they follow the school's SEND Policy in their class and for all children with SEND.

Special Educational Needs Co-ordinator (SENDCo)
The SENDCo is Mrs Katey Smithson holds the National Award for SEND Coordination. She is responsible for:

- Co-ordinating all the support for children with SEND and developing the schools SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs.
- Ensuring that you are: involved in supporting your child's learning; kept informed about the support your child is getting and involved in reviewing how they are doing.
- Engaging the right specialist support for the Teachers. Liaising with outside specialists who may be coming in to help support your child's learning.

- Updating the school's SEND file / register (a system of ensuring that all the SEND of the children are known, so all staff can be supportive) and making sure that your child's needs and progress is recorded.

Headteacher (EHT)
The Executive Headteacher is Mrs Jane Wood, she is responsible for:

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

SEND Governor
The SEND Governor for The Federation of Snape & Thornton Watlass Primary Schools is Jennie Holt. She is responsible for making sure that the necessary support is made for any child who attends the school who has SEND.

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

- The CT 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.
- We would always want to share and celebrate any successes at home or school with you and look to build on your child's strengths and interests.
- Mrs Smithson (SENDCo) or Mrs Wood (EHT) are willing to meet with you to discuss your child's progress or any concerns / worries you may have.
- Any additional or different provision your child is receiving, will be recorded on a Support Plan; this will be shared and reviewed with your involvement every term.
- Any information from outside specialists will be discussed with you; where possible you will be able to speak directly to that professional or we will explain any reports as necessary.
- A home / schoolbook may be used to support communication between us, or an email contact may be a preferred option.

What arrangements do we have in place, to consult with children with SEND and how do we involve them in their education?

- The ethos within our school appreciates everyone's uniqueness; that we all have our own strengths and weaknesses. Work carried out within acts of collective worship and when issues arise reinforce this ethos. The views of all children are listened to.
- We run an active school council who are involved in both school improvement and work within the local community.
- Children with SEND may require additional support in articulating their views and aspirations. Targeted work may be done with the class teacher or TA. Some children may find it difficult to express their views verbally; if this is the case then alternative methods are sought; for example, by using visual prompts, traffic lights and photographs. A more subtle approach is sometimes needed to find out how pupils are feeling and about their opinions and aspirations.
- Children with SEND are involved in setting and reviewing their own learning targets; these are outlined on their SEND Support Plans. These documents are also shared and reviewed with you on a termly basis or more frequently if required. Pupils' views are sought for annual reviews, as outlined above; these are saved in order to track progress, in the level of response as the child gets older.

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

Quality first teaching for all children:

- The CT 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 CT will teach different groups and share her time equally with the children, whatever their 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 ICT, using a visual timetable and using a range of strategies.
- The CT 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 CT would discuss any specific difficulties with the SENDCo, EHT and parents to clearly identify the child's needs.
- There are four main areas of need:
    - Cognition and Learning;
    - Communication and Interaction;
    - Social, Emotional and Mental Health
    - Sensory and/or Physical.

  See Overview of whole school provision. This shows strategies and interventions; the first column supports all children; the second column supports those children who need additional and or different individual provision.
- We have a range of Assessments to help identify a need.
- 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 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 trained TA. It would be a timed and monitored intervention to enable your child to make accelerated progress. The provision recorded on a Support Plan would be reviewed with you and the views of your child sort. The aim always would be to make your child more independent.
- The school 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 school to 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 EHCAR 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 school 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 SENDIASS – SEND Information, Advice & Support Services.

- Their support and advice line number are: 01609 536923 or email info@sendiassnorthyorks.org. Information is also available on their website: www.sendiassnorthyorkshire.co.uk
- 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.

What arrangements are in place for assessing and reviewing children's progress towards outcomes?
What opportunities are available to enable school to work with parents and children as part of this assessment review?

