



# Bradleys Both CP School SEND Information Report 2023-24

---

*Name of the Special Educational Needs/Disabilities Coordinator:*

*Mrs Claire Ashton*

*Contact details:*

[cashton@bradleysboth.n-yorks.sch.uk](mailto:cashton@bradleysboth.n-yorks.sch.uk)

*Alternatively, an appointment to see Mrs Ashton can be made via the school office and via telephone  
on 01535 633116*

---

## **The kinds of SEND we provide for at Bradley's Both.**

At Bradley's Both Primary School we provide care, support and guidance for pupils with a range of different needs and difficulties. This is done through a range of different responses depending on a pupil's individual needs and difficulties.

A child is deemed as having Special Educational Needs if he or she has learning difficulties which require additional support and advice different from that already in place through quality first teaching within the classroom environment.

**A child has learning difficulties if he or she has:-**

A difficulty in learning which is significantly greater than other pupils of a similar age. Has a disability which hinders or prevents a child from making use of educational facilities of a kind provided for children of a similar age in other schools within the LEA.

Is under compulsory school age and falls within the definitions above, or would do if special educational provision were not provided.

**Special Educational Provision means:**

Educational provision which is 'additional to or different from' the educational provision provided generally for pupils in mainstream schools.

Children will not be deemed as having a learning difficulty solely because of language difficulties where the language they speak at home is different from the language which they are taught in.

All staff at Bradley's Both CP Primary School are fully aware of, and have due regard for, the SEN Code of Practice, and are aware of their responsibilities in ensuring that the needs of all pupils are met.

Parents/carers will be involved in all stages of their child's educational journey through school and will be involved in all decisions and planning for next steps to ensure provision to meet any additional needs are in place.

Bradley's Both CP Primary School strives to be an inclusive school and the range of needs supported in school is wide. These include those children who have difficulties linked with hearing, visual and co-ordination impairments, those children with speech and social interaction difficulties, as well as those children with social and emotional difficulties.



**Communication and Interaction**

We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 situation or small group settings. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources and intervention programmes which are used to support children's Speech and Language development and we work closely with Speech and Language Therapists.

[Speech and Language resources for families and schools](#)

[Videos to support speech and language difficulties at home](#)



### **Cognition and Learning**

We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaption to the curriculum. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of interventions. The teachers plan a provision map for each of the children, called an IPM, in their class that require additional support and this is monitored by the SENDCo.

[Interactive games and resources for children to enjoy at home](#)

[British Dyslexia Association support booklet](#)



### **Social, Emotion and Mental Health Difficulties**

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies such as CAMHS (Child & Adolescent Mental Health Service) and the PRU (Pupil referral unit) if necessary.

[ASD - strategies to support behaviour at home](#)

[Self regulation strategies to support children in school and at home](#)

[Place2Be parent information on support children's mental health](#)



### **Sensory or/and Physical Needs**

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

At Bradley's Both, we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met.

Teachers provide adapted learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times. Bradley's Both provides a very nurturing environment for all children.

[How to meet your child's sensory needs](#)

[Fine motor skill activities to do at home](#)

[A great range of activities to support physical development to do at home](#)

## **How we consult with parents of children with SEND and involve them in their child's education.**



If, as a parent/carer, you have any concerns regarding the progress your child is making in any areas please contact school. Contact your child's class teacher initially. We listen very carefully to concerns and through working together we aim to support your child by putting intervention in place where appropriate. We closely monitor every child's attainment and progress so hopefully we will have already discussed any concerns we have with you.

If you feel that you would like to speak to a senior member of staff, please make an appointment to speak to Claire Ashton (SENCo) either through the main office or through the contact details. An action plan will then be put in place to further assess or monitor such concerns.

Parents are kept informed about teaching and learning through regular newsletters, the school website, parents meetings and class newsletters. Class teachers are happy to meet with parents/carers, often on a drop-in basis, to discuss ways to support your child at home.

Parents are welcome to make an appointment to meet either the class teacher or SENCo at any time throughout the year and discuss how their child is progressing. School can offer advice and practical activities to help support children at home.

A child with SEND will have a Individual Provision Map (IPM) which will have individual or group targets and this will be discussed with parents/carers and child on at least a termly basis. Parents will receive a copy of this.

