



Hawes Primary School SEND Information Report – updated 28th February 2024

This information report about the implementation of our policy for pupils with Special Educational Needs and Disabilities (SEND) is published annually.

The SENCo (Special Needs Co-ordinator) at Hawes Primary is **Mrs Verity Marwood**. Contact: hawes@ycatschools.co.uk or alternatively, an appointment to see Mrs Marwood (Monday - Wednesday) can be made via the school office on 01969 667308.

The governor with responsibility for SEND is **Mrs Abbie Rhodes**. Contact: as above.

Introduction:

Our Special Educational Needs and Disabilities (SEND) information report outlines the support and provision for the children who have SEND at Hawes Primary School and for their parents, families and carers. The SEND information report is in line with the SEND Code of Practice (the statutory document outlining expectations on schools, other education settings, local authorities and health and social care providers, published by the Department for Education in 2015, and future revisions) and should be read in line with our YCAT/school SEND policy (available on our school website).

What kinds of Special Educational Needs and Disabilities (SEND) are provided for?

From our school vision statement:

We strive to deliver an ambitious education for all our pupils through our inspiring curriculum, which enables everyone to flourish to their potential.

All children are welcomed into Hawes Primary School and into our YCAT family of schools. We aim to provide an inclusive environment and curriculum for all children, including those with SEND and those children who may be looked after by the Local Authority and attend our school. We will make the necessary adjustments to provision, where needed, to ensure that all children are represented equally in all that we do in our school, including in educational visits, outdoor pursuits, sports events, assemblies and school performances and extra-curricular opportunities.

At Hawes, all staff are aware of the SEN Code of Practice and our school's SEND Policy; all staff endeavour to provide for the needs of all pupils. Our curriculum is ambitious for all pupils and is designed to enable access and success for all.

A child is identified as having SEND if he or she has a difficulty in or barrier to learning which is significantly greater than other pupils of a similar age and/or has a disability that hinders or prevents the child from making use of educational facilities of a kind provided for children of a similar age in our school or other mainstream schools.



Special Educational Provision or SEN Support means the school provides support that is additional to or different from the provision provided to pupils of a similar age in our school or other mainstream schools.

Children who have English as an Additional Language (EAL) will not be deemed as having a learning difficulty solely because of language difficulties. Similarly, pupils with an identified medical need may not require additional SEND support; it depends on the nature of the need and any barriers to learning and/or the learning environment which it may create.

What specific Special Educational Needs and Disabilities (SEND) are provided for?

Hawes Primary School is a fully inclusive mainstream school and provides for all needs.

Specific Special Education Needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

1. Communication and interaction - the SEND code of practice describes communication and interaction needs as follows: *'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.'*
2. Cognition and learning - the SEND code of practice describes cognition and learning needs as follows: *'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.'*
Cognition and learning needs may affect pupils across any, one, multiple or all areas of the curriculum, including difficulties in reading, writing and spelling, maths, comprehension, processing difficulties such as sequencing, working memory, short term verbal memory and other types of decision-making difficulties.
3. Social, mental and emotional health - the SEND code of practice describes social, mental and emotional health as follows: *'Children and young people may*

experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'

The SEND code of practice does not use "behaviour" as a category of need. This is due to the view that a child's behaviour is perceived as a communication of the child's state of mind. This state of mind may have been caused by a number of factors, including: anxiety, social overload, grief, physical pain or discomfort, neglect, emotional, physical or sexual abuse. This list is just an example of factors; it is not exhaustive.

At Hawes school, we have identified wellbeing and mental health as one of our curriculum drivers, which ensures we have a key focus on all pupils' emotional and wellbeing states and needs at the heart of all we do. We have the improvement of pupils' mental health and wellbeing as an ongoing strategic aim on our School Development Plan and an identified, trained mental health and wellbeing champion member of staff (Mrs Teresa Metcalfe), as well as pupil wellbeing ambassadors. We also use outside agencies, such as CAHMS (Child & Adolescent Mental Health Service) for further support, if needed.

