



Special Educational Needs and Disability (SEND) Information Report
Date: September 2023
For the academic year 2023-2024

Vision

At the Federation of Follifoot & Spofforth CE Primary Schools our vision is that everyone will; LOVE, LEARN & THRIVE.

LOVE

We nurture each individual, build positive relationships with everyone and value their uniqueness.

LEARN

We inspire children to have a lifelong love of learning. They develop wisdom, knowledge and skills and become fluent learners.

THRIVE

We develop children socially, emotionally, physically and spiritually, helping them to be the best versions of themselves preparing them well for their futures in a diverse world.

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<p>Code of Practice 6.79</p>	<p>‘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 SEN. 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’.</p> <p>Schools should ensure that the information is easily accessible by parents 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 have concerns and details of the school’s contribution to the local offer.</p> <p>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.</p> <p>Schools should also make data on the levels and type of need within the school available to the local authority. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the school census, is also required to produce the national SEN Information report.</p> <p>The North Yorkshire local offer can be found at: https://www.northyorks.gov.uk/children-and-families/send-local-offer</p>
<p>Contact and policy information</p>	<p>Overall responsibility for SEND within the school lies with the Executive Headteacher, Mrs Rebecca Holland who can be contacted at Follifoot on 01423 872580 and at Spofforth on 01937 590655 or by emailing office@ffspschools.co.uk and admin@spofforth.n-yorks.sch.uk.</p> <p>By law, schools are required to employ a ‘SENDCo’. It is the role of the SENDCo to oversee and co-ordinate the provision that a school makes for students with SEND. Our SENDCo is Mrs Zara Chantler. Mrs Chantler oversees the statutory provision for students with additional needs including supporting the early identification process and the monitoring of on- going support and its effectiveness. Mrs Chantler can be contacted on 01423 872580/01937 590655 or by emailing office@ffspschools.co.uk and admin@spofforth.n-yorks.sch.uk.</p> <p>The school has a named governor responsible for SEND. The name of the current governor is Mrs Emma Booth, who can be contacted by emailing office@ffspschools.co.uk</p> <p>To read policies relating to special educational needs, please refer to the ‘information’ section of the school website. https://follifootandspofforth.co.uk/policies/</p>

<p>SEND Provision at the Follifoot Spofforth Federation</p>	<p>At the Follifoot Spofforth Federation all children are welcomed and included. The vast majority of additional needs can be effectively met through existing provision. Where any more significant adjustments are necessary, we work closely with colleagues and families to ensure children are successfully included in our mainstream setting. High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers.</p> <p>The Follifoot Spofforth Federation work to meet the needs of pupils with difficulties in communication and interaction, cognition and learning, social, emotional and mental health, as well as sensory and/or physical needs.</p> <p>The Follifoot Spofforth Federation plan provision for each of these areas of need through the use of Provision Maps, which allow parents to see what we can offer. Teaching assistants are deployed according to need and this can be done on a lesson basis in order to respond flexibly and swiftly to need. If a specific allocated time is given to a child, then parents will be informed. This may be in the form of in class support or interventions run outside of lessons. Some of the interventions we run in school are 'Precision Teaching', 'Active Literacy Kit' (ALK), 'First class at number' and Power of 2.</p> <p>Through the School Development Committee of the governing body, Governors will ask questions about the provision for all children and particular groups such as SEND and what impact they are having on the children. For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents, and other agencies may decide that it is necessary to request a statutory assessment through the local authority. We can talk to you about this in more detail or you can contact the SENDIASS service 01609 536923.</p>
<p>Consulting with Parents and Carers</p>	<p>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/Teacher Consultation evenings and at review meetings. For some children, regular communication takes place on a daily basis through the use of a home/schoolbook or contact with the class teacher before or after school.</p> <p>SEN Support Plans are sent home in order for learning outcomes to be supported at home. These learning outcomes are then reviewed in partnership with the child, class teacher and parent in order for achievements to be celebrated and next steps to be identified. The SENDCO may also be invited into these meetings for monitoring and supportive purposes.</p> <p>A questionnaire is sent out in order to review policies and procedures so that practice can be further developed and modified to meet our learners needs. Some children and their families will be part of the Learning Conversation programme which specifically targets academic and non-academic goals, long and short term. The Follifoot Spofforth Federation also benefit from a SEND governor who is informed of any changes to policy and contributes to the monitoring and evaluation of provision for SEND pupils.</p> <p>The schools have alternative means of communication with parents, including ClassDojo. The Follifoot Spofforth Federation host a 'Sharing Assembly', where parents are invited to come to school and help celebrate children's achievements from both in and out of school. The Follifoot Spofforth Federation websites informs parents of latest events that the school has taken part in. All these work alongside the traditional newsletters as well as daily contact on the playground with parents at the start and end of the day.</p>

