

Follifoot Spofforth Federation

SEND Information Report 2024-2025

Date: February 2025

Review Date: January 2026

Special Educational Needs/Disabilities Coordinator (SENDCo):

Mrs Zara Chantler

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Alternatively, an appointment to see Mrs Chantler can be made via the school office and via telephone on 01423 872580 (Follifoot) or 01937 590655 (Spofforth)

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).

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
- Cognition and Learning
- Social and Emotional Difficulties
- Sensory and Physical Needs

Identification

For a child or young person to be entered onto the Federation of Follifoot & Spofforth SEND Register, we take account of what work has been done previously and by whom. 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 Special Educational Need if the class teacher has provided reasonable adjustments through

high quality teaching in the first instance. As such, any child or young person on the Federation of Follifoot & Spofforth 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.

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

- Communication with previous settings
- Children performing below 'age related expectations'
- Concerns raised by parents/carers
- Concerns raised by a teacher.
- Collaborative working with external agencies
- Use of standardised assessment
- Children or a young person that already have an Educational Health Care Plan (EHCP)

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 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.

There 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 children will be closely monitored, and their progress tracked through our Initial Concern process. If a specific educational need is highlighted, an SEN Support 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 alterations made to best meet their needs and fulfil their potential accordingly. The Federation SEND Policy gives further information on the graduated approach.

Other agencies are involved, when necessary, e.g., speech and language therapy. Any children or young people who then require an 'EHCP' will have annual and interim reviews. Parents, SENDCo, 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.

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

- Behaviour Policy
- Equality Information and Objective Statement

Federation of Follifoot & Spofforth SEN Support Plans

SEN Support Plans are created for all children who are on the SEND register with a view that these are 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 and the class teacher with an outcome focused approach. When completing SEN Support 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. The learning plans are very child centred and monitored and reviewed termly.

Special Educational Needs Policy Implementation

This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the **SENDCo Mrs Zara Chantler**

It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEND Code of Practice 2014. With the SENDCo, it is the role of the headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how best to support children with SEND. The headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the headteacher in carrying out this policy. **The school governors for SEND: Emma Booth and Marianne Tharby**

The SEND Governors 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 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.

Partnership with Parents/Carers

The Federation of Follifoot & Spofforth 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 that SEN provision is necessary for their child's personal progression.

We believe that children do their best when staff, parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. You are welcome to contact the school 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. We involve parents through the following methods:

- Discussions with the class teacher
- Regular review meetings

- During parent's evenings
- SEND parent questionnaires
- Comments on the SEND Support Plan each term
- Meeting with the school SENDCo or senior leaders
- During discussions with other professionals
- Multi-agency meetings
- Secondary transition meetings
- Nursery transition meetings
- Annual reviews

Parents/carers are invited to all review meetings including Annual Review meetings, Parents' Evening and are invited to meetings with regard to their child's SEN Support Plan. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. The SENDCo may also signpost parents of pupils with SEND to parent/carer support groups such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service), the local authority Parent Partnership service, children's centre and other specialist organisations where specific advice, guidance and support may be required. More information is available by following the link to Parent Partnership Service - [North Yorkshire SEND Partnership](#)

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted e.g. enlarged print or in audio format, if requested.

The school office manager, Headteacher or SENDCo will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies such as the school nurse. Information, advice and guidance for families of children with SEND are available via the SENDCo and/or links on our website and parents/families who have additional needs are supported by members of the school staff. This may include reading documents, supporting with an understanding of official paperwork (whether from within the school or from other agencies) and possibly, in more complex cases, a referral to Parent Partnership Services, as above. The school office manager will also support parents with online school applications if they do not have access to computer or Internet at home.

Pupil Voice

All children with an EHC plan have the opportunity, annually, to record and contribute to their annual review meeting. Children also have an opportunity (where appropriate) to take part in the meeting.

Other children on the SEND register also have an opportunity to review their targets with teachers every term and are asked their opinion about what has worked, not worked and what they would like to focus on next.

We have a School Council which is made up of representatives from each class, voted for by their classmates. ALL children are eligible to serve on the School Council, regardless of special educational needs or disabilities.

All children on the SEND register take part in an online pupil questionnaire to make sure their voice is heard surrounding the provision in place and the school environment. These form a large part of the actions for SEND in the following year, on a strategic level as well as on an individual child level.

The child's voice is at the centre of all provision provided for them across the federation.