4. Sensory or/and Physical Needs - the SEND code of practice describes sensory or/and physical needs as follows: *'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.'* *'Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.'*

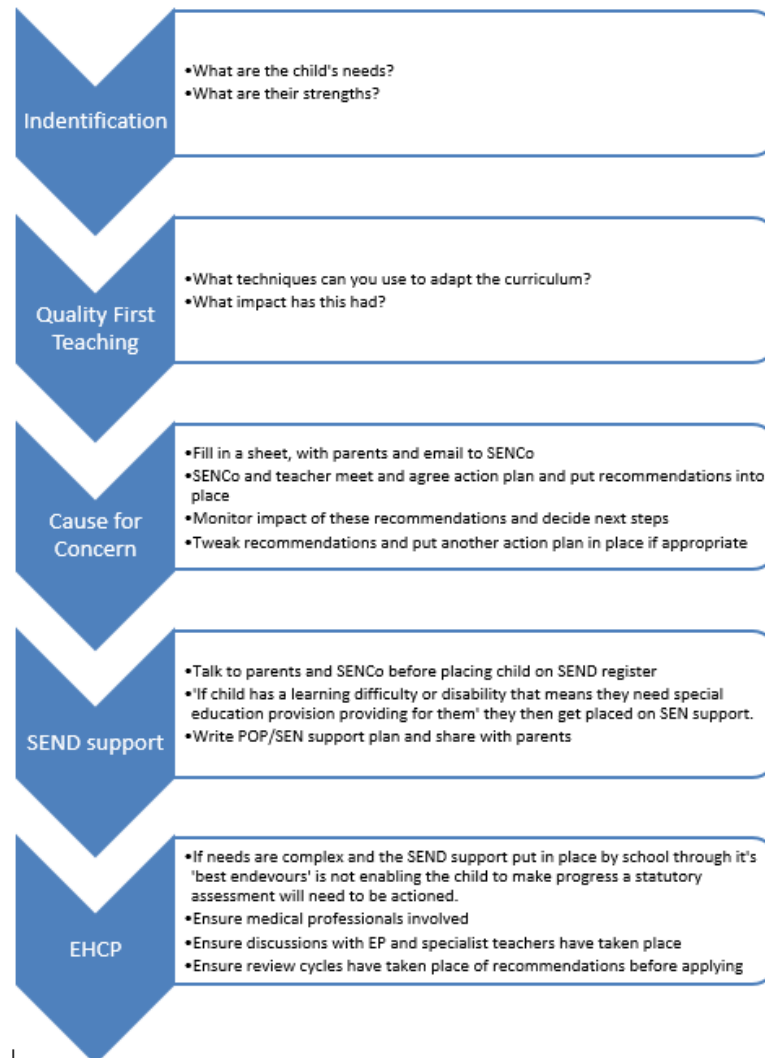
How does Hawes School identify children with SEND?

When children initially join our school, we will gather all information we can from parents/carers and, if appropriate, from their previous educational setting. This will be an initial source of identifying any additional needs a child may have.

If, as a parent/carer, at any point in your child's time as a pupil with us, you have a concern about their needs or progress in any area, please contact school. In the first instance, you should talk to your child's class teacher. We will listen to any concerns and by working together, we aim to support your child, putting any adaptations or support in place to best meet their needs.

If you wish to speak to the SENCo, Mrs Marwood, about any SEND or potential SEND concerns or needs, please use the contact details noted at the top of this report.

See the flow chart below for the process of how we identify children with SEND in school:



At Hawes, we also have another level of identification of need at the 'Cause for Concern' stage in the flow chart: a termly 'SEND/Safeguarding/Vulnerable pupils meeting' of all staff, including the SENCo, to identify and share concerns about any pupils across school. In this meeting we identify pupils who we feel may be vulnerable to not achieving their individual targets or learning expectations by the end of the current academic year. These pupils and their needs are included on our 'vulnerable pupils' or Pre-SEND lists and their progress tracked termly. 'Expression of Concern' forms may be completed for pupils identified as a result of concerns raised in these termly meetings, following the process described above.

How do we assess children's needs and what are the arrangements for reviewing progress?



At Hawes, all staff continually assess pupils' learning and needs across the curriculum as part of our work in daily lessons; we assess all pupils' progress against the expectations set out in our curriculum through regular low-stakes assessments prior to, during and at the end of each unit of work, as well as in spaced recalls after each unit; we track and analyse pupils' progress in the core subjects of English and Maths against national and age-related expectation on a termly basis.

