



Sutton in Craven Community Primary School

SEND Information Report 2021/22

This SEND Information Report has been written in response to the Local Offer. This outlines what we provide as a school to all children with an identification of SEND.

What is the Local Offer?

North Yorkshire County Council published their local offer for children and families 0–25. This outlines what is available for children and young people with SEND in our Local Authority.

All schools are required to provide information to parents on how to seek additional support beyond what is 'normally available' for their child.

The main aim of the Local Offer is to enable families to see readily the support they can expect locally without having to struggle to find the information. If there is any information that you would like to know which is not on the website then please do not hesitate to contact Mrs Fiona Beetles (SENCO and Head teacher)

- The North Yorkshire Local Offer can be found at: <https://www.northyorks.gov.uk/send-local-offer>
- Our school website can be found at www.wherlearnersgrow.co.uk a copy of our latest Ofsted Report can be found [here](#).

Our Vision

Our school is a place 'where learners grow.'

A kind community where the worth of everyone is nurtured and celebrated.

We are rooted in a love of learning and building the confidence and courage to be ourselves.

Together we flourish to be the best that we can be.

The following information briefly outlines SEND (Special Educational needs and Disabilities) provision at our school.



What kinds of SEND do we provide for at Sutton in Craven CP School?

We welcome all children including those with SEND. We make our very best endeavours to meet the needs of all children including those with physical, learning, communication, emotional and social difficulties. All of our staff are committed to providing quality first teaching so that all children can make good progress in their learning

Our learning environment and focused learning activities are carefully differentiated to meet the needs of all children whatever their learning style. Staff employ a variety of teaching styles and resources using lessons to support children's learning. The school places great importance on that fact that children learn in different ways.

Our school is accessible to children and adults with physical disability via ramps. We also have a fully equipped hygiene room. We ensure that equipment used is accessible to all children regardless of their needs. After school provision and extracurricular activities are accessible for all children including those with SEND.

What is the SENCO's name and how can I contact them?

My name is Mrs Fiona Beetles, I am the Head teacher and I am also the SENCO (Special Educational Needs Coordinator) in our school.

You can contact me via the school telephone number and email address.

- Tel: 01535 633064
- Email: administrator@suttoncp.uk



At Sutton CP we believe that Inclusion is everyone's business so we developed a team around the child approach to SEND. Your child's team will consist of:

- As the named SENCO I have overall strategic responsibility for the leadership of SEND across the school. This means that I liaise with key staff in school and convene termly pupil progress meetings with them. I complete referrals to outside agencies and act as a central point of contact. I coordinate the submission of request for assessment for EHCP and convene and report on annual reviews. I have an overview of all SEND children in school and maintain, review and update the vulnerable children and SEND register.
- The key contact for you and your child will be their class teacher who also line manages the support staff in their class.
- Class based Teaching Assistants work under the direction of qualified class teachers and may support children 1:1 or in small groups within lessons.
-



- Mrs Fletcher, our Deputy Head teacher who leads Teaching and Learning across the school. She advises class teachers and supports Teaching Assistants to deliver interventions. Mrs Fletcher also delivers interventions.
- Higher level Teaching Assistants work across the school 1:1 or with small groups on targeted interventions aimed to help you child catch up with their peers.

Together we share your great ambitions for your child.

What policies does Sutton CP have for identifying children and young people with SEND? How do we assess their needs?

The class teacher will closely monitor the progress of your child and this will be discussed at regular pupil progress meeting with the leadership team and SENCo. In addition, the class teachers supported by the SENCo and the Deputy Head carefully monitor all pupils' wider developmental and social needs. Your child's teacher will carefully check your child's progress. If your child has a gap in their understanding and needs extra support to help them make the best possible progress, the teacher will discuss this with the SENCo and Deputy Head. Pupils not making expected progress will be identified and support, adaptations or interventions will be put in place. We will seek your views and those of your son/daughter.

At Sutton in Craven CP School we have a wide range of diagnostics and formative assessments which we use to help us identify any child's barrier to learning or development. If you have any concerns about your child don't hesitate to contact your child's class teacher to discuss your worries. You can do this by emailing or phoning school to arrange a mutually convenient time to talk.