During the discussion around the IPM there is the opportunity to discuss strategies and next steps which can be put in place to support, both at home and at school. These will form new targets and will be reviewed regularly.

When an IPM is reviewed comments against each target set are made to show what progress has been made and to identify the next steps. This is a joint discussion involving parents/carers and children, as well as the teacher and, where appropriate or requested, the SENCo.

If a child has complex SEND they may require additional support beyond what school can offer. In such situations a formal meeting will take place to discuss how these needs can be met through, possibly through an Education and Health Care plan (EHC plan).

## **What arrangements does the school make for consulting with children with special educational needs and disabilities and involving them in their education?**

Children who have Individual Provision Maps (IPMs) discuss their progress and targets when these are reviewed, as well as at termly learning review meetings. These meetings are held with the teacher, parent/carer and child, and where appropriate or requested, the SENCo.

Children who have an EHC plan are asked to join the annual review and/or to have the opportunity to contribute their views both in written format and through attendance. Their views will be sought before any review meeting so they have a clear understanding of the purpose of the meeting.

Children in school are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning activities.

All children in school are given the opportunity to be voted onto the school and sports councils, playground buddies, as well as hold other positions of responsibility by their class or teacher.

## How does school assess and review children's progress towards outcomes?



As a school we track and analyse the children's progress in learning against national expectations, and age related expectations on a half termly basis.

The class teacher continually assesses each child and note areas where they are improving, and where support is need. As a school we track children's progress from entry in nursery through to Year 6 using a variety of different methods.

Pupil Progress Meetings are held at least termly between each class teacher and the Head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress, and possible interventions and actions are discussed.

In addition to normal reporting arrangements and parents meetings, parents of children with SEND are invited to attend regular IPM review meetings where there will be the opportunity to discuss children's progress with the class teacher. The SENCo is always available for further discussion and to support parents with any concerns they might have.

Parents/carers can also be involved in supporting their child's education through consultation with the class teacher, which may involve special homework activities, reinforcement tasks linked to classroom learning and other such tasks.

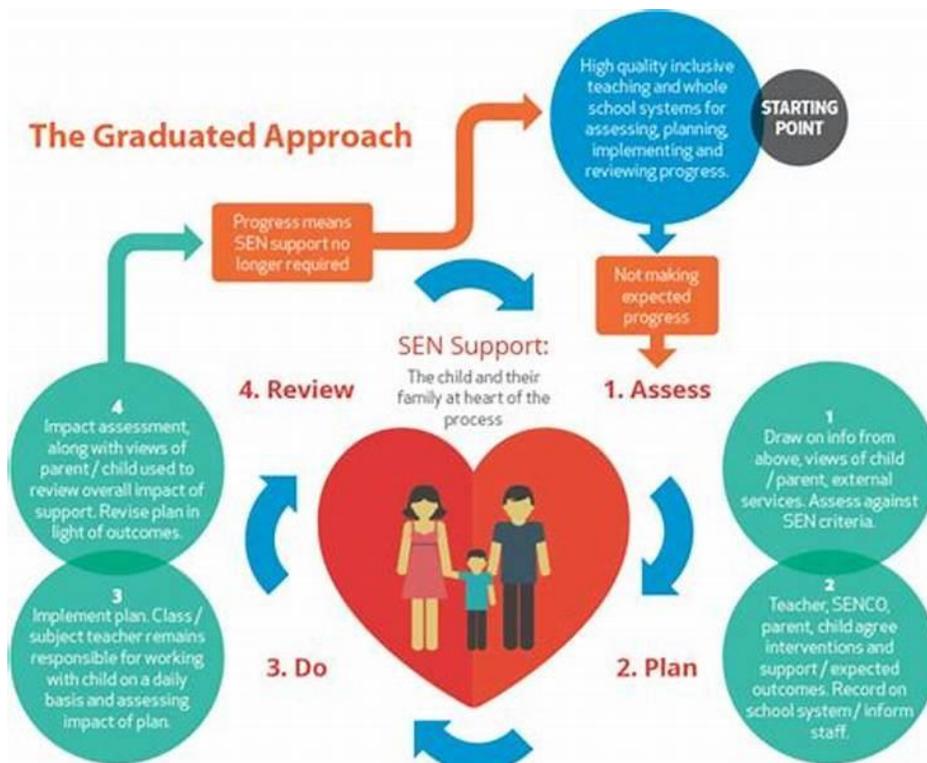
Where specific needs are apparent, the school has a number of different assessments which can be used to explore a child's strengths and areas of difficulties in more depth. School employ the skills and expertise of specialist teachers to undertake assessments and develop strategies to implement to help support the differing needs of children.