Each term, pupil progress meetings are held between each class teacher and the Head of School and Executive Head Teacher. Within these meetings, any concerns regarding children who are not making the expected level of progress are discussed, as well as any interventions and support needed.

The needs and progress of pupils identified as causing any concern are also shared and reviewed in the termly 'SEND/Safeguarding/Vulnerable pupils' meeting of all staff, as described above.

Pupils identified with SEND may have their needs additionally assessed using specialist assessments and/or via external support experts. Their needs, additional provision and progress towards individual targets are documented on a personalised POP (Pupil Overview of Provision/Pupil on a Page) form, which is also discussed with parents and the pupil.

In addition to our annual reporting (Summer) and regular parent consultation meetings (Autumn and Spring) to share and review all pupils' needs and progress, parents/carers of children with SEND are invited to attend regular (usually termly) POP review meetings, to review progress made with their additional provision, as identified in the POP form.

In line with the SEND Code of Practice, we use the four-stage 'graduated approach' to support and assess pupils with SEND and to ensure good outcomes: the 'Assess, Plan, Do, Review' process.

1. **Assess** - as noted above, children are continually monitored by all adults in class and school in order to identify any potential barriers to learning, socialisation or any aspect of their development. Any specific concerns are discussed with the SENCo. We believe that it is important to involve the parents/carers at this early stage of assessment. We encourage all parents/carers to discuss any concerns they may have, in the first instance, with the class teacher and then, if needed, the SENCo. We also believe it is important to ascertain the children's views at the earliest stage of assessment - this is done through conversations and the completion of questionnaires, depending on the age and needs of the child. The children's needs are analysed and reviewed regularly.
2. **Plan** - in conjunction with parents, the SENCo and class teacher will decide upon the additional provision or 'SEN support' required for each individual child and a review date will be set. An individual action plan (POP) sets out the support/provision and targets for the child.

3. Do - the agreed additional provision (curriculum adaptations, interventions and/or other individualised support) is implemented by the class teacher and/or teaching assistant/s. The SENCo oversees this process and where necessary, offers advice and support. The impact of the provision is monitored.
4. Review - the effectiveness of the additional provision is reviewed with the children and their parents/carers. A cycle of review meetings (usually termly) will take place. If it is decided that more specialist support is required, parental/carer consent is sought, and the relevant documentation is completed by the SENCo and shared with parents/carers. If necessary, an Education, Health and Care assessment may be requested to provide a more specialist Education Health Care Plan (EHCP) of support. The EHCP will be reviewed annually by the relevant parties and the Local Authority.

How do we involve the children with SEND in their education?

At Hawes, we believe that children should be fully involved at every stage of the above 'graduated approach'. This is achieved through conversations and the completion of questionnaires, depending on the age and needs of the child. On the child's POP support plan, there is a section included for recording the child's view. This is to ensure we, as a school, understand what the child feels is going well or not and what we can do to better support their learning and outcomes.

How do we involve parents/carers of children with SEND?

At Hawes, we believe that involving parents/carers fully in understanding the needs of their child and the best provision to support their needs is of the utmost importance. Communication between school and parents is actively encouraged from regular sharing of information, to sharing any concerns, through to the more detailed termly reviews of the child's POP support plan, as well as transition steps along the way. Parents/carers with children who have an EHCP are involved in an annual review process through completing a form which captures the parent/carer view and by attending the review meeting. Parents/carers are involved with any specialist services relating to their child and information is shared with them regarding recommendations and impact. On a regular basis, SEND parent/carer voice is collected and analysed through an online forms tool, organised by the SENCo, as well as via the school's annual questionnaire for all parents.

Parents/carers are actively encouraged to attend the regular informative courses available to them through our Trust (YCAT) on ideas surrounding supporting their child at home with the difficulties they may face.

How do we support children in moving between different phases of education?

Dealing with change can be difficult for all children, particularly children with SEND. Therefore, at Hawes Primary, we have many procedures to support the transition of children with SEND as they join our school, move to new classes within the school or transfer to a new school.

