

## SEND Report 2024-2025

### **1. The kinds of special educational needs for which provision is made at the school.**

Naburn CE Primary School is proud to be an inclusive school. Staff are skilled at ensuring that our provision is adapted as necessary to ensure that all children experience success in our setting. The school works closely with parents to meet the needs of all of our children and seeks support from other professionals if this is deemed appropriate.

### **2. Information, in relation to the school's process for the identification and assessment of pupils with special educational needs.**

Class teachers closely monitor the day to day performance of all pupils within their care. In addition, senior leaders and subject leaders review progress data regularly. Where there are concerns about the attainment or progress of a child, this will be discussed with the SENDCO and the child's parents. Where appropriate, additional support may be provided on an individual or small group basis. The school submits teacher assessment data for its children three times a year and this is informed by a range of evidence, such as performance in class or attainment in end of unit or standardised assessments. This information provides more information to the school and parents as to where a child is in relation to end of key stage expectations or age-related expectations. This data is discussed at school pupil progress meetings (PPMS). Where it is felt that a child would benefit from additional support due to concerns about their attainment or progress, the school will discuss this with parents and if concerns persist, the child may be added to the school's SEND register.

### **3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—**

#### **a) How the school evaluates the effectiveness of its provision for such pupils.**

All teachers submit teacher assessment data for each pupil three a year and this is closely monitored and tracked by the SENDCO and Headteacher. This data is discussed at pupil progress meetings and interventions and support planned and evaluated as appropriate.

The school has a Governor with responsibility for inclusion. Meetings take place with the SENDCO in order to provide an overview of the provision for pupils with SEND.

#### **(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.**

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Naburn CE Primary School operates an open-door policy and encourages interaction with parents. Parents' consultation evenings take place twice a year and parents are provided with a written report summarising their child's progress in the summer. Where children have additional needs, meetings take place within school more frequently in order to review the progress of that child and to discuss the ways forward. Such meetings will often include other professionals from outside agencies together with the parents. Parents are encouraged to communicate regularly with the class teacher in order that home and school can work together.

**c) The school's approach to teaching pupils with special educational needs.**

Class teachers are responsible for ensuring appropriate scaffolding and support for the pupils within their care. Where appropriate, resources may be adapted or provided to allow pupils to access the curriculum. Those with difficulties recording may also be given additional time, alternative recording strategies or the use of a scribe. Pupils who have been identified as having SEND have an ISP. This is reviewed by support staff and the class teacher and sets out a child's specific targets. Additional adult support may be provided for pupils with SEND. Pupils may also receive interventions on an individual or small group basis.

**(d) How the school adapts the curriculum and learning environment for pupils with special educational needs.**

Naburn CE Primary School is an inclusive school. We ensure the adaptations are made to both the curriculum and learning environment as required in order to allow all children to access the curriculum. We ensure that access arrangements suggested by outside supporting agencies are implemented wherever possible.

**(e) Additional support for learning that is available to pupils with special educational needs.**

Support may be offered to a child on a 1:1 or small group basis. This may take place both within the classroom as part of a lesson or through a targeted intervention programme. Decisions about the level of adult support are based upon need and are discussed at pupil progress meetings informed by the class teacher, support staff and SENDCO. Parents are informed about additional support through our parents' evenings or through additional meetings.

**(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.**

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As an inclusive school, Naburn CE Primary School ensures that all pupils are able to access the curriculum. Where recommended by supporting agencies, additional activities take place in order to aid the development of pupils. This may be to aid their physical, social or emotional development. The school is committed to both residential and day educational visits. All children are encouraged to take part and no child will be excluded as a result of their SEND.

**(g) Support that is available for improving the emotional and social development of pupils with special educational needs.**

The school has a trained ELSA who leads Emotional Literacy Support for those pupils with social or emotional needs. Children with identified behaviour needs are supported within our nurturing school environment. Children may be encouraged through the use of positive targets and a behaviour tracker grid which can be shared with and celebrated by parents. Where appropriate, support may be provided by the Local Authority's Educational Psychology and Behaviour Support Team.

Where a child has a medical need, staff are trained accordingly. Medicines may be administered in line with school policy.

**4. The name and contact details of the SEN co-ordinator.**

Our SEND provision is coordinated by Kate Durham (Headteacher) and Rachel Uttley (training). Both are studying towards the new National Professional Qualification in SENDCo.

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

Where a child is identified as having SEND, outside agencies provide support as requested. This is done through a referral and the consent of parents is obtained. Professionals and specialist agencies who have supported the school include: - School Nurse, Educational Psychologist, Behaviour Support Team, Speech Therapy, Occupational Therapy, Mind in Schools, Wellbeing worker. Training is provided regularly for all staff. This may come from specialist professionals in order to address specific needs.

**6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

The school is fully accessible to pupils with SEND. Ramps are provided for access to the building and the building occupies two levels with a lift to the first floor. The corridors and gates are wide enough for wheelchair access and an accessible toilet is provided. Where the

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school requires specialist equipment, the school works alongside professionals in order to access this and to provide staff with appropriate training.

**7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

Naburn CE Primary School is an inclusive learning environment. We ensure that we engage regularly with parents and that they are kept fully informed of their child's progress. In addition to parent consultation evenings and the annual report, a dialogue regularly takes place between the class teacher and parents of pupils with SEND. This may be done through informal discussions, scheduled meetings or through Team Around the Family meetings to which other professionals are invited.

**8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

The school seeks the views of pupils regularly. Children receive regular feedback from their class teacher and adults working with them. Any child with an EHCP is invited to contribute their thoughts and feelings to the annual review meeting.

**9. Any arrangements made by the governing body or the Trust relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

Should a parent have a complaint regarding provision for their child with SEND, they should discuss this in the first instance with the headteacher and SENDCO. If they remain dissatisfied, a complaint can be through the Education Alliance Complaints Policy which can be found at:- <https://theeducationalliance.org.uk/wp-content/uploads/Complaints-Policy.pdf>

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

Through the Inclusion Governor, the Governing Body maintains an overview of the provision provided by the school. The Headteacher also reports on provision within the headteachers' report as presented to the local Governing Body.

**11. The contact details of support services for the parents of pupils with special educational needs.**

Should parents require help in accessing support services for children with SEND, they should contact their child's class teacher or the SENDCO who will signpost them to the relevant

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service. The school's local offer is published on the school website. The Local Authority's local offer is published on their website.

**12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

Staff meet with preschool settings prior to children starting in Foundation Stage in order to discuss any specific needs that children may have. Class teachers and support staff consult with each other about all pupils prior to their transition between classes. All support plans and resources are also passed on. When moving on to KS3, those with SEND are offered additional visits to their secondary school. The school also liaises closely with the secondary SENDCO.

**13. Information on where the local authority's local offer is published.**

Naburn CE Primary School has published the school's local offer on the school website. The local authority's local offer can be accessed via their website.