The head teacher and SENCo report regularly to the Governing Body. The governor has specific responsibility for SEN meets regularly with the SENCo, as well as attending briefing sessions.



1 - A great introduction to the SEND system, very relevant even though it is based on the provision of another local authority we all have to follow the SEN Code of Practice 2015 and the graduated response.

As part of the Code of Practice 2015, we will engage in the four stage graduated approach process: **Assess, Plan, Do and Review.**



**Assess** - take information from parents or carers, class teachers and their assessments and the child where appropriate.

**Plan** – identify barriers to learning, intended outcomes and details of support. This information will be recorded on a IPM which will be reviewed at least termly.

**Do** – provide the additional support. The class teacher is responsible for working with the child on a day to day basis which includes overseeing interventions undertaken outside of the classroom. Teachers work closely with the teaching assistant delivering the intervention to discuss progress and to ensure links are made with classroom teaching.

**Review** - measure the impact of the support provided and consider any changes which may need to be made. All of those involved with the child will contribute to this review which will happen at least termly.

This additional support will be tailored to meet the child's needs and will target the area of difficulty.

These interventions may be within class, with a small group of children with similar needs or on a one to one basis. The support provided, and its impact, will be monitored closely and shared regularly with child and with their parents or carers.

For a small number of learners, their needs may require access to technology e.g. modified ICT equipment, recording devices or larger print etc.

While the majority of children will have their needs met in this way, some may require an EHC (Education, health & care) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Resources and extra support will be assessed and provided for if required, for individuals based on their needs.



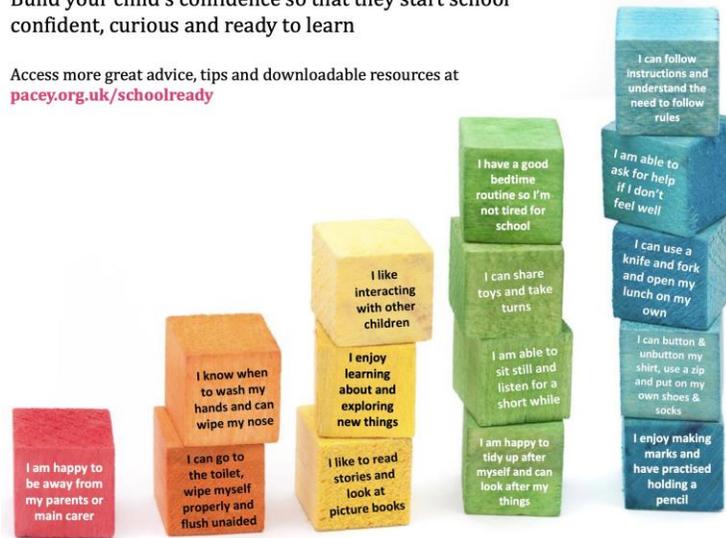
*2 - A short video about how the SEND Improvement Plan 2023 might change the face of SEND*

# How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

## Steps to starting school

Build your child's confidence so that they start school confident, curious and ready to learn

Access more great advice, tips and downloadable resources at [pacey.org.uk/schoolready](https://pacey.org.uk/schoolready)



### More top tips:

- ★ Get your child ready for their new routine by switching their meal times to match those of the school day
- ★ Encourage your child to explore new environments and interact with new people
- ★ Talk to your child about what they are most looking forward to at school
- ★ Let your child practise putting their new school uniform on and taking it off
- ★ **And remember**, every child is different and starts school with different abilities

*3 - Some useful tips on how to support your child in preparation for starting school.*

Change can be challenging for all children, particularly children with SEN. Therefore, at Bradley's Both we have lots of procedures to support the transition of children with SEN as they join our school, move to new classes within the school or transfer to new schools.

### Joining our school:

We work closely with preschool settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our Reception teacher visits the children in their preschool setting or at home and the children come into school for an induction period. In order to support children and families of children with SEN, we also offer meetings in the term before the children start school with the SENCo, teacher, parents, and representatives from the preschool setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school.