- **Joining our school:**

At Hawes, as noted above, we liaise closely with parents/carers and any previous education setting attended to gather as much information as possible about the child, their needs and any previous or current support or provision before they join us. When starting in Nursery or Reception, most children will join us from our adjacent pre-school setting (Dalesplay), with whom we have well-established links. Children joining Reception usually transfer straight in from our own Hawes School Nursery, which is closely integrated with Class 1, sharing the same staff and most facilities; we therefore already know these children and their families well and they are very familiar with the main school environment. Our Class 1 teacher visits children in Dalesplay or any other pre-school settings, and we offer taster mornings/afternoons for all children and their families to begin their induction. Feedback from parents/carers on our induction processes is very positive and we find that all pupils, including those with SEND, soon settle in to their new school setting.

- **Moving classes:**

At Hawes, small numbers of pupils and staff mean that our school is very much one big family where everyone knows each other well. Our school staff liaise regularly with the child's next class teacher as they move through the school and staff often teach or support children across different classes, so have already established relationships and understanding of needs. The child's individual POP plan is discussed and passed on during a transition meeting. During the summer term, all children are given a "Transition Morning" with their new class teacher. Where it is deemed helpful, children with SEND can have extra visits to their new classrooms, so that they feel confident about the change of classrooms and teachers.

- **Transferring to a new school:**

If your child is in Year 6:

- We will invite the SENCo from the Secondary School to discuss the specific needs, provision and progress of your child and a transition package will be put together for them.
- Your child will access focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions (sometimes with a Teaching Assistant) and a member of staff from their new school will visit your child at our school.



If children transfer for other reasons (e.g. moving house) to another school, we will similarly liaise with the new school to share specific needs and provision and do whatever we can to support a smooth transition.

How do we teach children with SEND?

At Hawes, all teachers are teachers of SEND and we strongly believe that all children should feel included and supported to access and achieve across our whole curriculum. We focus on the whole child - strengths and weaknesses are taken into account and teaching is adapted accordingly to enable all pupils to access the learning required. This may include the reduction of the number of key learning endpoints to be met, use of a range of teaching approaches and/or resources, pre-teaching content before a lesson, over-learning/recaps of learning after a lesson and keep-up or catch-up sessions.

Each child who is identified as having SEND is entitled to provision that is "additional to or different from" that of their peers. The type of support needed is dependent on the child's learning needs and is intended to facilitate access to the curriculum and overcome any barriers to learning.

The waves of intervention model below describes how different levels of intervention can be used to support and facilitate learning:

Wave 1 - Quality-First Teaching

High quality teaching is our intent for all children at Hawes. High quality teaching should include teachers having good subject knowledge and high expectations of all pupils, the intended curriculum being taught in line with high quality planning and use of the appropriate teaching approaches, links being made to pupils' prior or connected knowledge, new knowledge being taught and misconceptions addressed, impactful feedback supporting good progress and a positive and engaging learning environment provided for all. Adapting teaching to meet all needs is also a key expectation.

Wave 2 - Interventions

Wave 2 interventions are designed to help pupils who are close to working at age-related expectations but need some extra support to get there. These pupils will usually be those identified in our Pre-SEND/vulnerable groups and may be those where an 'Expression of Concern' form has been completed by staff and shared with the SENCo. Wave 2 interventions are usually taught to a group of children needing support, some of whom may also be children with SEND. Wave 2 interventions may include, for example: practise of the four operations in Maths; targeted guided reading, writing, spelling or handwriting sessions; speech and language groups; phonics catch-up; emotional or wellbeing support groups. Wave 2 may also include pre-teaching before a lesson or catch-up from a previous lesson, making sure children understand the learning and any mistakes they have made and are ready for their next step.

