



We work together to nurture an inclusive family of hard-working, respectful individuals who have a lifelong love of learning.

*“Life in all its fullness” (John 10:10)*

## Embsay CofE (VC) Primary School SEN information report

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 SEN. 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 draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer’.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school’s SEN policy, named contacts within the school where parents have concerns and details of the school’s contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

[About the North Yorkshire SEND Local Offer | North Yorkshire Council](#)

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## Embsay CofE Primary School SEN information report

Date October 2023

Link to SEN Policy ([SEND Policy | Embsay CE Primary School](#))

### Provision for children with Special Educational Needs and Disabilities (SEND)

At Embsay C of E (VC) Primary School we strive to achieve the following aims at all times:-

- Children are happy, supported and well cared for
- Good relationships are created between children/carers, staff and the community
- Teachers establish a stimulating and supportive Christian atmosphere, enabling each child to develop their skills and knowledge at their individual pace
- Teaching and learning is effective through clear understanding of the stages of children's development in order to maximise academic, physical, creative, social and economic potential
- Basic skills hold a high priority within a rich, broad and relevant curriculum
- Expectations, achievements and standards are high
- Parents and carers engage with their children's learning and know about their progress
- Individual differences and diversity are recognised, respected and valued
- Children enjoy their time at Embsay School

**This is what we provide in our school**

**This is North Yorkshire LA's minimum expectations of good practice**

#### 1 What kinds of SEN are provided for in your school?

Children and young people (CYP) 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 CYP is welcomed and strategies sought to meet needs wherever possible.

Our Admissions Policy can be found on our school website.

<http://www.embsay.n-yorks.sch.uk/policies>

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**2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?**

Special educational needs and provision can be considered as falling under four broad areas (2014 Code of Practice):

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and/or physical

Children are assessed regularly to ensure they are making at least expected progress. Some children can be identified as 'stuck' and will therefore receive some extra help and support. The class teacher is usually the first person to identify if a child is not making progress and therefore needs additional help. The teacher will liaise with the SENCo/Headteacher to discuss strategies. If these strategies are not working and a child is showing a significant difficulty in learning then a discussion with parents/carers about the possibility of putting the child on the SEND register takes place.

Once a discussion has taken place, a final decision will be made by parents/carers, class teacher and SENCo regarding the next appropriate steps.

If you have any concerns regarding your child, please raise your concerns with the class teacher and/or the SENCo. Further information can be found in the school's SEND policy on the school's website.

The school's SENCo is the headteacher, Fiona Prest. She can be contacted through the school office. The governor responsible for SEND is Revd Canon Marion Russell.

The name and contact number of the SENCo should be readily available for parents. The school will have a clear policy about how they identify children as having SEND following the guidance in Chapter 6 of the SEN Code of Practice 2015. The school will have clear criteria and procedures about how to assess the needs of your child using the 4 areas of need as outlined in the SEN Code of practice.

**3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?**

If it is decided that the child should be placed on the SEND register, parents are informed.

Individual support plans (ISP), as well as Inclusion Passports and provision maps where appropriate, are used to summarise all support given to individual SEND children. These documents show the children's strengths and successes, their needs and progress and if a strategy hasn't

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best

worked. All classes differentiate the learning according to the ability and needs of the child.

As part of a well-established ethos, parents of children with SEND are kept informed of their child's progress and changing needs. The SENCo and/or class teacher meet at least once a term with parents of children with SEND. At Embsay, we value communication highly and always welcome meetings with parents.

At Embsay Primary School, we are able to offer a wide range of intervention to support the needs of all our children, in order for children to make accelerated progress. We have very skilled TAs who support children 1:1, in small group situations and as directed by the class teacher within the classroom. It is our aim that whatever the level of support given to individual children, they are encouraged to become independent learners.

TAs are included in staff training and professional development and some specialise in specific intervention programmes. As a whole school, we have refresher training for all the different areas of need. Any staff who feel they need more training in a specific area have the opportunity to attend relevant training sessions.

Some staff are also trained in specific areas of the administration of medication, in order to include all children in our school environment. The Head teacher, Deputy and school administrator are willing to consider and attend courses to ensure children's specific medical and physical needs are addressed.

