

## Appleton Wiske Community Primary School SEND Information Report

SEND Code of Practice 6.79: The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disabilities Regulations 2014.

North Yorkshire's local SEND information, advice and support can be found on the following link:

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

### **Definition of Special Educational Needs and Disabilities (SEND)**

The SEND 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. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

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

### **Identification**

For a child or young person to be entered onto our SEND Register we take account 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 SEND if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. As such, any child or young person on our 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 are identified as having SEND through a variety and combination of ways including:

- Communication with previous settings
- Children 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 a Dyslexia Screening Test
- Children that already have an Educational Health Care Plan (EHCP)

There is a graduated approach that enables the right level of intervention and support when needed. 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. If a specific educational need is highlighted, an Individual Provision Map 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, such that we are aware of the effectiveness of the provision made for our pupils with SEND and alterations to best meet their needs and fulfil their potential accordingly. Other agencies are involved, when necessary, e.g. speech and language therapy. Any children or young people who then require an EHCP will have annual and interim reviews. Parents, SENDCo, and LA representative (usually the appropriate caseworker), class teacher, supporting TAs and any other parties involved in the EHCP provision are invited to the annual reviews.

### **School Policies that are Linked to the Identification and Assessment of SEND**

- SEND Policy
- Single Equality Scheme and Action Plans
- Child Protection Policy
- School Medical Policy
- Behaviour Policy

### **SEND Policy Implementation**

This SEND Information Report, along with our SEND Policy, has been developed by the SENDCo – Karen Hainsworth. Contact details: admin@appletonwiske.n-yorks.sch.uk. Telephone: 01609 881398

It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEND Code of Practice 2014. With the SENDCo, it is the role of the headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how to best support children with SEND. The headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the headteacher in carrying out this policy. The school governor for SEND is: Louise Bell. The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs. The Headteacher, Neil Clark, will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.

### **Individual Provision Maps**

Individual Provision Maps are created for all children or young people who are on the SEND register with a view that these are entirely working documents which are continually reviewed and follow the child or young person through their education, creating a holistic picture of the child and how best to support them. They are created in a joint process involving the parents/carers, the child or young person and the class teacher with an outcome focused approach. When completing IPMs, we strive for targets to not only look at the term or year ahead (in the short/medium term), but also further into the child's future e.g. the next Key Stage (long term). This lends itself to the forward planning approach adopted by school to better meet the needs of all its SEND pupils. Parents/carers will be supported to understand how they can promote these targets at home. The learning plans are very child centred and monitored and reviewed three times a year (July, November and March).

### **Communication with Parents/Carers**

We understand that parents of children with SEND may have concerns and queries. We therefore meet with them regularly and encourage our families to contact us if they are anxious about any issues. Besides regular parents' evenings, we have additional termly meetings for our SEND children and their families where we review IPMs. We value the time spent discussing the children and we seek ways to ensure that their needs are met. At review meetings, we evaluate the success of each IPM so that parents have clear information about the impact of interventions and additional support. External agencies are also invited, when appropriate, so that we can review and set targets as a team. Some children are encouraged to attend the meeting in person; others like to talk to their teacher before the meeting so that their opinion can be heard. The child's voice and their aspirations are very important to us. Guidance can be given so that parents know how to support their child's learning at home. Sometimes daily communication between school and home is required. This can be in the form of a home/school book or with conversations between parents and staff at the beginning or end of the day. If parents have any concerns regarding SEND they are encouraged to contact the school's SENDCo, Karen Hainsworth. The SENDCo can be contacted at [admin@appletonwiske.n-yorks.sch.uk](mailto:admin@appletonwiske.n-yorks.sch.uk) or an appointment can be made.

Termly meetings between the SENDCo and SEND Governor ensure that the Governing Body oversees the provision and progress for our SEND pupils.

Appleton Wiske School will have regard to the SEND Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents/carers are involved with any decision that SEND provision is necessary for their child's personal progression. Partnerships with parents/carers play a key role in enabling children and young people with SEND 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 SEND will be treated as partners, with due consideration given to our Single Equality Scheme, and supported to play an active and valued role in their child's education.

Home-school communication around SEND is detailed below:

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used
- The SENDCo 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
- IPMs will be reviewed with your involvement each term as appropriate
- There are a number of parent/carer support groups such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)

### **Pupil Voice**

Teachers/SENDCo 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 in our school, and we feel that contributions to their own IPM is key to the pupil's success.

### **A Graduated Approach**

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 and parental input along the way which is intrinsic to getting the provision correct for each individual child.

### **Transition Arrangements and Preparing for Adulthood**

We recognise that transitions can be difficult for a child or young person with SEND and take steps to ensure that any transition is as smooth as possible. We are keen to involve parents/carers as much as possible with their transition to their next year group. The children or young person will spend transition sessions during the summer term with their new teacher(s). Teachers may also spend time with children in their current class prior to September. Parents' evenings are planned for the autumn term where the transition period is discussed, reviewed, and evaluated. 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. Staff have also taken opportunities to visit and work closely with our partner secondary schools which gives them an opportunity to understand how best to support your child for the transition into Year 7.