	<p>Please refer to the 'Communication with parents' section of the school website. https://follifootandspofforth.co.uk/communication-with-parents/</p>
Pupil Voice	<p>The views of all children, including children with SEND, are obtained to alter, enhance, and enrich provision at the Follifoot Spofforth Federation. This is done via a school council in which pupils are represented from all year groups. Focus Groups also take place where children can share their views at an age-appropriate level. More specific views (about learning, progress in learning and feelings towards school) from children with SEND are collected via a questionnaire or a group discussion each term; these are completed at an age and ability appropriate level either individually or with support from an adult. Following these questionnaires, the SENDCO collates the responses and informs the teachers of any specific areas to target. Class ambassadors are selected to represent The Follifoot Spofforth Federation.</p> <p>The Follifoot Spofforth Federation also benefit from a SEND Governor who is informed of any changes to policy and takes part in learning walks with the SENDCO.</p>
Assessment and Consultation with Parents and Carers	<p>When children enter primary school there are national expectations which are the average levels for children at the end of an academic year/key stage. If children do not achieve these national expectations, some additional support may be needed to help a child to make progress. Progress of all children is reviewed regularly to make sure that they are making expected progress. You will have the opportunity to discuss your child's progress at the parent/teacher consultation evenings and at review meetings. Regular contact with parents is really important for all children including those with a special educational need.</p> <p>In addition, parents can request to meet with the class teacher or SENDCO at any point during the academic year. For some children, regular communication takes place on a daily basis through the use of a home/schoolbook or contact with the class teacher before or after school.</p> <p>Each term all pupils' progress is monitored and the Head teacher shares with the SENDCO and staff a whole school data report in which the progress of pupils with SEND is analysed individually. The SENDCO, along with the SEND governor, carries out monitoring visits to review provision for pupils with SEND across the Follifoot Spofforth Federation.</p> <p>SEN Support Plans are reviewed on a termly basis as a minimum and shared with parents/cares and children at the Follifoot Spofforth Federation.</p>
Transition	<p>At the Follifoot Spofforth Federation transition meetings for all children with SEND are well established.</p> <p>Where the progress, attainment, wider development, or social needs of the pupil are already known to give rise to support needs, this should be made clear to the Head Teacher and SENDCo by parents or carers of the child when an admission request is made. The school will seek advice from parents as to previous support needs, and with parental permission, will contact previous educational settings for access to their records of support. Teachers and the SENDCo will liaise with parents to establish an appropriate and mutually agreeable transition or new entry programme for the child, which takes into account their needs, and well-being. In this way, the 'graduated response' to need will</p>

