



Upper Nidderdale Primary Federation SEND Information Report 2024-25 Executive Headteacher: Miss Nicola Thornber

Our SEND information report outlines details for parents or carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive at any of our schools.

What kinds of SEND do we provide in our school?

We welcome all children, including those with SEND. We are determined to meet the needs of all children, including those with physical, learning, communication, emotional and social difficulties.

Our school is accessible to children and adults with physical disabilities. We assure that equipment used is accessible to all children regardless of their needs. After school provision and extra-curricular activities are accessible for all children, including those with SEND.



Who can I talk to about SEND?

By law, schools are required to employ a Special Educational Needs Coordinator (SENCO). Our SENCO is Mrs. Nicola Wilkinson, who gained the National Award for SEN co-ordination (NASENCO) in 2019.



The role of the SENCO is to oversee and co-ordinate the provision that the school makes for students with SEND, including supporting the early identification process and the monitoring of on-going support and its effectiveness. Mrs. Wilkinson can be contacted on
Glasshouses School - 01423 711440
St. Cuthbert's School - 01423 711407

Mrs. Fearnley is the Assistant SENCO.

What policies do we have for identifying children with SEND? How do we assess their needs?

All staff are responsible for the identification of children with SEND. Staff ensure that the needs of all learners, including those with SEND, are addressed through lessons. The class teacher will closely monitor the progress of all pupils and this will be discussed with the senior leadership and SENCO. In addition, the class teachers are supported by the SENCO and the leadership team to carefully monitor all pupils' wider development and social needs. If a child has a gap in their understanding and needs extra support to help them make the best possible progress, then the teacher will discuss this with the SENCO.

Any pupil 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 child. A clear review date will be noted on the child's individual provision map. This will usually be one term after the onset of support, but it may be more or less depending on the nature of the child's barrier to learning.

At the review (which will normally include parents), if the gap closes or the social issues are resolved, then the additional support will cease, with the child continuing to be monitored carefully, but not placed at SEN support.

If the gap has not closed, or not enough progress has been made, then in discussion with parents, a plan may be put in place called an SEN support plan which details the child's strengths, barriers to learning, desired outcomes and the type of support they will need to help them to make progress. This will be reviewed each term.

From time to time a child may not make progress despite receiving additional support in school and from other agencies. In consultation with parents and other agencies, the school may submit an EHCAR (Education, Health and Care Assessment Request) in order to provide the long-term support a child may need. Should this be successful, then a child will have the support of an EHCP (Education Health Care Plan). The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.



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

As a federation, we operate an 'open door' policy in which we want to work closely with parents as a team, in order to support the child and parents. Parents and carers are encouraged to speak with class teacher about any concerns they may have. They will be able to discuss any support that a child is receiving. We value parental input, and we will record our early conversations with parents as this enables us to provide support as early as possible for your child.

Regular contact with parents is important for children with SEND. All parents can discuss their child's progress and targets at Parent/Teacher Consultation meetings and at review meetings.

For some children, regular communication takes place daily with a home/school book or contact with the teacher before and after school.

When a child is recorded as having SEN support status, parents will be informed that they have an entitlement to support from the Special Educational Needs and/or Disabilities Information, Advice and Support Service (SENDIASS).

What are our arrangements for consulting with children with SEND and involving them in their education?

The SENCO will meet termly with children receiving SEN support to collect their views on what they feel their strengths are, what they would like to improve and how they feel about their progress. These views will be taken into account.



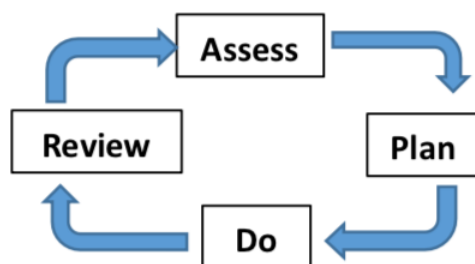
How are children with SEND taught?

The 201=4 SEND Code of Practice makes it clear that class teachers are directly responsible and accountable for all pupils in their class even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. This ethos is embedded in Glasshouses School.

SEND support will arise from a four part cycle known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a better picture of the pupil's needs and what support they need to diminish the difference.

What happens at each stage?