Transition Arrangements and Preparing for Adulthood

If your child is joining us from another school:

The Foundation Stage Leader or/and the SENDCo will arrange to visit the pre-school setting and/or arrange to make a home visit. Your child will be able to visit our school and stay for a 'play date' and parents will be invited to an induction evening at school. You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school. Should your child have a disability, the SENDCo will meet with parents/carers and liaise with the school nurse and any other specialist teachers as necessary such as the Hearing Impairment specialist. An audit of the school will be undertaken with the aim of identifying any barriers that need action to ensure the facility is accessible. A plan will be devised based on the recommendations provided, ensuring that the facility and curriculum are fully accessible. For detailed information on the steps the school have taken and are taking to ensure the building is accessible for all, please refer to the Accessibility Plan, a copy of which can be obtained from the school office or on our website.

Moving to another school:

If your child is moving to another school, we will contact the school SENDCo and ensure that he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. We are keen to involve parents/carers as much as possible with their child's transition to their next year group. The children will spend a day during the summer term with their new teacher/s. Teachers may also spend time with children or young person in their current class prior to September. Parents' Consultations are planned for the autumn term where the transition period is discussed, reviewed, and evaluated.

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.

Information will be passed on to the new class teacher in advance and in most cases, a planning meeting is held at the end of every year with the new teacher. SEND Support Plans will be shared with the new teacher and TAs to pass on any relevant information.

Transfer to KS3:

Staff have opportunities to visit and work closely with our partner secondary schools and local SEND schools to acquire a more in-depth knowledge of their routines, systems, and ethos. This gives staff an opportunity to see what provision the schools have in place and how best to support your child for the transition into Year 7. Staff when appropriate can arrange and accompany children and/or parents/carers to their new school. Where possible, all involved staff will attend a Year 6 annual review to meet you and your child, where there is an EHC plan 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.

Teaching, Learning and Assessment

We are strong advocates that all teachers are teachers for children with SEND. Our teaching, learning, and planning procedures reflect this and are as follows:

- SEN Support Plans for all children on our SEND Register—including reviewing of outcomes at the end of each cycle
- Individual SMART targets
- Differentiated learning
- Multi-sensory activities
- Data analysis through school tracking system
- Pupil progress meetings with class teacher, SENDCo and senior leadership team.
- Sharing between teachers to ensure a smooth transition.
- Meetings held termly between child, teacher, and parents/carers to discuss progress and next steps.
- Targeted interventions delivered and reviewed regularly through book looks and evidenced progress within core subject areas.
- Teachers and support staff working closely together.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. All children are assessed regularly and progress is tracked and monitored internally. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, have social or emotional difficulties, are vulnerable or have specific diagnosed needs, will be monitored.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this.

The SENDCo liaises closely with Maths and English Leads to analyse data and individually track pupils who are experiencing difficulties. Class teachers report and discuss any concerns with the SENDCo and Senior Leaders. If further action is deemed necessary, the parents are informed and consulted immediately. Children with SEND may be identified at any stage of this process during their school life.

In the Foundation Stage and Years 1 and 2 the following assessments used are:

- Baseline assessment at the start of the Foundation Stage year
- Early Years Profile and end of the Foundation Stage year
- Pre Key Stage Assessments
- Termly assessments of progress, summative and formative.
- Annual Teacher Assessment sheets for both core and foundation subjects.
- The end of Key Stage 1 SATs tests - We use these for internal checkpoints only.
- Phonics Screening Check end of year 1
- Autism Education Trust Assessment (AET)

In Key Stage 2 the assessments used are:

- Ongoing profiles of progress towards objectives in all curriculum areas
- Pre Key Stage assessments
- Termly assessments of progress (summative and formative) including the end of Year
- End of Year Assessments Years 3, 4 and 5
- End of year 4 Multiplication Table Check
- Annual Teacher Assessment sheets for both core and foundation subjects.
- The end of Key Stage 2 SATs tests
- Autism Education Trust Assessment (AET)

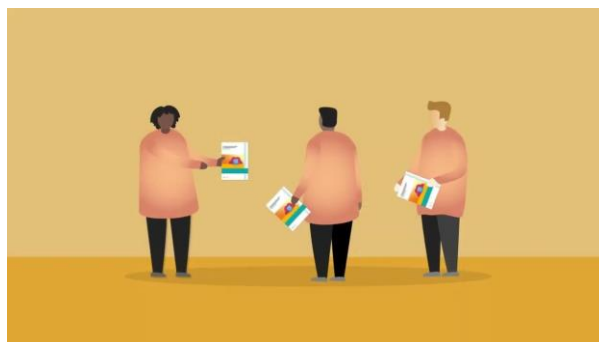
How we adapt the curriculum and learning environment for children & young people with SEND