	<p>commence prior to the child joining the school to ensure that the child has as positive start to their experiences at the school as is possible.</p> <p>Children moving to the school In the Summer term before children enter Reception, children are invited to attend ‘New Starter’ days where they have the opportunity to meet their class teacher and other members of the school family. If required, additional transition days can be included in an individual plan to support the transition process.</p> <p>Children moving from the school In Year 6, some children will have additional visits to their chosen secondary school prior to the Welcome Day which is for all children. At the transition meeting with parents, a careful plan is put in place to support an individual child’s needs and to ensure that they have the best possible start at secondary school. Transition meetings and plans are organised throughout school for some children.</p>
<p>Teaching and Learning</p>	<p>The Follifoot Spofforth Federation provides for a range of Special Educational Needs, where the Local Authority consider that the needs can be accommodated within a mainstream school, including but not restricted to: Specific Learning Difficulties; Autistic Spectrums Disorders; Physical Disabilities; Hearing Impairments; Vision Impairments; Social, Emotion a Behavioural Disorders; Moderate Learning Difficulties; Speech, Language and Communication Needs.</p> <p>At the Follifoot Spofforth Federation all staff know the importance of high-quality teaching to support the needs of all learners. Good, carefully planned universal provision is key for all children to be able to make progress with their learning. Lessons are carefully differentiated, and some children may need additional resources or adaptations to be made in class. Interventions are carefully monitored in order to ensure that they have an impact on children’s learning. Interventions are planned by the class teacher, sometimes suggested by the SENDCO or outside agencies, and usually carried out by a teaching assistant. Some interventions will be time-limited; others may take place over a longer period of time. Staff receive regular training and support provided by a number of different agencies these include but are not limited to- precision teaching, Lego therapy, social stories, and communication in print.</p> <p>All interventions are recorded on SEN Support Plans and Intervention Plans to measure impact and progress made towards learning outcomes.</p> <p>SEN Support is “additional or different” help provided by the schools for all children who have a learning difficulty or disability which calls for special educational provision to be made for them. This may be - help taking part in learning activities; a special learning programme; extra help from a teacher or assistant; working in a smaller group; extra encouragement; help communicating with other children; advice, intervention, support from additional experts; support with physical or personal care difficulties.</p> <p>The 2015 SEND Code of Practice makes it clear that class teachers are directly responsible and accountable for all pupils in their classes even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom.</p> <p>SEN 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 growing understanding of the pupil’s needs and of what supports the pupil in making good progress and</p>

	<p>securing good outcomes. The four stages of the cycle are: Assess, Plan, Do, Review.</p> <p>The graduated approach starts at whole-school level, with teachers continually assessing, planning, implementing, and reviewing their approach to teaching all children. Where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:</p> <ul style="list-style-type: none"> • Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil’s learning. • Continual reflection on approaches to meeting the pupil’s needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes. <p>Where the school and the parents of a child feel that the appropriate additional support for a child meets the requirements for an Education, Health and Care Plan, the SENCo at the school will make a request to the local authority for a statutory assessment. This request may be one outcome of the graduated response to SEND at the school.</p>
<p>Curriculum Adaptations</p>	<p>At the Follifoot Spofforth Federation when necessary, adaptations will be made to the school environment and the curriculum so that all children are able to access the curriculum and the social aspects of school life. Such changes include the colour of displays; using neutral tones to make them more easily accessible for children with dyslexia, seating positions; ensuring the board is clearly visible, other pupils don’t have their backs to children with SEND, pencil grips and ‘wobble cushions’; for children with physical needs. These adjustments are referred to as ‘reasonable adjustments.</p> <p>Some children may need specialist resources and or technology to support their learning. Where possible, these resources are kept in school and both staff and pupils are trained in how to maximise their potential within the classroom environment. Individual Risk Assessments are carried out for children who may need additional support on school trips.</p>
<p>Staff Training</p>	<p>The Follifoot Spofforth Federation have a small but highly skilled team of support staff who support both individual and groups of children throughout school. Support staff receive training in different areas of SEND including Lego therapy, social stories, precision teaching, reading interventions, maths interventions and local updates. Individual staff training needs are identified during the Performance Management process and the school has excellent links with a wide range of professionals who provide on-going training for staff in school. SEND training is part of the whole school development plan and as such all staff teachers and others as well as TA’s receive training in carefully identified areas of SEND each year.</p> <p>All staff working with children with SEND are aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn’t right.</p> <p>Some children may be vulnerable because they:</p> <ul style="list-style-type: none"> • have additional communication needs • they do not understand that what is happening to them is abuse • need intimate care or are isolated from others • are dependent on adults for care.

