



Aiskew, Leeming Bar  
Church of England Primary School

*'Rooted in love and growing together  
to become lifelong learners'*

## **Aiskew, Leeming Bar CE Primary School SEND Information Report**

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents/carers and is set out in clear, straightforward language. This should include information on the school's SEND policy, named contacts within the school where parents/carers have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEND.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

## Aiskew, Leeming Bar CE Primary School SEND Information Report

Date: January 2023

[Link to SEND Policy here](#)

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
<b>1 What kinds of SEND are provided for in your school?</b>	
<p>We welcome children with a broad range of needs to our school. Special educational needs and provision falls under four broad areas:</p> <ul style="list-style-type: none"><li>• Communication and interaction</li><li>• Cognition and learning</li><li>• Social, mental and emotional health</li><li>• Sensory and/or physical</li></ul> <p>In order to help children who have special educational needs and disabilities, the school adopts a graduated response that recognises a continuum of need in accordance with DfE's Code of Practice. We believe all pupils should have access to high quality teaching however for some pupils, additional support may be required e.g. through an intervention or additional support.</p>	<p>Children and young people (CYP) with a wide range of SEND are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p>
<b>2 What policies do you have for identifying children and young people with SEND? How do you assess their needs? What is the SENCo's name and how can I contact them?</b>	
<p>The named SENCO for our school is Mrs Bethany Stanley. She can be reached on the school telephone number (01677 422403) or via our school email (<a href="mailto:admin@aiskewleemingbar.n-yorks.sch.uk">admin@aiskewleemingbar.n-yorks.sch.uk</a>). Please read our SEND policy alongside this document.</p> <p>All staff at Aiskew, Leeming Bar CE Primary School are committed to providing high quality teaching so that all our learners can develop a positive attitude to their learning and make good progress. Lessons and tasks are carefully scaffolded to meet the needs of all and take into account individual learning styles and needs. Adaptations are made to the learning environment, teaching approaches and resources used to support children's learning. The school places great</p>	<p>The name and contact number of the SENCo should be readily available for parents. The school will have a clear policy about <u>how</u> they identify children as having SEND following the guidance in Chapter 6 of the SEN Code of Practice 2015. The school will have clear criteria and procedures about how to assess the needs of your child using the 4 areas of need as outlined in the SEN Code of practice.</p>

importance on the fact that children learn in different ways. If your child is receiving extra support, you will be informed of this by your child's class teacher. Individual education plans (IEPs) or individual behaviour plans (IBPs) are used for children who are receiving additional support with their learning or behaviour. These will be time limited and include a date for review.

An Education Health Care Assessment Referral (EHCAR) may be requested if a child requires additional support to enable them to progress. Please speak to the SENCO for more information.

**3 What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?**

Regular contact with parents is really important for children with SEND. All parents have the opportunity to discuss their child's progress and targets at Parent/Carer/Teacher Consultation evenings and at IEP/IBP progress review meetings.

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 before or after school. We believe that it is by working in a partnership with our parents that we can achieve the best outcomes for our children. A range of leaflets are available in school to support parents/carers with strategies, guidance and extra-curricular provision for children with SEND. Our school SENCO is also available to advise and support parents/carers.

Our school communicates regularly with parents/carers in the following ways:

- Home/school book if one is required
- Reading journal
- At the beginning/end of the school day
- IEPs/IBPs
- During Parent/Carer/Teacher Consultation evenings – in which pupil progress is discussed and targets shared and discussed
- Staff members available at the beginning/end of the day for a 'quick word'
- Annual reports
- School arranged review meetings, or meetings requested between parents/carers and staff through the school office
- Information booklets

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.

This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child's learning at home.
- a clear date to review the SEND support plans

<ul style="list-style-type: none"> <li>• Parent drop ins and open days</li> <li>• Weekly newsletters</li> <li>• Website information/news</li> <li>• Parent/carer information evenings</li> </ul>	
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**4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?**

<p>The ethos within our school appreciates everyone's uniqueness – that we all have our own strengths and areas for development. We teach Building Learning Power (BLP) and through this, pupils develop a good understanding of themselves as a learner. Staff use this as a spring board to lead discussions with pupils therefore staff know how children work and the strategies they have developed well and those that still need developing. We regularly review with the pupils the strategies/scaffolds/support they are receiving e.g. use of a reading ruler, a change of pencil grip, the use of a wobble cushion, access to assistive technology.</p> <p>As part of our IEP/IBP cycle, pupils' views are sought at the review stage and their views feed into the next cycle of support. This happens on a termly basis.</p> <p>Children are also encouraged to make choices during the day to support their learning e.g. do they require the use of a standing desk for a certain lesson; would assistive technology be best; could an adult act as a scribe; ask for a brain break.</p> <p>SEND children are consulted with regularly when gathering pupil voice across the curriculum.</p>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. They should be able to explain how the voice of pupils with SEND are represented on this council. In addition, it is vital that the views and aspirations of children and young people with SEND are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
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**5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review**