In accordance with the SEND Code of Practice, 2014, the school does everything it can to meet children's SEND. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to

provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability. The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012)
- High-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. This includes adaptations through Quality First Teaching and use of the EEF SEND 5-a-Day. However, despite this, some children need additional help to make progress in their learning
- Additional intervention and support cannot compensate for a lack of good quality teaching
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention
- Pupils who join a school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school
- When planning work for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's SEND Support Plans. Additionally, teachers adapt teaching and learning as appropriate for children with disabilities
- For most children where necessary, the class teacher and SENCo will make more detailed arrangements for a programme of support, including a SEND Support Plan when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets
- For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the pupil's SEND Support Plan. There may be some direct input and advice from a specialist teacher or other professional involved
- Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child are laid out in their Plan



The school provides a comprehensive range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions/supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child.

For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through adapted work, classroom adaptations and/or targeted support in class. Examples may include Focus Group with Class Teacher or TA, classroom positioning, organisations aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted workbooks, coloured overlays and/or paper, pencil grip aid, seating supports, work screens, chrome books and others as needed. We have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods) E.g. Little Wandle Rapid Catch Up, Reciprocal Reading, Precision teaching for spelling, Handwriting Intervention, NCTEM Mastering Maths, NCETM Ready to Progress, Fine and/or Gross Motor Skills, Social Skills, or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include focused activities working on their individual targets as set out in their EHCP.

We have a range of ICT programmes for pupils with SEND, laptops and iPads are available should a child require them.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- Support pupils to achieve their full potential despite any difficulty or disability they may have.
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- Provide opportunities for pupils to develop confidence, self-esteem, and resilience.
- Work in partnership with parents/carers, pupils, and external agencies to cater for children's special educational needs and disabilities.
- Make provision for children with SEND to fully develop their abilities, interests, and talents.
- Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- Ensure all children with SEND are fully included in all aspects of school life and can develop their Cultural Literacy.
- Regularly review policy and practice to achieve the best outcomes for all our pupils.

Provision

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. Your child will receive:

- Quality First Teaching.

Your child may receive:

- Specific small group work including targeted interventions
- Specific targeted work on an individual basis as part of a small group
- Specialist individual support or sessions from specialist teachers or other professionals
- Specified 1:1 support during lessons and or/ playtimes
- Individual targets and an SEN Support Plan
- Writing aids
- Pre-teaching of new concepts to enhance learning
- Support manipulatives, e.g., Numicon, writing frames, vocabulary boards.
- Tabletop resources

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 SENDCo 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

The Federation of Follifoot & Spofforth strives to be inclusive and the range of needs supported across the federation is wide. These include those children who have difficulties linked with hearing, visual and co-ordination impairments, those children with speech and social interaction difficulties, as well as those children with social and emotional difficulties.

Staff expertise and Provided Training Opportunities

Staff training in relation to SEND is carried out on a regular basis depending on the needs of the children within our school. Individual staff may attend the training, and this may be on specific areas of need such as Dyslexia or Autism or more whole school issues such as Inclusive Classroom Practice. In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND, if needed i.e., Makaton training.

Our SENDCo has a PGCE 'The Role of the SENDCo

School provision:

- Teaching Assistants (TAs) working with either individual children or small groups
- TAs offering support for children with emotional and social development
- Class Teacher support where appropriate
- Volunteers and parent helpers work with small groups to support reading in school
- Specialist Teacher Services.

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

Examples of Staff Training

- Safeguarding Training
- North Yorkshire termly SEND Cluster meetings
- Annual Prevent Training
- SEND Strategy Days
- Specialist Teacher Training
- SALT Training
- ASD Training

Examples of other Provision delivered in school:

- Educational Psychology Service
- Specialist Teacher Support
- Sensory support for children with visual needs
- Parent Partnership Service
- SALT Speech and Language Therapy (SALT)
- Family Support Services
- SENDIASS SEND Information, Advice and Support Service (SENDIASS)
- Social Care
- Paediatricians – accessed via school nurse and/or GP's

Health Provision delivered in school:

- School Nurse

- Occupational Therapy
- Visual Support
- Child and Adolescent Mental Health (CAMHs)

Teachers and TAs receive a range of training as part of their continuing professional development (CPD) and to respond to the needs of the individual children they are working with. Many members of staff have training in Early Identification of Dyslexia, Dyscalculia, Specific Learning Difficulties, Autism Spectrum Disorder (ASC) and speech and language difficulties. Other training includes assessing reading and running records, Paediatric First Aid Training; social stories and social skills. Other TAs have received very specific training from specialist teachers and outside agencies.