- We use Insight to assess and track all pupil progress. For children not yet accessing the National Curriculum, we use the Early Years Foundation Stage profile.
- We meet termly with parents of children with SEND to hold Learning Conversations (also known as review meetings) and more often informally, as required. This may be a quick chat on the playground, or a message via text, telephone or email.
- We aim to make the meeting as pleasant as possible, recognising that this can be a time that you find difficult and stressful. We introduce everyone at the meeting and ensure you have time to ask questions. In advance of the meeting, we give you an opportunity to complete a parents' views; to enable you to feel prepared before the meeting. Your child also has chance to complete a pupil view before the meeting.
- SEND Support Plans are updated and shared with you and your child termly.

Who are the other people providing services to children with SEND in our school?
Funded by the Local Authority and delivered in school (or clinic), we have access to the SEND Hub for North Yorkshire and through this we can access – through a referral process - the following professionals:

- Educational Psychologist (EP)
- Specialised teachers and staff in the areas of Communication & Interaction (C&I)
- Social & Emotional and Mental Health
- Cognition and Learning
- Speech & Language therapist (SALT)
- Special Support Autism (SSA), Sensory
- Physical & Medical team.

We can also access the Educational Social Worker (ESW) and The Prevention Service (a team of family outreach workers).

Funded by the Health Service and delivered in school or Clinic:

- School Nurse
- Occupational Therapy
- Physiotherapy
- Community Adolescent Mental Health Service (CAMHS)

How is extra support allocated to children?

- The school budget received from NYCC LA includes money for supporting children with SEND.
- The EHT decides on the budget for SEND in consultation with the school governors, based on the needs in the school.
- The EHT and SENDCo discuss the SEND in the school: 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 EHT and SENDCo plan what resources, training and support is needed, this is reviewed regularly, and changes made according to needs.

How is the school accessible to children with SEND?
Equipment and the environment…

- 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.
- The schools are on one level.
- Sunflowers and Owls classrooms have access to outside areas.
- Further breakout spaces are being developed.

Please also click here to see our accessibility plan

How can parents and carers stay informed and involved?
How we communicate with you…

- We have two formal parents' evenings every year.
- We review SEND profiles 6 times a year. For pupils with an EHCP there will be an annual review every year – more if needed.
- We require contact details for parents and carers of all children this will always include a contact telephone number and may include an email address so that we can contact you in a way that is accessible for you.

How you can contact us…

- Parents and carers are encouraged to call the school if they have any queries or want to discuss anything.
- We have an open-door policy, parents and carers are welcome to approach any of us if there is something they wish to discuss.
- Parents and carers can contact the school office via the enquiries email address or can call the school office and request an appointment to see a class teacher or a member of the senior leadership team and this includes the SENDCo.

What next?
How will STW Schools prepare my child for their next step in education?

Transition for new pupils…

- We liaise closely with any previous settings attended by the child. As a result of this we will discuss the provision that has been successful and what we can implement before the child starts with us, when they start and what their start to school will look like.
- It may be appropriate to put an integration plan into place. This may mean that your child starts on a part time basis, and we increase the timetable gradually. If it is agreed that this approach is necessary, it will always be done in consultation with parents and carers and with the aim that the child attends school full time as soon as they are able and ready to do so.
- If your child has not previously attended any setting, we will want to talk to you about your child and what they need. If you are concerned about them starting school, you can contact us as outlined above.

Transition to the next year group…

- Transition for pupils with SEND is carefully planned and coordinated around each child's individual needs.
- Teachers spend time in the summer term discussing each child, their needs and the provision that has been in place.

- Social stories will help the children to understand and process the transition and to prepare for the changes.
- If we are able to, the new teacher will spend time with the pupils moving into their class so that they begin to build relationships and become familiar with each other.
- The aim will always be to keep provision and strategies as consistent as possible but will also take into consideration the children's individual progress and development as they move through the school.

Transition to secondary school…

- We make links early in Year 6 with secondary schools and as soon as children know the school, they will be moving on to we will make sure that information is shared, and plans are put in place to support that transition.
- We will discuss with the secondary school the strategies and interventions that have been used at STW Schools. This will not always mean that provision will look the same when they start year 7 but gives the secondary SENDCo the information they need to plan appropriate provision.
- If you are concerned about your child moving onto Secondary education, in the first instance talk to the class teacher or make an appointment to speak to the SENDCo. It may be appropriate for you to contact the secondary school to see what they are able to offer.