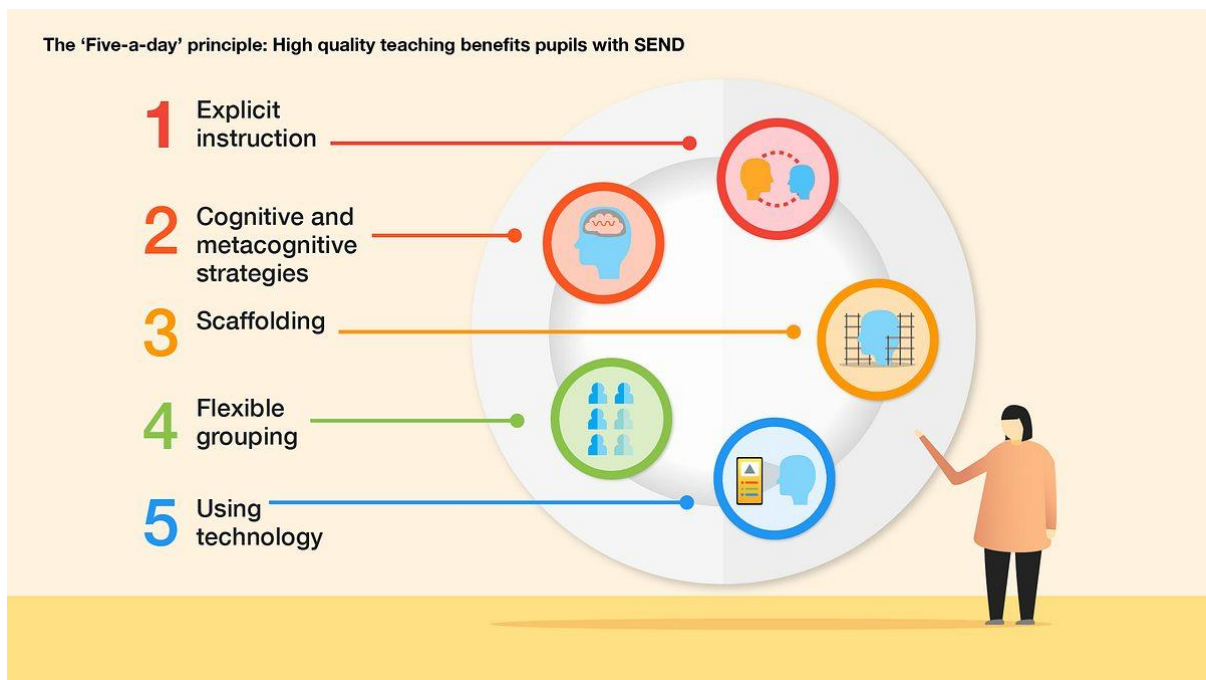
Wave 3 - 1 to 1 Interventions

If pupils are still struggling to make adequate progress, despite high quality-teaching and intervention targeted at their area/s of weakness, the class teacher, with support from the SENCo, should decide whether a pupil has a specific need and/or significant learning difficulty, which may require more specialised provision that is usually delivered on a 1 to 1 basis. This is the process described above, where parents/carers will be consulted and the pupil will then be moved onto the SEND register with a POP support plan provided. Additional support from external specialists may also be sought at this stage.

How do we adapt the curriculum and the learning environment for children with SEND?

At Hawes, we strongly believe that all teaching should be adapted according to the needs of the children and therefore the curriculum is adapted whenever necessary. This is part of the Quality-First Teaching we provide all pupils, including those with SEND.

We adopt the "five - a - day" principle from the Education Endowment Foundation (EEF) to help with adaptations for children with SEND:



We also endeavour to create independent, confident learners, ready for their next stage of their education. We adopt the 'inverted triangle principle' to promote self-scaffolding or self-support for all pupils (see below):



Our school learning environment includes some access arrangements for children with physical disabilities, e.g. a disabled toilet and disabled ramp. As with the curriculum, we also adapt the classroom learning environment to meet needs whenever required; e.g. by provision of a quiet space if a child requires this to calm down; or by using different coloured papers, display backgrounds, markers or adaptive technology aids to support dyslexic readers or those with a visual impairment.

What training do the staff undertake to work with children with SEND?

All staff in school are teachers and supporters of pupils with SEND, so are trained to ensure they are well-equipped for this role.

Our SENCo, Mrs Marwood, has achieved the National SENCo (NASENCo) qualification.

Weekly staff meetings include regular opportunities for our SENCo and teachers to share training updates and information. Our termly meeting for all staff (including our leaders, teachers, teaching assistants, school administrator, lunchtime supervisors, cleaner and often also a school governor) with a SEND/vulnerable pupils focus is another regular training opportunity.

YCAT provides regular expert-led training sessions for all staff, as well as termly network meetings for SENCos from across the Trust schools to share best practice.