At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits.

If a child with SEN is part-way through their school career, we will arrange for parents to meet with the SENCo and Headteacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

### **Moving classes:**

We have a structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEN. All children are given the opportunity to spend a morning with their new class teacher. Where necessary, children with SEN make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

### **Transferring to a new school:**

Moving on to secondary school can be an exciting but daunting time for all children so at Bradley's Both we ensure that the children are well prepared for the transition. We have good links with the local Secondary Schools including special schools within the area.

Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENCo will arrange an extra visit to the secondary school. If a child with SEN is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school.



*4 - Transitioning to secondary school can be a difficult time for children. Find Your Feet is about helping children cope with this transition and preparing them for any other changes and challenges they will face in life.*



5 - A great video about how to support your child with their transition to secondary school.

## What is the schools approach to teaching and learning for children with SEND?

Bradley's Both School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times, when it is felt appropriate, modifications to the curriculum will be implemented in line with The Children's and Families Act 2014 and the Equality Act 2010.

To successfully match pupils' ability to the curriculum there are some actions we take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is appropriate to their needs.
- Strive to develop confidence and improve learners' self-esteem.
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- Give every child the entitlement to a sense of achievement.
- Regularly review our policy and practice in order to achieve best practice.

At Bradley's Both Primary, we believe in participation and progress for all. We aim to create an inclusive culture in our school and value high quality teaching for all learners.

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use adaptive teaching strategies, resources and adapt work in the classroom to cater for the various ways children learn. The majority of children in our school will receive support through good quality teaching in the classroom (Quality First Teaching).

However we are mindful that some children, at some time in their school life, may need extra help and support in a variety of different ways. If staff feel that a child's needs cannot be met through quality first teaching alone, then additional support or intervention may be put into place to compliment the curriculum and enhance access. This is monitored regularly and adjusted as necessary.

Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified.

The waves of intervention model describes how different levels of intervention can be used to facilitate learning.

### **Wave 1 Quality First Teaching**

This is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. This could include:

- Adapted work to meet pupils' needs
- High expectations which inspire, motivate and challenge pupils
- Good subject and curriculum knowledge
- Well-structured lessons
- Adapting teaching to respond to the strengths and needs of all pupils
- Behaviour managed effectively to ensure a positive and safe learning environment which promotes progress
- Deploying support staff effectively.

### **Wave 2 Interventions**

Where children need additional support they may be given some Wave 2 intervention to help them 'Catch Up' with their peers or prevent a gap from appearing or increasing. Wave 2 interventions are often targeted at a group of pupils with similar needs. These are monitored for each class using the class provision map as well as individually for children with SEND using the IPM each term.

Wave 2 interventions may include:

- Handwriting interventions as a small group
- Phonics catch up groups

- Social skills or nurture groups
- Motor skills groups
- Speech & Language groups
- Maths intervention eg pre-learning activities surrounding vocabulary or strategies to apply in lessons
- Reading comprehension small group interventions
- Targeted spelling interventions in a small group
- Stretching a sentence work or sentence structure targeted small group support

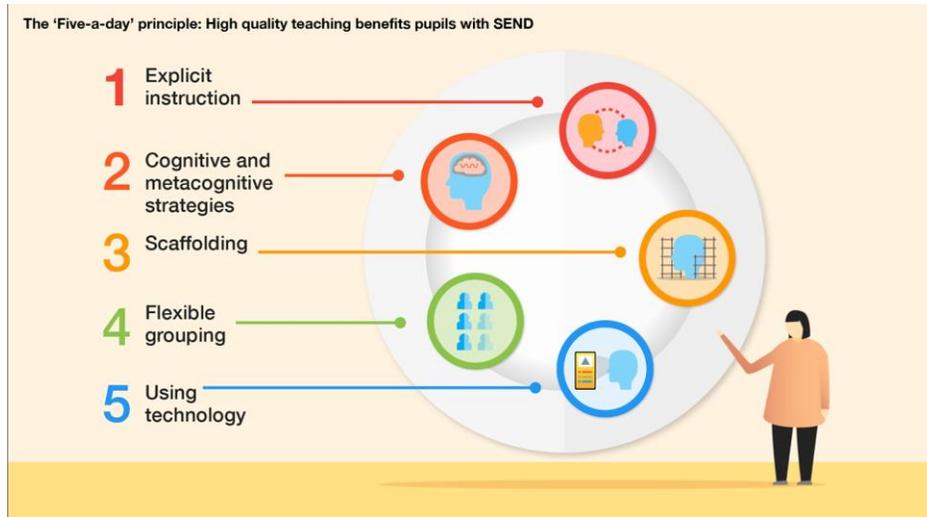
### **Wave 3 interventions**

If pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, with support from the SENCO, should assess whether a pupil has a significant learning difficulty, which may require highly-tailored interventions. This may include specialist or individualised provision.