	<p>The Federation Safeguarding and Child Protection Policy and procedures sets out how we will keep children safe. Adults working with children and young people with SEND are aware of the additional vulnerabilities of some children, including children with special educational needs and disabilities (SEND).</p>
Monitoring	<p>Progress of all children is reviewed regularly to make sure that they are making expected progress. At the Follifoot Spofforth Federation, we use statements related to year group objectives as a means of assessing and tracking pupils. Assessment information is explained to parents during the first parent consultation meetings of the academic year both in written form and verbally by class teachers. At further parent consultation meetings, parents will be informed of their child's progress. This will be summarised in an end of year report. Additional meetings can be requested by parents and/or teachers if felt necessary. Interventions are monitored closely and reviewed each term or more regularly, depending on their nature. The effectiveness of interventions is decided on by using pre and post intervention assessments and intervention plans, alongside pupils' work and by checking progress through school assessment data.</p> <p>Some pupils with SEND have personalised SEN Support Plans which detail the provision they are receiving. Whole school Provision Maps are also in place to inform parents and staff of what provision is on offer. Pupils and their parents may be invited to take part in Learning Conversations with the class teacher where targets are set and reviewed together. The SENDCO and SEND Governor carry out Learning Walks to get a clear picture of the provision used in class on a day-to-day basis.</p>
Inclusion in Extra Curricular Activities	<p>All children, including children with SEND are encouraged to attend a wide range of extra curriculum and extracurricular activities. Where reasonable adjustments are to be made during the school day, external providers are aware of these adjustments that need to be made. Through the support of the SENDCO this enables all children to be actively involved in every aspect of the school life.</p> <p>Each child at the Follifoot Spofforth Federation School has a position of responsibility within daily school life; this is also true of children on the SEND support register. Uptake of children to participate in extra curriculum and extracurricular activities are recorded and tracked and shared with the head teacher.</p>
Pastoral Support	<p>The Follifoot Spofforth Federation are committed to providing high quality PSHCE. PSHCE lessons contribute to children making good progress in this area of their learning. Some children need further support and interventions are tailored to meet and improve children's social and emotional well-being for example 'Time to Talk'.</p> <p>Regular Circle Time and PSHCE lessons contribute to children making good progress in this area of their learning. Some children may also attend small Nurture groups on elements of interest such as gardening to support their social and emotional development. If teachers' feel it is necessary, we can access support provided through the SEND Hubs via a referral.</p> <p>Teaching assistants working with pupils with SEND are maintained as consistently as possible. Pupils views are sought at the start of the year as part of their SEN Support Plans and at each review of the SEN Support Plans during the year. The children's views are considered when arranging support needed and all children complete a 'Please Do/Please Don't' information sheet to share with all staff.</p>

	<p>Focused assessments are used to explore needs, plan and monitor 1:1 intervention, completed by the SENDCO with input from relevant staff. SEMH assessments are completed to inform a therapeutic intervention approach, which involves relevant members of staff, and is also used to monitor outcomes. A Vulnerability tracker is also kept supporting SEMH needs.</p>
<p>Outside Agencies</p>	<p>Occasionally it is beneficial for school to request some additional support from an outside agency.</p> <p>The Follifoot Spofforth Federation has established excellent working relationships with professionals from the following agencies:</p> <ul style="list-style-type: none"> • SEND Hub • Early Help • CAMHS • Educational Psychologist • Healthy Child Practitioners • Speech and Language Therapists • Occupational Therapists • Paediatrician • Compass Phoenix- https://www.compass-uk.org/services/compass-phoenix/ • Young Carers- https://www.northyorks.gov.uk/children-and-families/social-care-children/young-carers-support-and-advice • Just B- https://justb.org.uk <p>Professionals from all the above agencies regularly support staff and children in school. School would only contact an outside agency after consultation with parents.</p> <p>We also have access to the SEND Hubs to provide specialist advice, support, and training for specific areas of need such as communication and interaction and dyslexia.</p> <p>If parents need support outside school, they can contact the SENDIASS service https://sendiassnorthyorkshire.co.uk/contact-us/</p>
<p>Complaints Procedure</p>	<p>At the Follifoot Spofforth Federation we operate an ‘open door’ policy. Parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss additional support children are receiving.</p> <p>If you wish to discuss your child’s needs further, please contact Mrs Rebecca Holland the Executive Head teacher for the Follifoot Spofforth Federation or Mrs Zara Chantler the SENDCO who will be able to talk about how the Follifoot Spofforth Federation can support children with SEND. The SEND governor may also be contacted for support. Complaints policies clearly identify systems for responding to complaints and can be found on the school website.</p>