What happens next?

We maintain a Vulnerable Children List in school. This list is reviewed by Senior Leaders and Class teachers at termly Pupil Progress (SEND) Meetings.

The approach is graduated and based a 'Plan – Do- Review' cycle – usually this is a term at a time. It is also quite usual for children to move up and down the list. This is because children learn at different rates at different times.

	Tier 3	<p>Watch and Wait</p> <p>Some additional needs or differences may have been highlighted – for example when your child starts school. A child with a long term disability who does not have SEN needs may stay at this Tier.</p> <p>At present these are not causing undue concern.</p>
	Tier 2	<p>Small Group Support</p> <p>School may feel that your child has some additional and different needs to their peers. This means that they have been identified by the class teacher as needing some extra support in school (Booster/Catch up groups/ Interventions).</p>
	Tier 1	<p>An individual plan will be drawn up. This is called a Provision Plan. This will detail your child's academic performance,</p>



SEND Register		strengths, barriers to learning, desired outcomes and the type of support they will need to help them to make progress. This will be reviewed with you each term usually with the class teacher. At this stage the school may feel it appropriate, with your consent, to involve specialist advice.
	Education, health & care Plan (EHCP)	<p>From time to time children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to submit an ECHAR (Education, Health and Care Assessment Request) to the local authority in which you live. The aim of an EHCP is provide the long-term support a child may need.</p> <p>School is not the only organisation who can request an ECHAR, parents and other professionals can also make a request to the local education authority in which you live.</p> <p>Should this be successful then you and your child will have the support of an EHCP (Education, Health and Care Plan)</p> <p>The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.</p>

Further information can be found in our Policy for Special Educational Needs and Disabilities. To access this, click on the link below:

[SEND Policy.](#)

What are our arrangements for consulting with parents of children with SEND and involving them in their child's education?

At Sutton in Craven CP School we endeavour to operate an 'open door' policy - we want to work closely with you as 'a team' in order to support you and your child. Parents and carers are encouraged to speak with class teacher about any concerns they may have. Class Teachers are best placed to discuss any support your child is receiving.

We value and record our early conversations with you, as this enables us to provide support as early as possible for your child.

Regular contact with parents is important for children with SEND. Parents are invited to formally discuss their child's progress and targets at Parent/Teacher Progress Meetings and at review meetings for EHCP and Tier 1. At any other time, parents can contact the school office by phone or email and a member of the staff team will get back to you.



What are the arrangements at Sutton in Craven CP School to consult our young people with SEND and how do we involve them in their education?

Sutton in Craven CP School has an active School Council who meet regularly to discuss topics which have come both from adults and children alike. In addition, there are six Pupil Voice Groups: Fundraisers, Tuck Shop, Green (Eco) Group, Librarians, Global Group and Playground Buddies. These groups enable children to have a leadership role across important areas of their primary school career. Representatives of each group make up the School Council who meet regularly with a School Governor.

Child views are very important to us and are gained via:

- Questionnaires for children to complete regarding a range of topics
- Questionnaires to gain views prior to a SEND review
- Regular verbal discussion and consultation with our children.

What are the arrangements for assessing and reviewing children's progress towards outcomes? What opportunities are available to work with parents and young people as part of this assessment and review?

- Your child's progress is continually monitored formally and informally by their class teacher.
- Their progress is reviewed formally every term and an assessment given in reading, writing and maths. The teacher will make a judgement about whether your child is 'beginning', 'within' or 'secure' in a subject. They will also judge whether your child is working at an age appropriate expectation.
- If your child is in the final term of Year 1 and above, but is not yet at age related expectations, a more sensitive assessment tool might be being used which shows their level in more detail and will also show smaller but significant steps of progress
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. The SENCO, DHT and Class teacher will ensure that all reasonable adjustments are made to enable your child to access these tests
- The DHT will also check that your child is making good progress within any individual work and in any group that they take part in.

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

At Sutton in Craven CP School we can offer a wide variety of personalised targeted support through a **graduated response**. This means that support for your child will be built up over time in order to



respond to your child's developing needs effectively. These interventions support the specific needs of your child.