## **What adaptations are made to the curriculum and the learning environment of children with SEND?**



*6 - A video describing the 5 a day principles we use in school*



*7 - These are the 5 a day principles from the Education Endowment Foundation (EEF) we use in class to support children through adaptive learning*

The long term curriculum plans are available to parents/carers on the school website, along with ideas for how parents can support their child's learning outside of school. A child with SEND will be supported to access this curriculum in the following ways –

We use the SEND in mainstream guidance from the Education Endowment Foundation (EEF) and employ the 5 a day principles in how we support children in the class. These 5 a day principles are shown in the picture.

Within our scaffolding approach we use the guidance to support independence as seen in the inverted triangle diagram.

All learning activities within class are planned and adapted at an appropriate level so that all children are able to access learning according to their specific needs.

The class teacher, alongside the SENCo, will discuss a child's needs and what support is appropriate.

Children with SEND will have access to the appropriate resources needed in order to help them make progress eg phonic mats, reading rulers/overlays, practical maths resources, writing slope

The SENCO reports to the headteacher and governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to retain confidentiality at all times

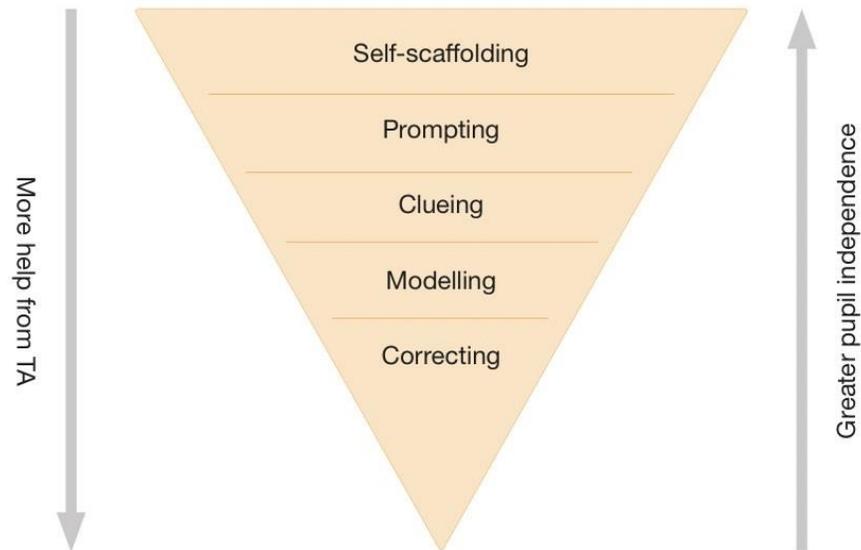
The governor responsible for SEND meets regularly with the SENCO and this is reported termly at governor meetings to ensure everyone is clear on school and LEA information.

The governors agree priorities for the SEND budget with the overall aim that all children receive the support they require in order to access the curriculum, make progress and secure good outcomes. This includes resourcing appropriate resources, equipment and facilities.

Our school understands the importance of adaptation in enabling all children to access the curriculum, irrespective of their needs. This is often done through class task differentiation, discreet group support

(both in and outside of classes) and through use of class teacher support, Teaching Assistant support and one-to-one support where applicable.

The curriculum will be adapted, where required, as will the learning environment. It is important to make such changes in order for children to fully benefit from the broad and balanced curriculum offered at Bradley's Both Primary School.