<p>Insight (the school's data program) is used to track progress in all areas of the curriculum. Foundation subjects are updated on a regular basis as and when objectives have been taught. Maths, reading and writing are updated termly following formative testing. The data inputted onto Insight is used to identify pupil gaps and track progress.</p> <p>The Engagement Model (or other recommended development trackers) are used for children that will make less progress than their peers. This may be due to medical issues or severe learning needs.</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum.</p> <p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made.</p>
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<p>Information from these assessments will be shared at regular intervals with parents.</p> <p>We meet termly with parents of children with SEND to hold reviews and more often, informally, as required. This may be a quick chat on the playground, or a message via text, telephone or email.</p> <p>IEPs are updated and shared with parents/carers and children termly, as outlined above.</p>	<p>You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p> <p>Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map, an individual education plan or an SEN support plan. This should include:</p> <ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class</li> <li>• the adjustments or approaches being made to teaching in class</li> <li>• details of any extra support or interventions for your child</li> <li>• your child's learning targets and their long term desired outcomes</li> <li>• the next date when your child's progress will be reviewed.</li> </ul> <p>Most pupils will benefit from SEND support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan assessment (EHCAR).</p>
<p><b>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</b></p>	
<p>Transition reviews for children with SEND are organised before moving schools. Staff from the receiving school are invited to reviews. If they are unable to attend, the SENCo will contact the child's new school with the relevant information. Transition visits are arranged for pupils moving to secondary school.</p> <p>Transition packages usually take the form of additional visits, but their format may be different dependent upon the pupil. For example, some children are introduced to a key member of staff and may spend some time completing art activities in a series of sessions</p>	<p>Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary in order to make a successful transition.</p>

<p>before moving up to secondary school. Other children are tasked with creating a poster or photo book about the new school to share with their current class. Other children require visits to simply familiarise themselves with the site.</p> <p>We ensure all paperwork is transferred as soon as possible so that provision can be put in place at the receiving school.</p>	
<p><b>7. What is your school's approach to teaching children and young people with SEND?</b></p>	
<p>All children at our school have access to wave 1 provision which is personalised, targeted support through high quality teaching. If your child is receiving extra support, you will be informed of this by your child's class teacher.</p> <p>TAs will support classes during the morning sessions and some afternoons (depending on the needs of the children). This enables more targeted work and direct, personalised feedback. TA support is evidenced on each class teacher's planning and aims to support groups across the ability range, therefore encouraging independence in some lessons. In addition to adult support, additional support may take the form of providing children with specific resources, breaking down tasks and instructions into smaller chunks, providing visual aids/scaffolds, use of manipulatives, writing frames, directing pupils to access the working walls and/or their helpful hint books (KS2) and the use of assistive technology.</p> <p>All adults in school scaffold learning for pupils. This is set out below in hierarchical order where 5 has the most support:</p> <ol style="list-style-type: none"> <li>1) Self-scaffolding – observing and giving time to think</li> <li>2) Prompting – provide prompts</li> <li>3) Clueing – give clued words and hints</li> <li>4) Modelling – adults model and pupils actively observe and listen</li> <li>5) Correcting – used when marking work with children but always go hand in hand with other strategies</li> </ol> <p>Ideally, we try to aim to get children towards 1 Self-scaffolding.</p> <p>At Aiskew, Leeming Bar CE Primary School, we also believe the 5 following approaches have a positive impact on pupils with SEND:</p>	<p>High quality teaching and support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.</p> <p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> <li>• what interventions your child is receiving and what are the intended learning outcomes;</li> <li>• when during the week any interventions will be delivered and for how many weeks;</li> <li>• who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>

Explicit instruction – 3 step process (teacher demo “I do it”, guided practice “we do it”, independent practice “you do it”). Highlighting key words and removing non-essential information.

Cognitive and metacognitive (noticing and making links) strategies - Building learning powers (BLP)

Scaffolding – see above. Children may use iPads to take pictures of key words etc. The use of Bloom's Taxonomy as the bedrock of our independent such as through our 'Rainbow steps to success'. Scaffolds may include word lists, sentence starters or concept maps (e.g. 2connect on Purple Mash)

Flexible grouping

Using technology – visualisers, instructional apps (e.g. Maths Shed/Atom), assistive technology (immersive reader/Helper bird/speech to text on iPads). Where possible have coloured background (agreed by class) and dyslexic friendly font e.g. comic sans.

At Aiskew, Leeming Bar Primary school we are able to offer a wide variety of interventions to support the needs of all our children. They are carefully monitored to ensure they have an impact on children's learning. We track progress and identify next steps and targets. The school takes part in regular training opportunities and is supported by a number of different agencies.