How do you evaluate the effectiveness of the provision made for children with special educational needs?

All SEND children have either: an Education, Health and Care Plan (EHCP) and/or a SEND Support Plan. All of these are reviewed regularly, as laid out above.

The SENDCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice 2015.

The SENDCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENDCo meets with the SEND Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENDCo produces an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENDCo. The cost of all such provision is calculated, based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENDCo to ensure that the effectiveness and efficiency of provision is maximised.

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

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations 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 the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, adaptations to the activity (e.g. through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty

(PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and the County Council.

Before and after school care is available at Federation of Follifoot & Spofforth CE Primary Schools from 7:30 am until school opens and from until 4:30pm during term time. The breakfast club at Spofforth is run by an external provider and at Follifoot, it is run by school staff. Further information can be obtained from the website or by contacting either school office.

There is a range of after school (and some lunch-time) clubs at Federation of Follifoot & Spofforth CE Primary Schools throughout the year, varying on a termly basis.

The following list is a selection of what has been available over previous years:

- Mindfulness Club
- Chess Club
- Art and Craft Club
- Gardening Club
- Construction Club
- Sports Clubs

Many of these clubs are provided by School staff, but a number of trusted outside providers are also used.

Supporting Pupils with their Emotional and Social Development

We recognise that pupils with SEND may well have an Emotional and Social Development needs that will require support in school. We have a robust Safeguarding Policy in place, and we follow National and LA Guidelines. 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.

We believe that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's/ young people's needs are addressed. 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, Lego Therapy, Multi-Sensory Interventions, and tailored-bespoke interventions that are created on an individual needs-assessed basis.

[CAMHS Resources - Downloads](#)

This is a collection of downloadable self-help guides that we really like and hope may be useful to you. Some are aimed at adults but the ideas and suggestions in them can still be relevant for young people and parents. If you click on the image it will automatically download the PDF from its source and the credit will link to the originators main website.

[CAMHS Resources - Videos](#)

These are videos on a wide range of topics that provide information about mental health and well-being.

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 SENDCo and the pupil's parents/carers.

A request for support from external services is likely to follow a decision taken by the SENDCo, colleagues, in consultation with parents/carers. External support services will usually see the child, so that they can advise 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.

As a school we work closely with any external agencies we feel are relevant to supporting individual children's needs within our school including:-

- Specialist schools
- Health services including school nurse and health visitor
- CAMHS (Child and Adult Mental Health Services)
- Clinical psychologists
- Community paediatricians
- Speech & language specialists
- Occupational and physiotherapists
- Children's Social Care Services including Children & Families Well Being Service
- Family support agencies
- Educational psychologist
- Specialist advisory teachers

All Education Authorities give information about what they can provide for you and your child.

The Children and Families Bill was enacted on the 1st of September 2014. This means that, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. The local Authority refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area by offering details on the context of schools and the provision for children with SEND therein. The local offer you need to look at is North Yorkshire. If however you live in another council area you also need to consider their local offer.

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 | North Yorkshire Council](#)

Getting help for children and young people with additional needs



Targeted Mainstream Provision

Targeted Mainstream Provision (TMP) provides specialist support, so that children and young people with SEND can make progress within a mainstream setting.

Use of Alternative Provision

Alternative Provision is defined as 'education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour' (DfE 2013).

Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.

When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs, and value for money.

Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

Arrangements for Dealing with Complaints from Parents/Carers

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SENDCo/Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors.

A copy of the school's Complaints Procedure is available on request from the school or on our school website.

Admission Arrangements (also see admissions policy)

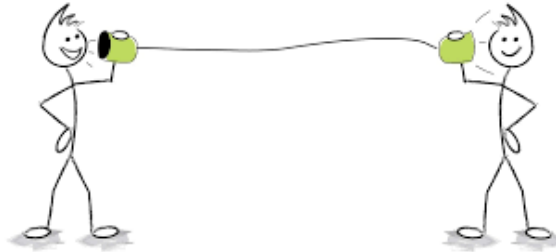
The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and Federation of Follifoot & Spofforth key information around this can be found in our 'Equality Information and Objectives' policy. This includes pupils with any level of SEND: those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

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted e.g. enlarged print or in audio format, if requested.