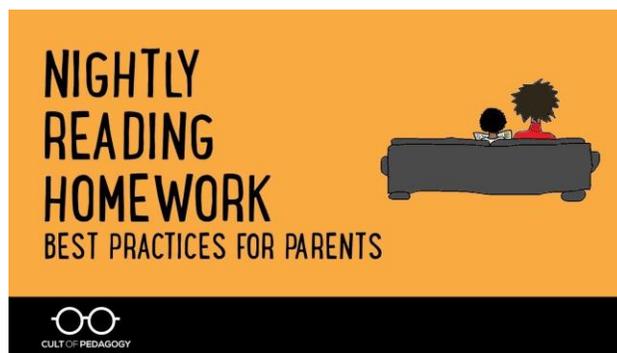


8 - We promote the independence of our children through the scaffolding techniques we use.



9 - We sometimes use scales to help our children communicate how they are feeling about a topic or how they are feeling themselves.

## Resources for parents to support their children at home



10 - Some great tips for hearing your child read and improve fluency



11 - How to support children who have spelling difficulties with their spellings at home



12 - Ways to encourage maths into your child's life at home



13 - How to say those sounds (phonemes) right!

## What training have the staff supporting children with SEND had or may they have?

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and

teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

All of our teaching assistants have had training for the interventions that they deliver and work closely with the class teacher and SENCo to monitor impact.

All staff are given regular SEND updates and support from the SENCo alongside the specialist teacher within cognition and learning.

The SENCo attends regular cluster meetings and also relevant training events which is then cascaded down to other staff.

The schools pastoral teaching assistant and support staff are skilled in strategies to support those pupils who struggle socially and emotionally. Through in-house training and support from outside providers school has high level skills in place to support those pupils whose barriers to learning lie in this area.

Designated staff have undertaken relevant First Aid Training, including Emergency Aid, First Aid at Work and Paediatric First Aid. A number of relevant staff have had Epipen training through the School Nurse or other NHS professionals. Staff are trained on any medical care that is needed in order to treat a child in school.

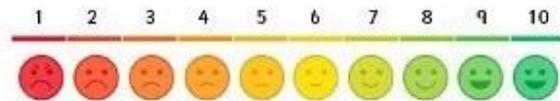
## **How do you evaluate the effectiveness of the provision made for children with special educational needs?**

All SEND children have either: an Education, Health and Care Plan (EHCP) and/or a Pupil Overview of Provision (POP). All of these are reviewed regularly, as laid out above.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice 2015;

The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENCo meets with the SEND Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENCo produces an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. The cost of all such provision is calculated, based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENCo to ensure that the effectiveness and efficiency of provision is maximised.



*14 - We like to use the scales for children to communicate where they feel they are with the targets set in their IPMs and how they feel they are at the end of the term. This helps us measure progress using the child's voice.*