### **Universal Provision**

Appleton Wiske Community Primary School is very proud of its inclusive ethos. This is reflected throughout the school. Quality first teaching in every class ensures that our children have carefully planned and delivered learning opportunities to meet their needs and ensure they make progress. This can mean small adjustments, like sitting close to the teacher to ensure a child can participate fully in a session, or a more significant modification such as special equipment to enlarge written material in the classroom. We have experience in different areas of need and are able to support children with a wide variety of needs, including children with Sensory or Physical needs, Communication and Interaction, Speech and Language, Specific Learning Difficulties with Cognition and Learning, Social, Emotional and Mental Health needs and Autistic Spectrum. Appropriate support is put in place to ensure the highest quality education for children with any specific need. Differentiated activities are planned into lessons so that every child can fully engage and take part in class. Differentiation can take the form of presenting and recording work in different ways, support from a teaching assistant, specialised resources or work set at different levels. We want all of our children to feel that they can actively engage in activities across the curriculum and beyond. We ensure that children with SEND go on all of our educational visits and take part in a range of sports activities. Children with SEND are well represented on the School Council and are given equal opportunities to take on other roles such as E-Safety officers, Junior Road Safety Officers and Playtime Friends. We listen to the views of our children and provide extra pastoral support where necessary. Emotional and Social skills are developed through a growth mindset and peer support.

### **Teaching, Learning and Assessment**

We are strong advocates that all teachers are teachers for children with SEND. Our teaching, learning and planning procedures reflect this and are as follows:

- Individual provision maps for all children and young people on our SEND Register - including reviewing of outcomes at the end of each cycle (3x year)
- Individual SMART targets
- Differentiated learning
- Multi-sensory activities
- Data analysis through school tracking system
- Pupil progress meetings with the class teacher, SENDCo and Headteacher
- Sharing between teachers to ensure a smooth transition
- Meetings between the child, teacher, and parents/carers to discuss progress and next steps
- Teachers and support staff working closely together

### **How We Adapt the Curriculum and Learning Environment for Children & Young People with SEND**

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities
- Support pupils to achieve their full potential despite any difficulty or disability they may have
- Ensure that staff are aware of pupils' individual needs and teach in a way that is appropriate for them
- Provide opportunities for pupils to develop confidence, self-esteem and resilience
- Work in partnership with parents/carers, pupils, and external agencies to cater for children's special educational needs and disabilities
- Make provision for children with SEND to fully develop their abilities, interests, and talents
- Identify special educational needs at the earliest opportunity to ensure early intervention and support
- Ensure all children with SEND are fully included in all aspects of school life and can develop their Cultural Literacy
- Regularly review policy and practice to achieve the best outcomes for all our pupils

The school budget, received from North Yorkshire Local Authority, includes money for supporting children or young people with SEND. 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 SENDCo discuss all the information they have about SEND in the school, including:

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

### **Interventions**

We can offer a wide range of evidence-based interventions. These will include providing key learning targets appropriate to the child's/ young person's current achievement, different learning materials or specialist equipment, group or individual support and may provide effective intervention without the need for regular or on-going input from external agencies. Our teaching assistants continually update their knowledge and skills by attending training and are qualified to deliver interventions for phonics, reading and maths. Interventions are carefully monitored in order to ensure that they have an impact on a child's learning. Sometimes interventions take place outside the classroom and we work hard to make sure that whatever the child is focusing on in their intervention is linked closely to classroom work. If a child is engaged in an intervention programme we ensure that parents are kept well informed about:

- What intervention the child is receiving and what are the intended learning outcomes
- When during the week any interventions will be delivered and for how many weeks
- Who will be delivering the interventions
- How the interventions will relate to and support learning in the classroom
- How interventions will be monitored closely to ensure that the child makes good progress

### **Extra Adult Support**

Appleton Wiske Community Primary School has a highly qualified and dedicated team of teaching assistants and teachers. The teaching assistants meet as required with the SENDCo to update their SEND knowledge and the teaching staff have a termly update meeting. SEND discussions are included in weekly staff meetings where appropriate. Teaching assistants and teachers encourage children to work independently, equipping them with the necessary skills and strategies to enable them to access learning activities. However, there are times when children require one-to-one support from an adult to enable them to make sustained progress. Our skilled teaching assistants run most of the interventions in school. We provide training so that they can do this with knowledge and confidence. Teaching assistants have regular CPD opportunities including online courses. At all times they work closely with class teachers and the SENDCo. Staff training in relation to SEND is carried out on a regular basis depending on the needs of the children within our 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. Our SENDCo has the National Accreditation for SEND.