Training undertaken has covered topics including:

- Speech and Language development
- Questioning Skills
- Understanding attachment difficulties and Restrictive Physical Intervention
- Support for children with mental health issues, including mental health first aid



- Supporting children with SEND in PE
- The Lone SENCo
- SMART Target training
- Training given by specialist SEN consultant Claire Ashton (ADYSS) - autism and dyslexia; reading and maths difficulties
- Lego therapy
- Autism
- 'No two children are the same' training for SENCo
- EpiPen use and supporting children with asthma

A record of CPD is kept and the need for training is evaluated by the senior leadership team. Specific training is given as needed to particular staff who will be working with individual or groups of children to support their needs; e.g. Lego therapy, emotional needs.

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

Regular meetings with all members of staff involved take place to review and assess provision and pupils' progress. Views of parents/carers and children are considered. Any adaptations to provision, support accessed or training needs are identified and recorded on the child's POP plan.

The SENCo undertakes regular monitoring of SEND provision across school, including: observations of SEND pupils in lessons; planning, assessment and work scrutiny; pupil and staff discussions; and monitoring of interventions. This helps to check and ensure adaptations are being made and SEND provision is having good impact. The SENCo provides a termly report on provision and impacts to our school governors. The SEND governor also meets with the SENCo at least termly in school to undertake shared monitoring and hold the SENCo to account; findings are reported back to our full governing body and shared with the YCAT trustees

Regular monitoring also takes place by subject and senior leaders to check and ensure the needs of all pupils are being met.

The ongoing improvement of SEND provision and the work of our SENCo is a strategic priority for school which is monitored and evaluated by leaders and governors as part of our School Development Plan.

How do we ensure that children with SEND are able to engage in activities available with children who do not have SEND?

Hawes Primary School is a fully inclusive school where all children are given the opportunity to be included in all learning activities, including extra-curricular opportunities. Adaptations are made as and when needed.



A risk assessment is carried out prior to any out of school activity to ensure everyone's health and safety will not be compromised. In some cases, it may be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative provision would be provided.

All visitors to school are made aware of any additional needs that the children they are working with have before their visit. This is reiterated on their arrival and extra support staff are made available if necessary. For example, in order to support a child with visual difficulties, all visitors, workshop and sports providers are asked to ensure any demonstrations are provided close-up for them, so that they can see.

What support for improving emotional and social development is in place?

As noted above, Hawes has wellbeing and mental health as a key curriculum driver inspiring our work in school and the improvement of pupils' wellbeing, mental health and personal development, including emotional and social, is a strategic priority on the School Development Plan. We are currently part of a YCAT project, 'Raising Attainment With Wellbeing', which is ensuring expert support and training for these aspects is in place across our Trust schools and best practice is shared.

We have an identified, trained mental health first aider and wellbeing champion member of staff (Mrs Teresa Metcalfe), as well as pupil wellbeing ambassadors. Our wellbeing leads have developed initiatives such as a wellbeing display and books to support needs, regular lunchtime wellbeing walks and awareness-raising events. Our wellbeing champion is available for all pupils and staff to access if needed and she provides targeted individual and group support sessions for identified pupils, which can include specific therapies e.g. lego therapy, social stories.

Our PSHE (personal, social and health education) curriculum, based on the 'Jigsaw' scheme and taught weekly in all classes, daily assemblies and additional targeted activities all include key focus on pupils' emotional and social development. Supportive displays and resources are provided. We ensure there is a range of leadership opportunities for pupils provided across school. SMSC (social, moral, spiritual and cultural) provision also comes through other areas of the curriculum e.g. RE, Music, Art, Dance, through our range of books and resources and extra-curricular opportunities such as visits to and from the local church, forest schools, KS2 residential visits, weekly yoga club and mindfulness colouring club.

What are the arrangements for listening to the views of children with SEND?

At Hawes, all pupils are provided with an environment of support and trust in which they should feel safe and confident to share their views and any worries they may have. We are proactive (e.g. through our regular staff meetings) in ensuring that all staff are



aware of those pupils who are more vulnerable, including those with SEND, and may need additional support to ensure they always feel safe, confident and can communicate their views and feelings with us.

We value pupil voice as a key part of evaluating the impact of teaching and learning and of our effectiveness in all areas of our work in school. All pupils, including those with SEND, are involved daily in dialogic (talk) activities to share and develop their learning and give feedback in lessons and assemblies. All pupils are regularly included in pupil discussion opportunities around all areas of the curriculum and feedback is used to identify strengths, weaknesses and next steps for each subject, as well as across our work in school.