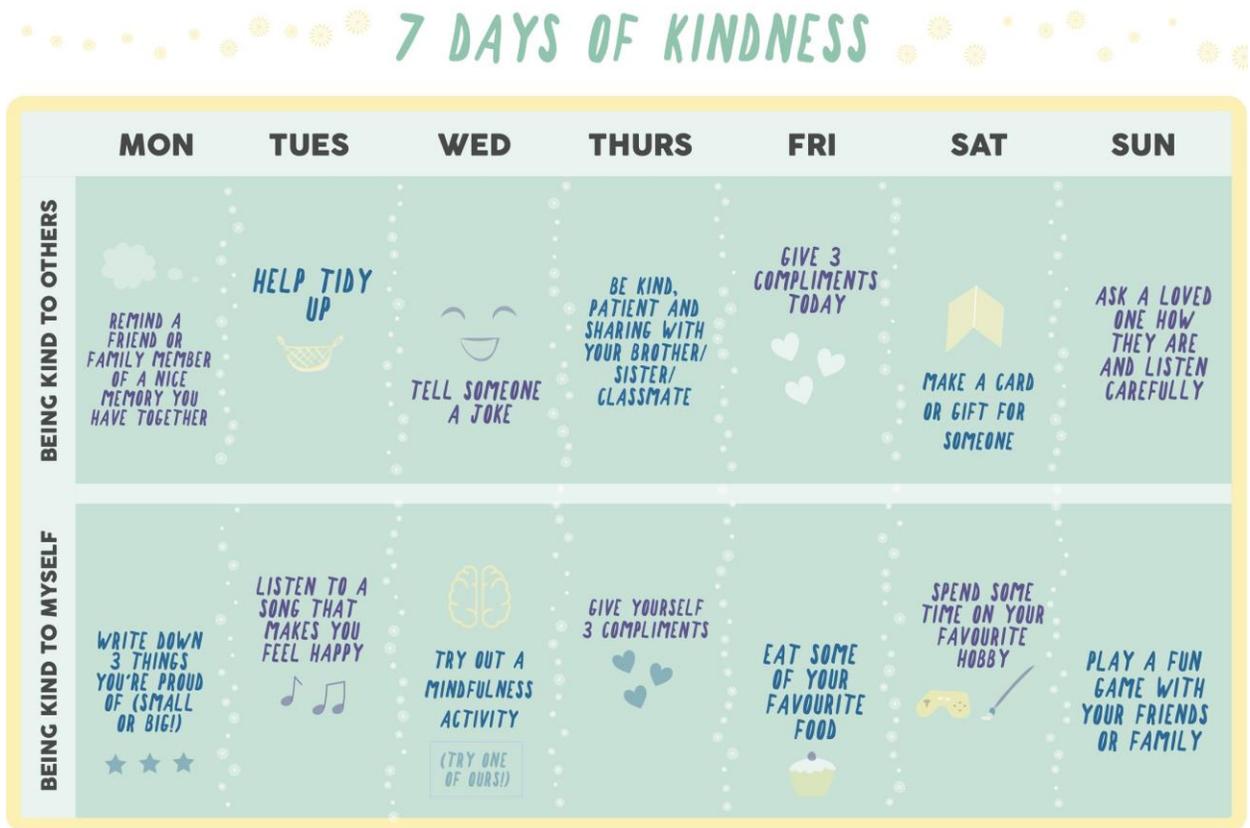
## **How will my child be included in activities outside the classroom, including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included in school trips and activities outside the classroom. We will provide the necessary support to ensure that this is successful, and may discuss this with parents/carers in advance where appropriate. On occasions it may be appropriate for a parent/carer to accompany a child on a school trip, depending upon a child's individual needs.

A risk assessment is carried out prior to any trip or activity outside of the classroom to ensure health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that cover the same curriculum areas will be provided within the school environment wherever possible.

Some children find lunchtime challenging. Depending on their needs, it might not be appropriate for them to eat in the dining room with a large number of children, or spend long periods outside in a less structured environment. Each child's needs will be considered on an individual basis.

## What support will there be for my child's overall well-being?



Bradley's Both Primary School has a strong caring and supportive ethos, and is a school which holds a child's social and emotional well being as a priority. We aim to ensure that all our children have the highest levels of pastoral care possible.

The class teacher has overall responsibility for the pastoral, medical and social care for each child in their class and is supported by a network of pastoral staff who work closely together to ensure that the children feel safe and confident across school.

The school has a pastoral teaching assistant who is able to offer support to both parents and children regarding their social and emotional well being. Parents and teachers can request that a child spend some informal time with our pastoral teaching assistant which allows a child to focus on their well being, concerns and worries which in turn helps them then focus more in class.

Our pastoral teaching assistant is also able to offer advice concerning parenting and give professional guidance surrounding local services available around the community when needed. School has close working relationships with a number of different support agencies, and can signpost families to appropriate centres for additional support.

Bradley's Both Primary also has staff responsible for managing medicines within school. Care plans are in place for those children with medical disabilities such as epilepsy, diabetes and the use of an epi-pen/ These are updated annually. In some circumstances, a child may need a designated person to support

them with their care, and in these situations appropriate training is undertaken and school liaise closely with parents.

Class teachers follow Bradley's Both Primary School's Behaviour Policy and strategies will be amended as and where needed to cater for children with behavioural needs. The Senior Leadership Team have the overall responsibility of overseeing the management of behaviour across the school and they will be made aware of such needs. As a school, we believe that positive behaviour management is a crucial factor surrounding the ongoing progress of all children, including those with special educational needs.

All staff at Bradley's Both Primary are fully aware of safeguarding issues which may arise, and can deal with any concerns in a confidential but professional manner. In school Mrs Fawcett is Designated Safeguarding Lead and Mr Rodgers is Deputy Designated Safeguarding Lead.

