North Yorkshire

Sutton in Craven CP School SEN Information Report

Date: March 2026

Annual Review Date: March 2027

Our Special Educational Needs Co-ordinator is Christa Baldwin and you can contact her at school on 01535 633064 or via email at c.baldwin@suttoncp.uk.



The SENCo is a member of the senior leadership team.

Link Governor: Mr David Kirk

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 Head Teacher, Anna Riley, 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.

Welcome to our Special Educational Needs (SEND) report. This outlines information about how our school make arrangements so that every child has the very best learning experience and opportunities possible.

We are an aspirational place where learners grow.
Our school is kind and happy and we respect and celebrate the differences in ourselves, our community and our world.
Our children become responsible, determined and independent citizens.

Definition of Special Education Needs (SEN)

The SEN 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).



What kinds of SEND are provided for in our school?

All children are welcomed at Sutton In Craven CP School and we work hard to provide an inclusive education for all.

Here at Sutton In Craven CP School, our SEND program is guided by dedication to:

- inclusivity
- personalization
- early identification
- collaboration
- high quality teaching and learning
- progress and achievement
- well-being
- resources and facilities
- professional development
- celebrating diversity

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** Including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD)
	**Cognition and Learning** Including Severe Learning Difficulties (SLD) and Specific Learning Difficulties (SpLD), including Dyslexia.
	**Social, Emotional and Mental Health** Including Attention Deficit Disorder (ADD), a range of other needs including anxiety and depression.
	**Sensory and Physical** Including medical, a range of Physical Difficulties (PD) as well as Hearing Impairment (HI) and Visual Impairment (VI).



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 groups. 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 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 adaptation 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 plan for each of the children in their class that require additional support and this is monitored by the SENCo.

Interactive games and resources for children to enjoy at home

British Dyslexia Association support booklet



SOCIAL, EMOTIONAL AND MENTAL HEALTH

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) if necessary.

ASD - Strategies to support behaviour at home

Self regulation strategies to support children in school and at home

Place2Be - Parent information on supporting children's mental health



SENSORY 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 Sutton In Craven CP, 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. Sutton In Craven CP 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



A great overview of the SEND system (although it is not our local authority it is very relevant as we all have to follow the SEN Code of Practice 2014).



How we identify children with SEND?

For a child or young person to be placed onto Sutton in Craven CP School's SEND Register, we take account of what work has been done previously and by whom. The identification of SEN is built into the overall approach to monitoring the progress and development of all children. 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 a SEN if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. As such, any child on Sutton in Craven CP School's 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, to ensure that they have access to a broad and balanced curriculum. Early identification and intervention is crucial to ensure the best outcomes for children.

Children are identified as having a SEND through a variety and combination of ways including:

- Communication with previous settings
- Children consistently performing below 'age related expectations'

● Concerns raised by parents/carers

● Concerns raised by a teacher: fo example, if behaviour or self esteem is affecting performance

● Collaborative working with external agencies

● Use of tools for standardised assessment

● Children that already have an Educational Health Care Plan (EHCP)

If concerns arise, teaching staff gather information from the pupil themselves, from parents/carers, from the SENCo and from specialist teachers. Using all this information helps staff to plan and provide to meet the needs of the pupil.

School Policies that are linked to the identification and assessment of SEND

- SEND Policy
- Accessibility Plan
- Safeguarding Policy and procedures
- Supporting Pupils with Medical Conditions
- Relationships and Behaviour Policy
- Equality Information and Objective Statement



How we consult with parents/carers of children with SEND and involve them in their child's education?

Sutton in Craven CP School will have regard to the SEN 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 making that SEN provision is necessary for their child's or young person's personal progression. Here at Sutton In Craven CP, we understand that the partnership with parents/carers plays a vital role in enabling children with SEN to achieve their potential and operate on 'open door' policy. We are a child and family centred school, and we recognise that parents/carers hold key information and have such valuable knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them in the most holistic way possible. All parents/carers of children with special educational needs will be treated as partners, with due consideration given to our 'Equality Policy' (found in the Policies section on our school website) and supported to play an active and valued role in their child's education.



Home-school communication around SEND are 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 SENCo 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.

● Provision Plans will be reviewed with your involvement each term as appropriate. You and your child's views will be used to support the class teacher in writing and reviewing targets for your child.

● Homework will be adjusted as needed to your child's individual needs.