### **Expected Progress**

Teachers track children's progress on a regular basis through formative and summative assessment. If a child is not making adequate progress this will be highlighted on the school tracking system and a discussion between the teacher and Headteacher will take place, focusing on what provision the child needs to ensure they catch up and continue to make progress. Parents and children are fully involved in the process of identifying appropriate provision to support learning. Teachers may adapt their teaching methods or resources to accelerate progress. Alternatively the child may take part in an intervention programme. At the end of the intervention period the child will be reassessed so that we can check that progress is being made. For those children who have an IPM, targets are set and assessed termly. Parents/carers are invited to the IPM review and remain fully involved in the review process.

### **External Agencies**

Links with external agencies are vital to ensure that we 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 SENDCo and the pupil's parents/carers. When appropriate, we seek advice and support from external agencies through the Hambleton and Richmondshire SEND Hub. The SEND Hub consists of a range of specialist support and provision delivered by highly qualified and experienced staff who support our school to effectively and holistically meet the needs of children who have SEND. We always seek permission from parents before we request outside support for their children. The Hub support and provision includes specialists in the following areas:

- Cognition and Learning
- Communication and Interaction
- Vision
- Hearing
- Social, Emotional and Mental Health
- Educational Psychology
- Occupational Therapy
- Medical Education Service
- The local authority SEND advisory team

- SEND Hub
- Early Help
- Educational Psychologist team

All of the above experts visit school to meet children and give us advice. They also attend meetings with us to extend the team around the child. To find out about the local authority's Local Offer of services and provision for children with SEND please use this link: [SEND Local Offer | North Yorkshire Council](#)

### **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, we will maintain ongoing contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

### **Supporting Pupils with their Emotional and Social Development**

We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school. We have a robust Child Protection Policy in place, and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or Health & Wellbeing 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. 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 are in place for pupils who need them including: 1:1 mentoring, feelings books, friendship groups, Speech Language and Communication interventions, Occupational Therapy Interventions, and tailored-bespoke interventions that are created on an individual needs-assessed basis

### **Admission Arrangements**

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and key information around this can be found in our Admissions Policy. This includes pupils with any level of SEND: those with an EHCP plan and those without.

### **Special Educational Needs and Disabilities Information, Advice and Support Service**

The SENDIASS service is for children and young people (up to 25 years) and their parents and carers, in relation to Special Educational Needs and Disabilities. The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) is a free confidential and impartial information, advice and support service on issues related to Special Educational Needs and disability. The SENDIASS team offers impartial information and advice about what the law says, the local authority's policies and procedures and about the policy and practice in local schools. They can be contacted on 01609 536923 and further information can be found on the following link: <https://sendiassnorthyorkshire.co.uk/>

### **Statutory Assessment**

Occasionally, as a team, we may decide to request a Statutory Assessment for a child. Various professionals will have given us advice and they will have identified that the child needs a particularly high level of support and provision beyond that usually available in a mainstream classroom. At this stage we will make a request for Statutory Assessment to the Local Authority Hub. They will consider what the most appropriate provision for the child is and an Education Health and Care Plan will be created. The plan will be reviewed annually. The SENDCo is available to support parents through the Statutory Assessment process.

### **Accessibility**

In our commitment to be an inclusive school, we have ensured that the building is accessible. There are ramps to classrooms and steps are highlighted with bright paint. We are always ready to make reasonable adjustments to our school in order to meet the needs of our children. See the school's Single Equality Scheme for more information.

### **Transition**

We know that transition through different phases of education can be a daunting time for families with a child with SEND. We have a number of strategies that we employ to support our children through the transition process:

- The new teacher will make a special effort to get to know the child during the summer term during transition visits
- Photographs will be taken of the new classroom and new adults. A transition book will be created for the child to look at and share with parents throughout the summer holidays
- Extra visits can be made in order to familiarise the child with their new surroundings
- A meeting can be held with the team around the child in order to share important information

We organise a very similar transition to secondary school. We invite representatives from the school to visit us as soon as the child's place is confirmed. We arrange some reassuring visits to the new school for the child, sharing their ambitions and preparation for adulthood. We pass important documentation on to the secondary school which details information about

interventions, strategies, meetings and support from external agencies. The feedback from parents/carers has been very positive. We send the children to secondary school feeling confident and well equipped to navigate the transition process smoothly and successfully.

### **Complaints**

If a parent/carer has a complaint relating to a child with SEND they are encouraged to approach the class teacher in the first instance. A discussion to see if their concerns can be addressed will take place. Parents can also contact our SENDCo and Headteacher. If the parent/carer still feels that their views have not been listened to or answered to their satisfaction they can make a formal complaint by writing to the Chair of Governors at our school.

Should you wish to discuss any aspect of this report in more detail please do not hesitate to contact us.

Headteacher: Neil Clark  
SENDCo: Karen Hainsworth  
SEND Governor: Louise Bell

Revised: May 2026  
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