## Useful resources for parents to support their child's wellbeing

<https://www.camhs-resources.co.uk/downloads>

This is a collection of downloadable self-help guides that we really like and hope may be useful to you. Some are aimed at adults but the ideas and suggestions in them can still be relevant for young people and parents. If you click on the image it will automatically download the PDF from its source and the credit will link to the originators main website.

<https://www.camhs-resources.co.uk/videos>

These are videos on a wide range of topics that provide information about mental health and well-being.



## How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting their families?

School's 'open door' policy ensures that you can feel confident when you approach school with any concern that we will endeavour to support in any way we can which can include referrals to a range of

targeted services such as family support, counselling. Referrals can be made where it is felt necessary to a variety of different agencies and specialists.

Parents are involved during the whole process and once a referral has been sent, updates are given regarding appointments or assessments that are consequently given. Regular meetings can be made to discuss the progress with all agencies involved together, discussing current progress and next steps.

As a school we work closely with any external agencies we feel are relevant to supporting individual children's needs within our school including:-

- Specialist schools
- Health services including school nurse and health visitor,
- CAMHS (Child and Adult Mental Health Services),
- clinical psychologists,
- community paediatricians,
- speech & language specialists,
- occupational and physiotherapists
- Children's Social Care Services including Children & Families Well Being Service,
- family support agencies
- Educational psychologist
- Specialist advisory teachers

## **What arrangements do you make in relation to the treatment of complaints from children and their parents/carers with special educational needs concerning your provision made?**

The school has a Complaints Policy, which is available on the policy page of the website.

However, if you have concerns regarding your child, the first point of contact should be the class teacher.

If you have any concerns surrounding SEND, the class teacher may refer you (sometimes along with themselves) to the school SENCO – Claire Ashton. Contact can be made by contacting the school office, or by written communication through the child's Reading Diary.

If you feel these issues need to be discussed with the Head Teacher, Mr Rogers, then again an appointment can be arranged by contacting the school office.

## Where can I find the contact details of support services for the parents of children with SEND?

General information regarding SEND can be found on the school website, including the SEND policy.

You might also wish to visit the following websites:-

**North Yorkshire County Council Local Offer** outlining services available for children and young people who have SEND can be found at :

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

### **Contact Parent Partnership Service (SENDIASS) :**

If you would like to get in touch with SENDIASS North Yorkshire you can call their advice line on [01609 536923](tel:01609536923) or you contact them via email [Info@sendiass.org](mailto:Info@sendiass.org)

Access the [SENDIASS North Yorkshire website](#) for lots of information, advice and support.

### **Contact IPSEA (Independent Parental Special Education Advice)**

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).

[www.ipsea.org.uk](http://www.ipsea.org.uk)

### **ChildLine**

Childline is yours – a free, private and confidential service where you can talk about anything. We're here for you online, on the phone, anytime.

Tel: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

### **Dyslexia network plus**

DNPlus is a local association in North Yorkshire to support people with dyslexia, dyslexic type difficulties and other specific difficulties with literacy and numeracy. It is run by volunteers and based in the

Hambleton and Richmond area, but is open to anyone in the region who is prepared to travel.

Telephone: 0845 22 60 240 [www.dyslexianetworkplus.org.uk](http://www.dyslexianetworkplus.org.uk)

### **Skipton Extended Learning for All (SELFA)**

SELFA is a charity providing out-of-school activities for disabled, disadvantaged and vulnerable children in Skipton and Craven.

Telephone: 01756 795245 [www.selfa.org.uk](http://www.selfa.org.uk)

### **Sparkle**

Sparkle is a social support group of parents and carers who have children with Autism/Aspergers or an ASC, who meet twice a month in term time for a chat and a drink. The group is open to parents of children with or without an official diagnosis.

Telephone: 07792 123955

### **North Yorkshire SEND groups and Networks**

Information about local, regional and national groups and networks related to special education needs and disabilities.

[www.northyorks.gov.uk/send-groups-and-networks](http://www.northyorks.gov.uk/send-groups-and-networks)





15 - Even though this is not the service offered by North Yorkshire it gives a good understanding of the support on offer to you through the SENDIASS service.

## Where can I find information on where the local authority's local offer is published?

North Yorkshire Education Authority also gives information about what they can provide for you and your child. There is some very useful information available so if you would like to find out more, please click on the following link:

[www.northyorks.gov.uk/send-local-offer](http://www.northyorks.gov.uk/send-local-offer)