Transition to another setting…

- If your child has a special educational need or disability and they move onto a different school for whatever reason, information will always be shared with that school to ensure that provision can continue as consistently as possible.
- If your child has an EHCP and it is agreed through annual review that it is appropriate to request a more specialist setting the SENDCo will discuss with you and with the caseworker what the options are. If it is agreed and a place is offered the SENDCo will coordinate a transition plan with the specialist setting with the support of the SEND caseworker and with support of any specialists involved.

How do we evaluate the effectiveness of the provision made for children with SEND?

The following evaluations of effectiveness are provided below:

- Learning walks and pupil discussions to evaluate the effectiveness of the strategies listed on My SEND Support Plan
- Pupil Progress Meetings
- Completion of statutory functions by the SENDCo related to referral for statement/education health care plans, termly meetings and annual reviews
- Focused monitoring by the SENDCo, LA adviser and SEND governor
- Detailed discussions with families and pupils
- Attendance and exclusions analysis
- Monitoring and evaluating of interventions
- Feedback from support agencies and Ofsted
- Analysis of data examining the progress of different vulnerable groups
- Local authority analysis of information and data about the school

Where else can I access support and information about special educational needs?

Some useful websites and support groups:

- The North Yorkshire local offer can be found at:

http://www.northyorks.gov.uk/article/23542/SEND---local-offer

Provides information on support available locally, local schools and information for parents including links to support groups. Find links via the local offer for 4all – a magazine with up-to-date information on

SEND and activities for children, young people and families. Also find links here for short breaks for children and young people with SEN.

- North Yorkshire parent carer forum can be found at: https://www.parentcarervoiceuk.org/

Recognised and supported by the Department for Education (DfE) under the Special Educational Needs and Disability Code of Practice (2015)

- North Yorkshire Parent Partnership can be found at: https://nypartnerships.org.uk/childrenandyoungpeople

Offers free confidential advice, information and support to parents and carers about special educational needs.

- SENDIASS

The SENDIASS Team are available to offer advice, listen to worries or concerns, offer home visits, attend review meetings or support transition to a new school. Their advice is impartial; we have found that parents find their support extremely helpful. They can be contacted on 01609 536923 or you contact us on our email Info@sendiass.org
For more information about SENDIASS see: https://sendiassnorthyorkshire.co.uk/

- IPSEA

Independent Provider of Special Education Advice (known as IPSEA) is a registered charity (number 327691) operating in England. IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).
For more information see: https://www.ipsea.org.uk/

- Young Minds

The voice for young people's mental health and wellbeing
Young minds Parent Helpline: 08088025544

- North Yorkshire Autistic Society

To provide advice and support to the families and carers of people with Autism Spectrum Disorders (ASD).
For more information see: https://www.autism.org.uk/what-we-do/branches/north-yorkshire-central

For further information please see our SEND Policy.

Who can I contact for further information?
Key members of staff (and order of contact):

- Class teacher
- SENDCo – Mrs Smithson, SENDCO@stw.n-yorks.sch.uk
- Executive Headteacher, DSL – Mrs Wood

The SEND Governor is Jennie Holt who can be contacted via the school's office.

Alternatively, please book an appointment by calling 01677 422685 to discuss any concerns with the SENDCo.

What is the arrangement for handling complaints from parents of children with SEN about the provision made?

Complaints about SEN follow the general complaints procedure. Please see your child's Class teacher in the first instance, to see if your concerns can be immediately addressed.

Should there be no improvement, please do make an appointment to see either Mrs Smithson (SENDCo) or Mrs Wood (Executive Headteacher).

If you still feel that your view has not been listened to or answered to your satisfaction, you can make a formal complaint by writing to the Chair of the Governors at any of our schools, via the Office Manager.

Contact Details:

Thornton Watlass CE Primary School,
The Green,
Thornton Watlass,
Ripon.
HG4 4AH
01677 422685

Snape Community School Primary School,
Ings Lane
Snape,
Bedale.
DL8 2FE
01677 470830

Email: admin@stw.n-york.sch.uk