

SEND (Special Educational needs and disabilities) information report for parents: Newby and Scalby Primary School (Updated September 2024)

Children with a wide range of SEND are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the child is welcomed and strategies are sought to meet needs.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is **Rebecca McGuinness** (01723 365686 or r.mcguinness@ns.coastandvale.academy)

The Inclusion Manager is **Helen Wardman** (01723 365686 or h.wardman@ns.coastandvale.academy)

Link to NYCC Local Offer: <https://www.northyorks.gov.uk/children-and-families/send-local-offer>

The Local Offer will provide information about:	Our setting will:
<i>Identifying the particular special educational needs of a child or young person;</i>	<ul style="list-style-type: none"> • Listen to parents and children in formal and informal meetings to gather their views. • Carry out ongoing assessments that enable us to respond to changing needs of the children. • Hold regular meetings with parents to discuss progress and needs. • Hold regular pupil progress meetings with staff to review the provision for all our learners, including those with Special Educational Needs. • Ensure all staff are aware of differing needs through regular training.
<i>Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs;</i>	<ul style="list-style-type: none"> • Share information between parents and teachers at regular meetings, through the website, the parent app, the weekly newsletter and reports. • Encourage parents to speak to their child's teacher, make an appointment or discuss needs with our Inclusion Manager, Helen Wardman or SENDCo, Rebecca McGuinness • Implement a graduated response to individual need to support children's learning at the earliest opportunity • Put in place individual provision maps (IPMs) for all children with Special Educational Needs. These plans are agreed and shared regularly with parents and children by the child's key worker, normally the class teacher. • Hold regular review meetings with parents to review individual learning. Parents' and carers' input and feedback is welcomed at all review meetings. • Regularly audit the views of parents and children

<p><i>Securing the services, provision and equipment required by children and young people with special educational needs;</i></p>	<ul style="list-style-type: none"> • Ensure that funding is used as effectively as possible to support the needs of the children. • Use funding to enable all children to participate fully and successfully across the curriculum. • Maintain good relationships with and be proactive in involving other agencies to ensure the children receive appropriate and additional support from an early age.
<p><i>Supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;</i></p>	<ul style="list-style-type: none"> • Plan transitions between settings and classes at all stages of a child's education. • Liaise closely with prior and future settings to ensure important information about learning and inclusion is shared. • Plan and offer transition activities before children move to the next stage of their education (visiting new classes/schools, building positive relationships, being accompanied to new settings by familiar adults).
<p><i>The school's approach to teaching/ learning and development of children and young people with special educational needs;</i></p>	<ul style="list-style-type: none"> • Ensure every child has access to excellent teaching and learning (High Quality Teaching). • Adapt the curriculum to meet the needs of all learners. • Ensure that teaching is informed by graduated responses/IPM/Accessibility plans and will involve children in the planning of their own learning.
<p><i>How the school adapts the curriculum/provision and additional learning support available to children and young people with special educational needs;</i></p>	<ul style="list-style-type: none"> • Differentiate in all lessons so all children can participate, be challenged and succeed. • Use the graduated response to children's needs as part of our 'assess, plan, do, review' process • Use interventions to narrow the gap; these are closely monitored in order to ensure that they have an impact on children's learning. • Assess and evaluate the success of lessons and interventions. • Most children will benefit from SEN Support but some children with more complex needs might need to be referred for statutory assessment for an Education, Health and Care Plan (EHCP).
<p><i>The additional learning support available to children and young people with special educational needs;</i></p>	<ul style="list-style-type: none"> • Use the specialist skills and knowledge from within our own staff. • Contact outside agencies only after consultation with, and consent from, parents. • Work with the following agencies: NYCC SEND Hubs/Inclusive Service for Social, Emotional and Mental Health (SEMH), Communication and Interaction (C&I) and Cognition and Learning (C&L), Educational Psychology service; Speech and Language Therapists (NHS and Seaside SALT); Child and Adolescent Mental Health Service (CAMHS); Compass Phoenix; Sensory, Physical and Medical Teaching Service: Occupational Therapist: Physiotherapy service; Early Help; Children's Social Care; Healthy Child Team and Health Visitors. • Act on advice from these agencies particularly when this adds to the skills of school staff.
<p><i>How the progress towards any of the outcomes identified for children and young people with special</i></p>	<ul style="list-style-type: none"> • Use assessment to monitor and measure progress and attainment for all children and track closely all data for pupils with special educational needs.

<p><i>educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;</i></p>	<ul style="list-style-type: none"> • Evaluate effectiveness of interventions in meeting pupils' needs. • Hold regular pupil achievement meetings with teachers to monitor progress. • Be held accountable by the governing body.
<p><i>How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation;</i></p>	<ul style="list-style-type: none"> • Include the child's and parents' views in the IPM. • Observe and monitor teaching and learning through work scrutiny, observations, reviews, self-evaluations and appraisal meetings. • Seek views of parents and children regularly.
<p><i>How facilities that are available can be accessed by children and young people with special educational needs;</i></p>	<ul style="list-style-type: none"> • Use Accessibility Plans and Individual Provision Maps to identify and facilitate adaptations to the environment and curriculum. • Give staff appropriate training to support a child with Special Educational Needs. • Monitor regularly the accessibility of the school site: accessible toilets, hygiene areas, lifts, doors etc.
<p><i>What activities are available for children and young people with special educational needs in addition to the curriculum;</i></p>	<ul style="list-style-type: none"> • Provide extra-curricular clubs that are free and accessible by all pupils. • Provide information to parents about other opportunities available locally.
<p><i>What support is available for children and young people with special educational needs;</i></p>	<ul style="list-style-type: none"> • Ensure all children get High Quality Teaching. • Provide targeted interventions based on evidence of effectiveness. • Provide additional resource to give targeted support for groups or individuals under the direction of the class teacher. • Provide and adapt resources where appropriate. • Co-ordinate specialist support. • Draw up an Individual Provision Map. • Maintain a co-ordinated approach by the Special Educational Needs and Disabilities Co-ordinator (SENDCo) with the Inclusion manager and working closely with the Senior Leadership team.
<p><i>How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people; and</i></p>	<ul style="list-style-type: none"> • Co-ordinate provision to facilitate sharing of information and practice • Enable staff to consult and be supported by outside agencies to enhance skills • Provide relevant training, where appropriate, to school staff • Use NYCC 'Resource Allocation' documentation to inform completion of Education, Health and Care Plans (EHCPs). • Attend local network meetings to share best practice.

<p><i>How the emotional and social development of children and young people with special educational needs will be supported and improved.</i></p>	<ul style="list-style-type: none"> • Provide a broad, balanced and inspiring curriculum. • Provided extra-curricular activities that are open to all and encourage participation. • Teach Personal, Social, Health and Emotional aspects of learning (PSHE) • Signpost support and activities for parents and children. • Monitor provision through reporting to the governing body and local authority. • Use the Thrive approach throughout school and implement interventions where needed with support from SEND Directors of Learning
<p><i>What arrangements are there for handling complaints from parents of children with SEN about the provision made at the school.</i></p>	<ul style="list-style-type: none"> • Deal with concerns immediately. It is always best to approach the teacher, Inclusion Manager, SENDCo or Headteacher first. If a concern has not been answered satisfactorily a formal complaint in writing can be made to the chair of governors at school in line with the complaint's procedure. • Provide details of a designated governor for SEN. This is currently Emma Wallis-Scholey.