● Contact your child's class teacher initially. However, if you feel that you would like to speak to the SENCO, contact school to arrange a meeting. Meetings can be held in person, by phone or by email. Please see contact details at the top of this report. The SEND governor can also be contacted via the school office.

● For some children, regular communication takes place on a daily basis through the use of a home/school book or contact with the class teacher.

● There are a number of parent/carer support groups such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).



What arrangements do you have in place in your school to consult with children with SEND and how do you involve them in their education?

Pupil voice is highly valued in our school, and we feel their contributions to their own Provision Plan is key to the pupil's success. At Sutton In Craven CP we believe that children should play a major role in the target setting process.

● Teachers/SENCo 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. Furthermore, teachers will share targets with the children and regularly discuss their progress and support with support staff.

● Children are invited to annual reviews.

● Children complete questionnaires about their thoughts around the provision in place for them and how they are included in school life. This information then informs future practice.

● Pupil interviews are conducted throughout the year by SLT and subject leaders, with children receiving SEN support and support from an EHCP.



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

- Our SLT, including the SENCo monitor the progress of all children through termly pupil progress meetings. During these meetings, we discuss what they are doing to make sure all children make good progress including those with SEND. SLT then report back to the Governors on the attainment and progress of all children in school.
- We use Target Tracker to track attainment, but for some children with SEND, in order to monitor progress more effectively, we use Bsquared's Connecting Steps.
- We check how well a child understands and makes progress in each lesson through formative assessment and evaluation.
- Staff work closely with colleagues and other schools to moderate their judgements.

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 (assess, plan, do review) the approach taken so that it is increasingly personalised to the child. 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 Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child.

The graduated approach enables the right level of intervention and support when needed:

This 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 through our Initial Concern process - known as our monitoring watchlist. If a specific educational need is highlighted, a 'Provision Plan' 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 make alterations to best meet their needs and fulfil their potential accordingly.

Other agencies are involved, when necessary, e.g., speech and language therapy, Mental Health Support Team (MHST), Child and Adolescent Mental Health Service (CAMHS). Any children or young people who then require an 'EHCP' will have annual and interim reviews. Parents, SENCo, 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.

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 POP 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.

Sutton in Craven CP School Provision Plans

Provision Plans 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 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 Provision Plans, 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.



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

Change can be challenging for all children and we recognise that transitions can be particularly difficult for a child or young person with SEND, therefore we take steps to ensure that any transition is as smooth as possible.



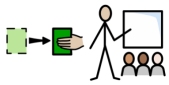
Joining our school:

We work closely with preschool settings to support successful transition for all children as they begin their school journey here at Sutton In Craven CP School. Our Early Years Lead, along with the reception TA, visits the children in their preschool setting or at home. Where appropriate, the SENCO may attend these visits. In order to support children and families of children with SEN, we also offer meetings in the summer term where the SENCo will attend along with the Early Years Lead and where

necessary any other professionals involved with the child/family. If necessary, we can arrange extra visits to support a child's transition to us. This all ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts school.



Useful tips on how to prepare your child for school



Moving classes:

We are keen to involve parents/carers as much as possible with their transition to their next year group. We have a very structured transition programme to support children as they move between classes. All children will spend a morning during the summer term with their new teacher/s. Teachers may also spend time with children in their current class prior to September. Where necessary, children with SEN may have extra time/visits to their new classroom and/or with their new teacher. Handover sessions for class teachers are set up in order to pass on all relevant information about the child, including effective approaches and strategies for meeting the needs of children with SEN. Children are provided with an information sheet, with key information including pictures of new staff and pictures of their new classroom. For children with complex additional needs or the children who find the transition particularly difficult, a meeting is arranged with parent/carers and both previous and new class teachers. Parents' Consultations are planned for the autumn term where the transition period is discussed, reviewed, and evaluated.

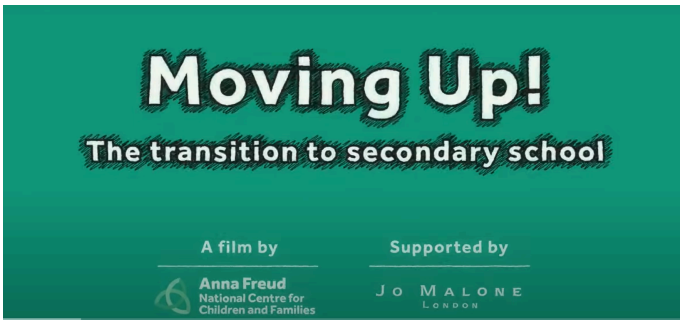


Transferring to a new school:

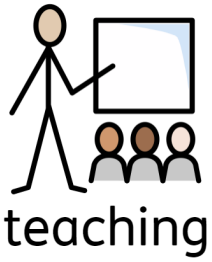
Moving on to secondary school can be an exciting new chapter but also a daunting time for all children, this is why we aim to ensure that children are well prepared for this transition. We have good links with our local Secondary School and also special schools in our area.