The school office manager, Headteacher or SENDCo will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies such as the school nurse. Information, advice and guidance for families of children with SEND are available via the SENDCo and/or links on our website and parents/families who have additional needs are supported by members of the school staff. This may include reading documents, supporting with an understanding of official paperwork (whether from within the school or from other agencies) and possibly, in more complex cases, a referral to Parent Partnership Services, as above. The school office manager will also support parents with online school applications if they do not have access to computer or Internet at home

Follifoot Spofforth Federation Support Overview

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 group settings. 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 and intervention programmes, including [VERBO- https://verboapp.co.uk/](https://verboapp.co.uk/), which are used to support children's Speech and Language development and we have an EKLAN trained teaching assistant in school and we work closely with Speech and Language Therapists.

[Paediatric Speech and Language Therapy - Harrogate and District NHS Foundation Trust](#)

[Leeds Community Healthcare NHS Trust - Speech and Language Therapy Toolkit](#)

Cognition and Learning

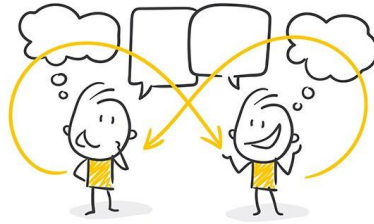


We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaption to the curriculum. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or developmental coordination disorder (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 map for each of the children, called an SEN Support plan, in their class that require additional support through ordinarily available provision (OAP) and this is monitored by the SENDCO.

[Primary resources, homework help and online games - BBC Bitesize](#)

[Resources - British Dyslexia Association](#)

Social, Emotion and Mental Health Difficulties



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) and through Early Help if necessary.

[ASD - strategies to support behaviour at home](#)

[Self-regulation strategies to support children in school and at home](#)

[Place2Be parent information on support children's mental health](#)

Sensory or/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 Federation of Follifoot & Spofforth CE Primary Schools, 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. Our schools provide a very nurturing environment for all children.

[How to meet your child's sensory needs](#)

[Fine motor skill activities to do at home](#)

How can you help your child at home?



How to support children who have spelling difficulties with their spellings at home



Ways to encourage maths into your child's life at home



Where can I find the contact details of support services for the parents of children with SEND?

General information regarding SEND can be found on the school website, including the SEND policy.

IPSEA (Independent Parental Special Education Advice)

<https://www.ipsea.org.uk/>



For confidential and impartial information, advice and support



www.sendiassnorthyorkshire.co.uk



info@sendiassnorthyorks.org



01609 536923



@SendiassY



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sendiass
 NORTH YORKSHIRE

Special Educational Needs and Disabilities
 Information, Advice and Support Service



North Yorkshire Parent Partnership information

i Information

You may find the answer to some of your questions by looking through the information on our web pages, via social media channels and through workshops and courses. We have some downloadable resources. If you can't find the answers to your questions, you can get in touch by phone, text or email – **you choose** which works best for you.

T Advice

We provide impartial information and advice about what the law says, the local authority's policies and procedures and about the policy and practice in local schools and other settings. We do not take sides or tell you what to do, we will help you get the information you need to make your **own choices**.

Support

We can help you by **listening** to your views and concerns and working with you to explore your options. We can help you with preparation for meetings, with letters, forms and reports and support you to have the confidence to **express your views**.

SENDIASS North Yorkshire (Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND).

Our service is **free, easy to access and confidential**. We can help children, parents and young people take part in decisions that affect their lives.

We offer information, advice and support to:

- Children and young people (up to 25 years) with SEND
- Parents and carers of children with SEND
- Practitioners (who might be supporting children, young people or parents to access our service)

For more details visit:
www.sendiassnorthyorkshire.co.uk
 or email
info@sendiassnorthyorks.org

Education

We can talk to you about any **questions or concerns** you have in relation to your child's Special Educational Needs, including choice of educational setting. We can discuss with you how to raise your concerns and help you to find **positive ways to communicate** with schools and the local authority.

Rights

We provide information and can help you to understand what the law says and what your rights are, enabling you to make informed choices.

EHC Plans

We have lots of information and advice around EHC plans, how to request, and what happens next within our web pages. We can support you to get your views across and fully **participate in the process**, including at Annual Reviews and with disagreements.