- 1) **ASSESS** - Look at what is being done to assess the child and by whom to ensure that it is being recorded.
 - It is the teacher's role to provide clear analysis and evaluation of a pupil's needs.
 - The teacher is supported by the SENCO in gathering assessment information and interpreting it.
 - Parent views and external advice also form part of the assessment.
- 2) **PLAN** – Ensure that a plan is developed in response to the assessment process, keeping the child and their needs at the centre of the process.
 - If it is agreed that a pupil requires SEN support then the parents must be informed.
 - The teacher and the SENCO will agree (with the parents/carers and the pupil) what support or interventions will be in put in place, what the expected outcomes are, the impact and progress expected and a review date.
- 3) **DO** – Implement the plan. We will ensure that it is evidenced and we will consider the roles that different staff involved and their different responsibilities will be identified.
 - The class teacher retains responsibility for day to day teaching and any teaching away from the classroom. The class teacher will work closely with any specialists or SEN support to plan and assess interventions.
- 4) **REVIEW** – On the date agreed, we will consider the impact of any intervention against pupil progress and evaluate the effectiveness of the support.



How are children with SEMH needs supported?

At The Upper Nidderdale Primary Federation, we offer universal nurture support through our morning 'toast and check ins' as well as through offering a nurturing environment and appropriate support where needed.

Both schools have an Alternative Internal Provision at both schools, known as The Gap. The Gap is used to support children with SEMH needs that have been identified through assessment or through referrals. The Gap (from the Greek word agape – unconditional love) is used for SEMH interventions, sensory breaks and emotional check ins.

It is also used (for 3 weeks at a time) to support children that are struggling in class and need time away from the classroom. This need for this intervention would come from SEN meetings, CPOMS and observations. The needs of the child would be assessed and then a programme of specific interventions (such as anxiety, anger management, emotional regulation etc.) would be put into place. The impact of this would be measured and then the child will be gradually transitioned back into the classroom.

As a federation, we work with outside agencies such as CAMHS and The Resilience team to further support SEMH needs of our pupils.

What are our arrangements for assessing and reviewing childrens' progress towards outcomes? **What opportunities are available to work with parents and children as part of this assessment and review?**

The progress of all children is carefully monitored by the class teacher. Their progress is reviewed formally every term and a formal assessment given in reading, writing and maths.

At the end of each key stage (i.e. Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something that the government requires all schools to do and the results are published nationally. The SENCO will ensure that reasonable adjustments are made to enable all children to access the tests, if appropriate.

The SENCO will also check that your child is making good progress within any individual work and in any interventions that they are part of.

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

We can offer a wide variety of personalised support through a graduated response. This means that the support for a child will be built up over time in order to respond to their developing needs effectively. These interventions support the specific needs of a child. Interventions are delivered by highly skilled teaching assistants or teachers and are carefully monitored in order to ensure that they help to accelerate a child's progress.



All interventions are recorded on our Whole School Provision Map, which outlines provision for children in school with;

- *Cognition and Learning needs
- *Communication and Interaction needs
- *Social, Emotional and Mental Health needs

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

Our provision for SEND is coordinated by our SENCO. SEND is taken very seriously with updates being implemented on a regular basis.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. Staff access training externally, 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 dyslexia and communication.

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

The effectiveness of our SEND provision is evaluated by:

- Monitoring data with respect to vulnerable groups.
- Challenging the leadership through informed questioning.
- Undertaking learning walks in school with a focus on SEND via regular assessments.
- Learning walks and pupil interviews to evaluate the effectiveness of our provision.

The Governing Body evaluate the work of the school by:

- Monitoring data with respect to vulnerable groups.
- Challenging the leadership through informed questioning.
- Undertaking learning walks in school with a focus on SEND.
- Meeting parents and pupils.
- Ensuring there is appropriate continuing professional development taking place for all staff regarding SEND.

Who is the School Governor for SEND?

Our school governor for SEND is Amanda Simmons.

Amanda is a champion for pupils with SEND. She is responsible for making sure that the necessary support is made for any child with additional needs.

How are children with SEND enabled to engage in activities available with children in who do not have SEND?

We committed to inclusion. We aim to provide a stimulating learning environment across the curriculum which maximizes 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. Our curriculum is specially designed to be inclusive and multisensory in all curriculum areas.

The school runs many clubs and activities to which all children are encouraged to participate. We work very hard to make all reasonable judgements to ensure that this can happen.

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

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

The federation has a proactive approach to supporting the social and emotional needs of all children. A number of staff who support both individual and groups of children throughout school regarding their emotional and social needs. Our staff use restorative practice to listen 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.

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 support from an outside agency. We have established excellent working relationships with professionals from the following agencies:

- The Educational Psychologist
- School Nurse
- Healthy Child Team
- Speech and Language Therapist
- Physiotherapists
- Occupational therapists
- Pediatrician
- EMS schools for Speech, Language and Communication and specific learning difficulties
- ASCOSS – Autistic Spectrum Condition Outreach Service

Professionals from all the above agencies regularly support staff and children in school.

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 Headteacher should be informed in all instances of a complaint being made. The Headteacher will attempt to solve problems and all concerned parties will be kept informed of developments.