Interventions are delivered by teaching assistants or qualified teachers and are carefully monitored in order to ensure that they help to accelerate your child's progress.

What sort of expertise for supporting children and young people with SEND do we currently have in school?

Our provision for children with SEND is co-ordinated by our experienced SENCO. The SENCO attends regular network meetings and engages in professional development linked with the needs of the children in school. She has strong links with other agencies and experience of working within a multiagency framework.

Staff access training courses run by outside agencies which are relevant to the needs of the children in their class. Staff also access whole school training on SEND issues, for example autism, dyslexia and ADHD. When staff attend professional development training they feedback to the staff team.

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

The effectiveness of our SEND provision is evaluated by:

- Monitoring and evaluating the progress of children from start to end of interventions.
- Focused analysis of the progress of children with SEND via regular assessment.
- Learning walks and pupil interviews to evaluate the effectiveness of our provision.
- Conversations with children.

The governing body evaluate the work of the school by:

- Monitoring data with respect to vulnerable groups
- Regular meetings with the SENCO
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff
- Conversations with children

Who is the School Governor for SEND?

Our School governor for SEND is Mrs Jill Taylor

She is the champion for pupils with SEND. She has strategic responsibility for making sure that the necessary support is made for children with additional and different needs.



How are children and young people with SEND enabled to engage in activities available with children in the school who do not have SEND?

Sutton in Craven CP School is committed to inclusion. We consider Inclusion to be everyone's business. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are equipped to meet the challenges of education, work and to achieve positive outcomes in life.

The school runs a wide variety of extra-curricular clubs and activities to which all children are encouraged to participate. We work hard to make all reasonable adjustments to ensure that this can happen.

Educational visits including residential are accessible and encouraged to all children. Bespoke risk assessments, arrangements and planning will take place as required on each individual basis.

How do you support children with SEND to improve their emotional and social development?

Sutton in Craven CP School has a number of staff who support both individual and groups of children throughout school regarding their emotional and social needs. Our staff have an expertise in listening to pupils in order to explore the reasons / triggers for any emotional and social difficulties. Although, from time to time a child may need a high level of individual support, our aim is always to help children to be more independent in lessons in their own classroom.

What are the arrangements for supporting children and young people in moving between phases of education?

We work closely with nursery settings, secondary school settings and between year groups to ensure a smooth transition for all children.

We have a comprehensive transition pathway into YR for all children. This includes Home Visits, part time visits to school, pupil progress meetings for parents and open classroom sessions. For children with additional and different (SEND) needs this pathway can be made more bespoke. Extra visits can be arranged and photographic booklets may be made of new classrooms and staff for children who need a little extra support.

At the point of transition to Y7 we work closer with secondary schools. Key staff will visit staff and pupils in school. Additional transition visits can be arranged for vulnerable pupils and we work with parents to enable them to foster productive links with the key staff at their child's new school.

At both points of transition parents are involved and can ask for extra transition if they feel it is appropriate.



How does our school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children with SEND and supporting their families?

Sometimes it will be helpful for school to request some additional support from an outside agency.

Sutton in Craven CP School has established working relationships with professionals from the following agencies:

- Early years Advisory Team
- The Educational Psychology
- School Nurse and Health Visitor
- Healthy Child Team
- Prevention Services
- Sensory, Physical and Medical Team
- Speech and Language Therapist
- Physiotherapist
- Occupational Therapists
- Paediatricians
- North Yorkshire SEND Hubs (replaced EMS from Sep 2020)
- ASCOSS – Autistic Spectrum Condition Outreach Service
- Severe Learning Difficulties Team
- Special Schools

Professionals from all the above agencies regularly support staff and children in school. If you are supported by other professionals such as Speech and Language or Paediatricians please do not assume that they will share information with school about your child – you will need to give them consent to do so.

To find out more about the North Yorkshire SEND Local Offer click [here](#).

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

If you have reason to complain about part of your child's education or the action of another adult, then please follow the procedures outlined below. The Head teacher should be informed in all instances of a complaint being made. The Head teacher will attempt to solve the problem and all concerned parties will be kept informed of developments.

Our full complaints procedure can be viewed [here](#).

- **Last reviewed:** January 2022
- **Next review due:** January 2023