The period of transition depends on the individual needs of your child. 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. Where possible our SENCO will accompany children and/or parents/carers to their new school, when visiting potential new schools. This will be followed up with creating a tailored transition package which will include close liaison with the new SENCO. Where possible, all involved staff will attend a Year 6 annual review to meet you and your child, where there is an EHCP in place. At this meeting, we hope to ease any worries and concerns you may have during your child's transition to their new school. Extra sessions for SEND children will be available as part of the transition to secondary school.



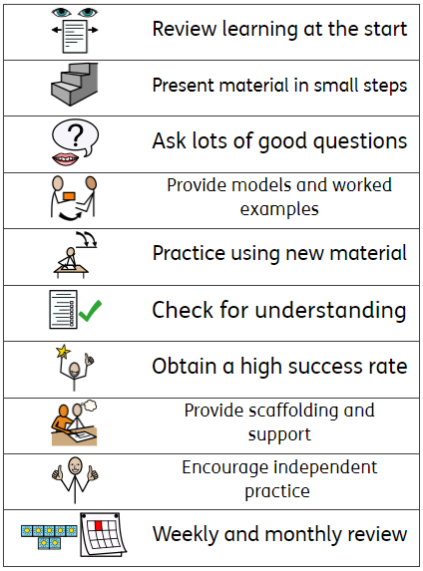
A great video about how to support your child with their transition to secondary school



What is your school's approach to teaching children with SEND?

We are an inclusive school. Our approach to teaching pupils with SEND varies depending on individual need and as such, Sutton in Craven CP School has a range of approaches to supporting children with SEND needs. Wherever possible children are taught alongside their peers in flexible teaching groups. All children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress, and so here at Sutton In Craven Community Primary School, we are committed to providing high quality teaching, based on the below strategy of Rosenshine's Principle of Instruction.

Rosenshine's 10 Principles of Instruction



The SENCo works closely with class teachers and subject leaders to support adaptations to their subject curriculum area to meet the needs of pupils with SEND.

Additional time out of class accessing the quiet learning space may be provided for pupils needing small group/individual tailored support to meet specific learning needs. These include Precision teaching, 1:1 reading sessions, Plus one (maths intervention), Power of Two (maths intervention), Toe by Toe (reading intervention).

Work is adapted for different groups and individuals. Sometimes this is enough to ensure a child or young person is on track to reach their full potential, however sometimes a Provision Plan will be needed with individual 'SMART' targets and strategies to work towards achieving them. This will be put in place in discussion with parents/carers and where appropriate the child or young person. This may mean additional work with a child on a small group or 1:1 basis to carry out specific interventions to support a child to meet their individual targets. The SENCo works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child or young person requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

For pupils with more complex needs, who have an Education, Health and Care Plan (EHCP), additional 1:1 Teaching Assistants may be provided to help achieve the outcomes set out in their plan. These pupils will have regular access to the quiet learning space to access learning according to their needs.

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.

The Class Teacher provides 'Quality First Teaching'. This means that:

- The teacher has the highest possible expectations for all pupils in their class.
- All teaching builds on what a child already knows, can do and can understand.
- Different ways of teaching are in place, so that every child is fully involved in learning within class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo, SEND Specialist, Educational Psychologist) are in place to support a child to learn.
- The teacher carefully checks the child's progress and provides extra support as necessary to help them make the best possible progress.
- Teaching assistants work with small groups or individual children under the direction of the teacher.
- A range of interventions are delivered, including reading and writing support, fine motor skills work and mathematics programmes.
- Teaching assistants are also deployed to other areas of the classroom in order to allow the teacher to work directly with any children who have a SEND.
- The school pastoral lead supports children with emotional and social development.

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- have high expectations of all pupils
- plan appropriate work/activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- adapt the curriculum/environment to take account of different learning styles, interests and abilities
- ensure that all children can access tasks/activities with the greatest level of independence possible
- monitor individual progress and ensure current provision is effective with good levels of progress evident
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set SMART targets for those children with a Provision Plan and discuss these with pupils and share with parents/carers

Teachers are familiar with the relevant equal opportunities legislation from the Equality Act 2010 covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Support in the classroom
- Focused withdrawal support from the classroom (small group/1:1 tuition)

- Adapted offer for children during unstructured times to reduce sensory/stimulus overload by having access to The HIVE

This support may be provided by Teaching Assistants, Teachers, SENCO or external agencies.