From time to time children who make no or insufficient progress, despite receiving additional support in school and from other agencies as well as children with very specific learning needs, may require an Educational Health and Care Plan (EHCP). The request for this is made by school and parents to the Local Authority. If the Local Authority decide to award an EHCP then a level of funding will be given to the school to provide future provision for the child. The plan would be formally reviewed at least once a year.

provision for them. This should also take account of your and your child's hopes, personal goals and interests.

This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child's learning at home.
- a clear date to review the SEN support plans

<p>Referrals can also be made to the Early Help Service with parental consent. This service offers targeted support, for example with attendance, parenting skills, improving health or managing existing conditions. The service appoints a Family Outreach Worker who will liaise with the family and discuss the best way forward. The Craven Area Early Help Service Team's contact number is 01609 532412.</p> <p>Regular contact with our parents is very important for our children with SEND. The school communicates with parents regularly throughout the year by:</p> <ul style="list-style-type: none"> <li>• Parents' Consultation Evenings three times each year</li> <li>• Informal drop-in sessions to discuss how a child may have settled into a new class</li> <li>• Meetings with parents to discuss IEP targets at least once per term</li> <li>• Review meetings with parents</li> <li>• Other meetings at the request of a parent</li> </ul> <p>For some of our children, there is a need for more communication and in these cases, a home-school book may be used to ensure effective communication is maintained.</p>	
<p><b>4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?</b></p>	
<p>Prior to review meetings, children with SEND are asked to review their own progress and make suggestions as to suitable future targets and support.</p> <p>Whenever pupil voice is sought, children with SEN are included and listened to.</p> <p>Staff are also aware of the need to obtain their views through a variety of means within normal classroom experiences.</p>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. They should be able to explain how the voice of pupils with SEN are represented on this council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
<p><b>5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review</b></p>	
<p>Children on the SEND register will have targets on their ISP which will be reviewed at least termly. It also includes:</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal</p>

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<ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class</li> <li>• the adjustments or approaches being made to teaching in class</li> <li>• details of any extra support or interventions for your child</li> <li>• the next date when your child's progress will be reviewed.</li> </ul> <p>Both parents and children are involved in this review. If you would like a further meeting then please contact the class teacher and/or SENCo. The progress of a child with an EHCP is formally reviewed at an Annual Review meeting with all adults involved in the child's education.</p> <p>The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.</p>	<p>targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map, an individual education plan or an SEN support plan. This should include:-</p> <ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class</li> <li>• the adjustments or approaches being made to teaching in class</li> <li>• details of any extra support or interventions for your child</li> <li>• your child's learning targets and their long term desired outcomes</li> <li>• the next date when your child's progress will be reviewed.</li> </ul> <p>Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan assessment (EHCAR).</p>
<p><b>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</b></p>	
<p>Times of transition are recognised as being difficult for a child with SEND, therefore steps are taken to ensure that this runs smoothly for the child and parent/carer. When a child transfers to another school:</p> <ul style="list-style-type: none"> <li>• Contact is made with the SENCo or Headteacher of the secondary school to inform them of any special arrangements that are currently in place to meet the needs of the child</li> <li>• All records and reports are passed on to the school.</li> <li>• Staff will help your child to prepare for transition</li> <li>• We encourage parents to arrange an introductory visit, if they are transferring to another primary school</li> <li>• Additional transition opportunities are in place for SEND children transferring to secondary school. Children visit the secondary school and staff from the secondary visit Embsay. This will help your child to</li> </ul>	<p>Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary in order to make a successful transition.</p>

become familiar with the routines of the school day at secondary school

- Once the secondary school place has been confirmed then a meeting can be set up with parents, the current school SENCo and the SENCo from the secondary school to discuss how the transition for the child will take place to ensure a smooth and relaxed change occurs.
- For children with EHCPs, a specific transition review will be held during the academic year preceding the move, to which staff from the receiving school will be invited to attend.
- Staff liaise internally when children are moving from one key stage to another and between year group classes
- All children spend time in their new classes in the summer term

Parents are encouraged to speak to the class teacher if they have any worries or concerns about their child's academic progress, or any health and social concerns. They will discuss any support a child is receiving. The child's needs are also discussed with the SENCo, who will lead in future provision. Our intention is that all children are happy, well cared for and make progress. We value the partnership between school and home in order to make this happen.

### **7. What is your School's approach to teaching children and young people with SEN?**

The school uses an Assess, Plan, Do, Review approach when considering the needs of children with SEND. Details of this can be found in the SEND policy on the school's website.

