



Snainton Church of England Primary School

SEND Information Report

SENDCo contact details:

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The kinds of SEND that are provided for:

Snainton Church of England Primary School is a mainstream primary School.
Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), emotional regulation, pathological demand avoidance (PDA).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Medical conditions such as cerebral palsy.

Identifying pupils with SEND and assessing their needs:

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.
Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents:

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Records of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support and be added to the SEND register.

The SENDCo and/or class teacher will have regular conversations with pupils and parents, sharing targets from the graduated approach and taking feedback as part of the process. This includes feedback from the pupils as to how best support their learning, where appropriate.

Assessing and reviewing pupils progress towards outcomes:

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How will the curriculum be matched to needs:

We believe that all children have the right to a broad and balanced curriculum.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

To ensure that they can successfully access all areas we make the following adaptations to ensure all pupils' needs are met:

-Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, -1:1 work, teaching style, content of the lesson, etc.
-Adapting our resources and staffing
-Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. ---
-Differentiating our teaching, for example, giving longer processing times, minimizing impact on cognitive load, pre-teaching of key vocabulary, knowledge organisers, reading instructions aloud, etc.

How accessible is the school environment:

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extracurricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

We ensure that our facilities are accessible for all needs and make reasonable adjustments where needed. Where further support or equipment is needed, we work closely with outside agencies to secure the support needed.

How are the school resources allocated and matched to needs:

After discussion with parents and pupils, the SENDCo and Headteacher will ensure that the provision is suitably resourced for every child.
If needed, the school works closely with a range of outside agencies to ensure that specialist support is provided where needed. Parental permission is always sought before involving any outside agencies.

Accessing extra-curricular activities:

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
All pupils are encouraged to go on any residential trip(s).
All pupils are encouraged to take part in all activities including sports day, school plays etc.
Pupils are encouraged to run for school council and to be play ambassadors.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Evaluating the effectiveness of SEND provision:

We evaluate the effectiveness of provision for pupils with SEND by:
-Reviewing pupils' individual progress towards their goals each half term
-Reviewing the impact of interventions after six weeks
-Using pupil questionnaires to gather feedback
-Monitoring by the SENDCO

- Holding annual reviews for pupils with EHC plans with parents and outside agencies.

Expertise and training of staff:

The SENDCo holds the NASENCo qualification.

All staff have regular, relevant training, where applicable, which is logged in a training log. Staff have access to a range of research and books to support their further development.

How are pupils supported moving between phases and in preparation for adulthood:

We will share information with the school, college, or other setting the pupil is moving to. We will discuss and agree with parents and pupils which information will be shared as part of this before the conversations are had. Where permitted, links will be made with secondaries which may include contact with pastoral/SEND staff and visits to the setting.

Complaints about the SEND provision:

Complaints about SEND provision in our school should follow the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
Exclusions
Provision of education and associated services
Making reasonable adjustments, including the provision of auxiliary aids and services.

Support services:

We understand that parents sometimes benefit from impartial advice and support. We will signpost parents to the relevant support agencies, including:

- <https://sendiassnorthyorkshire.co.uk/>
- <https://www.ryedalespecialfamilies.org.uk/>
- <https://closer-communities.co.uk/>

Local offer:

All maintained schools in North Yorkshire have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities.

We are supported by the Local Authority to ensure that all pupils regardless of need make the best possible progress. Our local authority's local offer is published here:

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