The role of staff supporting children is:

- through 'quality first' teaching - support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence and resilience in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty promote the inclusion of all children in all aspects of life at school.



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

adaptations

We believe that all teachers are teachers of SEND and research indicates that supporting high quality teaching improves outcomes for pupils with SEND. We have adopted the Education Endowment Five a day approach - Five specific approaches—the ‘Five-a-day’ indicated below—are particularly well-evidenced as having a positive impact. Teachers develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.



We aim to provide our pupils including those with SEND, with all the facilities necessary in order that they can realise their full potential. Listed below is the main body of our provision, however it may not list every skill, resource, and technique we employ to achieve this as these are continually developed and modified to meet the changing requirements for individual pupils. Our school is proud of its close-knit, family ethos within which all staff members know and care for the specific needs of the pupils. Your child/ young person will receive:





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

At Sutton In Craven CP we understand that to effectively support children with SEN, we need to have the skills, knowledge and understanding of the needs and issues that individual children face. Therefore, Continued Professional Development (CPD) in relation to SEND is carried out on a regular basis depending on the needs of the children within our school. Whole school and/or individual staff may attend the training, and this may be on specific areas of need, if the expertise is not already in school or more whole school issues such as Inclusive Classroom Practice. A record of CPD is kept in the office and the need for training is reviewed regularly by SLT.

We work closely with our Outreach SENCo who has not only delivered training but acted as a support in working alongside class teachers so they can best meet the needs of the child.

If children fail to make progress, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with parental consent. These may include our SEND hub service, Speech and Language Therapy (SALT), Occupational Therapy.

All staff have undertaken relevant First Aid Training and designated staff are Paediatric First Aid trained. All staff have received up to date Epipen training. Relevant staff are also trained in any medical care that is needed in order to treat any child in school.

All staff are given regular SEND updates and support from the SENCo.

The SENCo attends and completes any relevant training and then cascades this down to other staff across school.

Our SENCo is currently undertaking the National Award for Special Educational Needs Co-ordination.

We are prompt at requesting additional training, advice and support from external agencies in order to help children with SEND achieve their full potential.

External Agency Support

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 SENCo and the pupil's parents/carers.

A request for support from external services is likely to follow a decision taken by the SENCo, colleagues, in consultation with parents/carers. External support services will usually see the child or young person, so that they can advise subject and pastoral staff on strategies and

provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Below is a list of the services that the school most regularly work with:

- Speech and Language Team (SALT)
- Outreach SENCo
- Early Help
- SEND Hubs
- Mental Health Support Team(MHST)
- Child and Adolescent Mental Health Service(CAMHS)
- Educational psychology team
- Occupational Therapy

To find out about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please use this link:

SEND local offer

Interventions

The SENCo and the pupil's class teachers, in discussion with parents/carers, will decide on the action needed to help the pupil to progress in the light of their earlier assessment.

This might be: -

● To provide key learning targets appropriate to the child's/ young person's current achievement

● To provide different learning materials or specialist equipment.

● To introduce some group or individual support.

● To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.

● To undertake staff development and training aimed at introducing more effective strategies.

● To provide effective intervention without the need for regular or on-going input from external agencies.



How do you evaluate the effectiveness of the provision made for children with SEND?

The monitoring and reviewing progress is an integral part of teaching and leadership within Sutton In Craven CP School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND.

The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this in conjunction with information gathering from other sources (SEND learning walks, professional dialogue, pupil voice, parent/carers voice etc) to make judgement on effectiveness.

Progress data of all learners is collated by the whole school monitoring system (Target Tracker) and monitored by Teachers, Senior Leaders and Governors. The use of BSquared (our electronic pupil tracking system for SEND children) helps to support assessment judgements and track progress.

The SENCo meets the SEND Governor at least once a term.

As part of the School Development Plan (SDP) the SENCo produces a 3 yearly action plan and updates progress against this termly.

If a learner has an Education Health and Care Plan (EHCP), annual review meetings are held, parents are invited, along with all the adults who work with the child, to celebrate success, set further targets and evaluate provision.