As noted above, we provide leadership opportunities for pupils across school to share their views and lead on decision making e.g. through class responsibilities, school council, house captains and being an ambassador for wellbeing, reading or an eco-ambassador; we actively encourage and support SEND pupils to take on these roles.

All pupils have access to Mrs Metcalfe as a special 'wellbeing listener' if/when needed and may be identified for additional targeted talk time and support from her.

As noted above, SEND pupils' views on their own needs, feelings, provision and progress are included and recorded as part of the termly POP planning and review process. These are also shared as part of EHCP reviews for those pupils who have these.

How do we ensure that pupils with SEND are kept safe from bullying in school?

At Hawes, we are aware that research shows children with SEND are potentially more vulnerable to all aspects of safeguarding needs, including bullying or child-on-child abuse. We have Behaviour and Anti-bullying policies which clearly state that bullying of any child is not tolerated in school and our policies set out the clear procedures we have in place to ensure good behaviour is maintained and rewarded and that any instances of bullying are rapidly identified and addressed, including for SEND pupils.

Through our regular staff meetings, identification of and discussions about pupils who are identified as 'vulnerable', including those with SEND and safeguarding needs, all staff are very much aware of the pupils to especially look out for and monitor. Focussed training on safeguarding and behaviour, led by our school's Designated Safeguarding Lead (DSL), Miss Caygill, ensures all staff are confident and supported to help keep all pupils safe.

Through our central focus the safeguarding and wellbeing of all in school, our understanding of the importance of pupil voice (see above), our agreed behaviour code, our PSHE/RSE curriculum, daily assemblies and additional focussed activities and resources, pupils are taught about how to keep themselves and each other safe from abuse and bullying in school, including how to value and respect equality, difference and



disability; e.g. focus through assemblies, weekly lessons, books and display on the Protected Characteristics and British Values, including respect and equality.

How is specialist expertise accessed? How does the school involve specialist external services in meeting the needs of children with SEND and supporting their families?

As a YCAT school, we currently access expert support from Clare Ashton of ADYSS SEND specialist advisory group; this includes regular training opportunities for staff and families, termly support in school and additional advice and support if needed.

Where appropriate, and always only in consultation from parents/carers, we can access specialist support and assessments of needs from the Local Authority, SEND Hubs and other external agencies or support services, such as CAHMS for mental health, Educational Psychologists and Speech Therapists. With consent from parents/carers, a referral is made to begin this process. If an EHCP is required, an EHCP referral is made which will include reports on assessments by specialists; the referral is assessed by a panel and a decision is made as to whether the child needs this level of additional support.

Hawes has established working relationships with professionals from the following agencies to support staff, pupils and their families:

- The Educational Psychologist
- School Nurse and Health Visitor
- Educational Social Worker
- Speech and Language Therapist
- Occupational Therapists
- Paediatrician
- Special Needs Hubs
- Educational psychologist
- Physiotherapists

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

At Hawes, we have a Complaints Policy which clearly sets out the process to be followed for any complaint, including those relating to SEND provision. This can be seen on the school website via this link: [Policies - Hawes Primary School](#).

In the first instance, parents/carers who have a grievance or complaint about the nature or amount of SEND provision that their child receives are encouraged to ask for a meeting with the class teacher in order to discuss the issue. The class teacher may then refer you to the SENCo, Mrs Marwood. If further support is needed, the complaint may be referred to the Head of School and/or Executive Head teacher and



Chair of Governors. For detail on all steps of this process, please refer to the Complaints Policy.

Where can more information be found on the Local Authority's 'Local Offer for SEND'?

North Yorkshire Council's 'Local Offer for SEND' clearly sets out the local procedures and provision which are available for children with SEND. It provides useful information for all parents/carers and can be accessed via this link:

www.northyorks.gov.uk/send-local-offer

There is also a range of helpful websites you may wish to visit for further information on SEND:

Contact Parent Partnership Service (SENDIASS): [Home - SENDIASS North Yorkshire](#)

Childline: www.childline.org.uk

Dyslexia network plus: www.dyslexianetworkplus.org.uk

Sparkle: a social support group of parents and carers who have children with Autism/Aspergers or an ASC, who meet twice a month in term time for a chat and a drink. The group is open to parents of children with or without an official diagnosis.
Telephone: 07792 123955

Next Review Date - Spring 2025