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the class teacher/SENCo feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, this will be explained to parents during review meetings. It is important that any support of this sort also has increasing a child's independence in lessons as an aim.

High quality teaching and support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons. Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;

	<ul style="list-style-type: none"> <li>• who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>
<b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b>	
<p>At Embsay, all children have access to quality first teaching. All lessons are differentiated to meet the needs of all children whatever their learning style. The school recognises that children learn in different ways and staff ensure that their planning and resources, teaching styles and activities support all children in their learning. Children’s physical and mental needs are also met with appropriate provision in place.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child’s needs within lessons. They may also be able to share with you the school’s overall plan of support (provision map), which outlines many of these strategies.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
<b>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</b>	
<p>Mrs Prest holds the National Award for Special Educational Needs (NASENCo).</p> <p>TAs are included in staff training and professional development and some specialise in specific intervention programmes. As a whole school, we have refresher training for all the different areas of need. Any staff who feel they need more training in a specific area have the opportunity to attend relevant training sessions.</p> <p>Some staff are also trained in specific areas of the administration of medication, in order to include all children in our school environment. The Head teacher, Deputy and Office Manager are willing to consider and attend courses to ensure children’s specific medical and physical needs are addressed.</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly. The SENCo will have the National Award for Special Educational Needs (NASENCo) or be working towards achieving this within 3 years of their appointment as SENCo.</p>
<b>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</b>	



<p>Your child's progress is continually monitored by his/her class teacher and will be shared with you formally at parents' evenings and in an annual written report. This is done through teacher assessment and is recorded using ScholarPack. More informal meetings are also welcomed to keep you up-to-date with your child's progress.</p> <p>If your child is in Year 1-6, but is not yet accessing the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail, highlighting smaller but significant steps of progress.</p> <p>At the end of each key stage, ie. Year 2 and 6, children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the school government requires all schools to do and the results are published nationally. If you are concerned that your child may not be able to access the tests, your child's class teacher or SENCo will be able to discuss this with you further.</p> <p>Please also see Section 5</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) or My Support plan to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as High Quality Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
<p><b>11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</b></p>	
<p>The school has a Single Equality Scheme (see school's website) which sets out the school's commitment to ensuring that all children, including specifically those with SEND, are fully included in all aspects of school life and that reasonable adjustments are made to enable them to do so.</p>	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
<p><b>12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</b></p>	
<p>A variety of resources and methods are used throughout the school as tools to promote emotional and social development. All children participate in PSHE learning, as well as whole school collective worship/assemblies which tackle issues such as relationships, bullying, staying safe. Learning is delivered in a way that is appropriate to their age and understanding. In addition, where appropriate, children are included in various nurture groups and/clubs. These are more or less formal in nature depending on the identified needs of the children participating. Formal interventions include Time to Talk in Early years and ELSA and Socially</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker. The school's anti bully policy should be available for you to read and they will be able to describe how they listen to and support pupils with social and emotional needs</p>

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<p>Speaking in KS2. All children are encouraged to talk to staff if they feel they are being bullied/treated in a way that makes them feel uncomfortable. Particular care is taken by staff to ensure that children with SEND are able to voice any concerns they may have.</p> <p>Referrals are also made, with parental permission, to the Early Help Service so as to offer consistent home/school support strategies.</p>	
<p><b>13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families?</b></p>	
<p>Embsay Primary School sometimes requests additional support from outside agencies to help address the special needs of some children. We embrace all support from other professionals including Educational Psychologists; School Nurses/Health Visitor; Educational Social Worker; Parent Support Advisor; Sensory Physical and Medical Teaching team; Speech and Language; Physiotherapist; Paediatrician; IES hubs; Schools/Staff in North Yorkshire; CAMHS. These professions regularly support children, staff and parents in school. Referrals to these agencies only occur with the permission of parents. If any outside agencies are involved then they like to meet with parents to discuss the work they have been doing. This is arranged when convenient with the parent.</p>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child’s needs you will be informed and asked to give your consent.</p>
<p><b>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?</b></p>	
<p>As with other complaints, any issues are best dealt with as soon as they arise, through talking with either the class teacher or SENCo. If this does not resolve the matter, it will be dealt with by following the school’s Complaints procedure which can be found on the school’s website.</p>	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. 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 governors at the school.</p>