Regular book looks and lesson observations/lesson walk throughs will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high. The progress within individual work and targeted group work made by a child with SEND will also be determined through these activities.



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

We are committed to making reasonable adjustments to ensure participation for all. Children with SEND are welcomed and actively encouraged to go on all trips (including residentials) and to attend all clubs. Where appropriate, parents/carers will be consulted from the planning stage and all reasonable adaptation and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills

development that such activities bring. The adaptations will usually be the result of a risk assessment.



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

At Sutton In Craven CP School, we aim to provide a safe, nurturing environment where children are ready to learn and understand that wellbeing is key to living a happy and successful life. We aim to give pupils the information they need to make good decisions about their mental health. We recognise that pupils with SEND may well have an Emotional and Social Development need that will require support in school.

We have a robust Safeguarding Policy in place, and we follow National and LA Guidelines. All staff record concerns about children onto a central system 'CPOMS.'

We believe that all children with Special Educational Needs and/or Health & Well-being 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, Drawing and Talking Therapy, Multi-Sensory Interventions, and tailored-bespoke interventions that are created on an individual needs-assessed basis.

The whole school employs the Zones of Regulation, which supports a whole school approach to developing self-regulation.

We work closely with the Mental Health Support Team (MHST), who work with small groups, one to one and provide support and guidance to staff.

School liases and works closely with external agencies such as CAMHS and SELFA - who with parental permission come into school to carry out assessment and therapy around emotional well-being.

A worry box is accessible to our children and worries are dealt with timely.

Some children have daily/weekly check ins, where they have time to talk to our pastoral lead.

We have well-being champions (a new initiative in its infancy)

Each half term we hold well-being days

Sometimes a Team Around the Family (TAF) meeting is called to continue the system of support for the family. They are usually held in school and conjunction with other external agencies and the parents/carers will always be involved.



Useful websites

Healthy Minds

https://copthorneacademy.co.uk/wp-content/uploads/2020/06/Healthy-Minds.pdf

Mental health and wellbeing resources and services for children and young people in Bradford district and Craven

Childline Calm Zone

https://www.childline.org.uk/toolbox/calm-zone/

For breathing exercises, activities, games and videos to help let go of stress.

Every Mind Matters

https://www.nhs.uk/every-mind-matters/

The Duke and Duchess of Cambridge support new Every Mind Matters advice for looking after mental wellbeing

Eating Healthily

https://www.nhs.uk/healthier-families/

Easy ways to eat well and move more

Wellbeing Journal for Kids

https://www.otb.ie/wp-content/uploads/2020/04/At-Home-with-Weaving-Well-...

Outside the Box has produced a free activity journal to help children to enhance their mental wellbeing through a range of activities

Young Minds

https://www.youngminds.org.uk/

The UK's leading charity fighting for children and young people's mental health.

Go To

https://thegoto.org.uk/ -

the home of wellbeing and mental health in North Yorkshire. The website helps young people find the right help and support to stay well, whatever is happening in their life



What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If you are not satisfied with the provision made for your child in school regarding SEND your first point of contact is always the person responsible; class teacher. Explain your concerns to them first.

If you are not satisfied that your concern has been addressed, speak to the SENCo/Head Teacher. If you do not feel that school has followed up your concerns appropriately you can use the school 'Complaints Procedure'.

The school has a complaints policy, which is available on the website.

Admission Arrangements (also see admissions policy)

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

The school budget, received from North Yorkshire LA, 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 SENCo 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



Where can I find the contact details of support services for parent/carers of children with SEND?

The information in this report feeds into North Yorkshire County Council's Local Offer which details support, opportunities and services available to children and young people their area that have SEN.

The North Yorkshire local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives parents more choice and therefore more control over what support is right for their child. Find out more at:

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

There are a number of parent support groups and networks related to specific SEND needs, please come into school to find out more or visit our SEND section on the school website.

The Special Educational Needs and Disabilities Information, Advice and Support Service, North Yorkshire (SENDIASS North Yorkshire) works with parents, carers children or young people. It is a free confidential and impartial information, advice and support service at arm's length to all other services including the Local Authority. This service is specifically for children and young people from 0-25 years with special educational needs and / or disabilities, their parents and carers. Visit

https://www.northyorks.gov.uk/sendiass-north-yorkshire

IPSEA: Offers free and independent legally based information, advice and support to help get the right education for children and young people with SEND:

IPSEA

Sparkle: Sparkle is a social support group for parents/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/carers of children with or without an official diagnosis.

Telephone - 07792 123955