If a child with more complex needs requires more specialist support, we may seek to involve external agencies from a range of services available to us, including referrals to the SEND hub, educational psychologists or speech and language therapists. We would always discuss this with you and seek your written consent before involving such agencies. Should a child be still making limited progress, and the gap between him/her and their peers is continuing to widen, we would discuss with you the possibility of submitting an Education Health and Care Assessment Request (EHCAR). We would involve

<p>you fully in this process and you could also be supported in this process by Jane Clark, from the Special Educational Needs Information and Advice Support Services (SENDIASS).</p>	
<p><b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?</b></p>	
<p>Adaptations are made wherever needed within the classroom, for example:</p> <ul style="list-style-type: none"> <li>• changing the colours of interactive whiteboards</li> <li>• providing a visual timetable in each class which is updated daily</li> <li>• paired work or small group teaching</li> <li>• providing coloured overlays</li> <li>• chewellery (chewable jewellery)</li> <li>• social stories</li> <li>• different styles of reading books</li> <li>• adaptations to homework</li> <li>• use of ear defenders</li> <li>• use of fiddle toys (provided and agreed by school)</li> <li>• space to stand/move around to support learning</li> <li>• opportunities to have a sensory break</li> <li>• use assistive technology</li> <li>• use of therapy putty</li> </ul> <p>Relevant care plans, Health care plans and risk assessments are implemented for children who have a high level of need in discussion with parents/carers and relevant professionals.</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
<p><b>9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?</b></p>	
<p>All staff receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants have regular generic training and specific training to meet individual needs as necessary. If a pupil has particular needs and the school has exhausted its repertoire, specialist support is sought promptly from relevant professionals.</p>	<p>All staff should receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEND funding to meet a range of need. However, if a pupil has particular needs and the</p>



<p>The SENCo also accesses the termly NYCC SENCo network meetings, in addition to the termly SENCo meetings organised by the Swaledale Alliance.</p>	<p>school has exhausted its repertoire, specialist support should be sought promptly. The SENCo will have the National Award for Special Educational Needs (NASENCo) or be working towards achieving this within 3 years of their appointment as SENCo.</p>
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**10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?**

<p>Aiskew, Leeming Bar CE Primary School is committed to being an inclusive school which is at the heart of our vision:</p> <p><b>“Rooted in love and growing together to become lifelong learners.”</b></p> <p><b>Our vision guides us in all that we hope to be, enabling every member of our school family to grow and flourish into well-developed individuals who are inclusive, independent and inspired learners, equipped with the knowledge, skills and wisdom needed to succeed in life.</b></p> <p><b>“Your roots will grow down into God’s love and keep you strong.” Eph 3v17.</b></p> <p>As outlined in other sections, we carefully monitor and track progress of children using Insight and, where necessary, The Engagement Model. Children’s progress is used to measure our effectiveness. We also use the targets on IEPs to measure effective practice. We also gather pupil and parent/carer voice. In addition to this, specialist teachers for example give feedback to staff and parents/carers about how effective our provision is.</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) or My Support plan to capture this information, which is written during your meeting. This meeting with you and your child is often described as a ‘learning conversation’.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class (known as High Quality Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
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**11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?**

<p>We provide a huge range of opportunities for all of our children, irrespective of gender, ethnicity, SEND or disability, to engage in activities. This is further outlined in Section 4.</p>	<p>The school’s policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEND should be equally represented in positions of responsibility e.g. the school council.</p>
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	council.
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**12. How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.**

Our PSHE scheme of work (1Decision) covers pupils' emotional and social development. In addition to this, our PE curriculum (Striver) teaches pupils about the need for positive mental health and mindfulness activities are regularly accessed. As part of the PE spend, TAs, who have accessed the PE lesson, are then able to encourage pupils to practise the mindfulness strategy in the following week if pupils have need. We have reflection areas around school where children are able to take time out as required. In addition to this, we have mood boards within both classes and also provide individual ones for pupils who may require additional support. We use a range of fiddle toys/therapy putty to support pupils' anxiety and improve levels of concentration as standard practice. We have developed an outdoor sensory garden at the request of the children. Targeted work is carried out by class teachers and TAs as required. All staff have accessed training from Compass Buzz (now Compass Phoenix) and other professionals with additional expertise in meeting the needs of pupils with SEMH issues. School holds the Silver Healthy Schools Award (having successfully completed the well-being section). Pupils' views on bullying are regularly sought. Pupils actively use the school's worry monster to share concerns. Measures to prevent bullying are taught through 1Decision, as well as through special events such as Anti-bullying Week.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker. The school's anti bully policy should be available for you to read and they will be able to describe how they listen to and support pupils with social and emotional needs

**13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?**

We work closely with a range of external agencies to help meet your child's needs. This includes Early Help and the Healthy Child Team (which has a team of Family Outreach Workers who can support you at home), specialist teachers from the SEND Hub who specialise in SEMH, educational psychologists, CAMHS, social workers through Social Care, medical professionals and speech and language therapy services. If we feel that we require some additional support

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be

to meet your child's needs, we will always speak to you first and seek your written consent.	informed and asked to give your consent.
<b>14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.</b>	
<p>Complaints about SEND follow the general complaints procedure. Please see your child's class teacher in the first instance, to see if your concerns can be immediately addressed. Should there be no improvement, please do make an appointment to see either Mrs Stanley (Headteacher). If you still feel that your view has not been listened to or answered to your satisfaction, you can make a formal complaint by writing to Mrs S Richardson (Chair of Governors) at the school.</p> <p>The named SEND governor for our school is Mrs H Hollocks.</p>	<p>There must be a designated governor for SEND in the school and complaints about SEND should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>

6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEND.

6.81 Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEND policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.

6.82 In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible.