

# **The Federation of Darley and Summerbridge Primary Schools**

## **SEND information report**

### **2024-25**

A pupil has Special Educational Needs and/or Disability (SEND) where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. All schools should have a clear approach to identifying and responding to SEND. This report provides information for parents and carers on the implementation of the governing body's policy for pupils with SEND.

### **Who can I talk to about SEND?**

Darley and Summerbridge Primary Schools became federated in April 2017 and in September 2018 were enhanced by a governor-led Early Years Unit. In September 2023, both schools joined the Yorkshire Collaborative Academy Trust and the Early Years Unit became part of the main schools, where provision is now offered to children aged 2-11. This report covers SEND provision in both schools, referred to as 'the federated schools' for the purpose of this document. Overall responsibility for SEND within the federated schools lies with the Head of School, Nick Coates, who can be contacted on 01423 780446 or by emailing [ncoates.darley@ycatschools.co.uk](mailto:ncoates.darley@ycatschools.co.uk)

By law, schools are required to employ a Special Educational Needs Co-ordinator (SENCO). Our SENCO is Miss Aileen Cameron, whose role it is to oversee and co-ordinate the provision that the schools make for students with SEND, including supporting the early identification process and the monitoring of ongoing support and its effectiveness. Miss Cameron is based at Summerbridge Primary School and can be contacted on 01423 780446 or by emailing [acameron.summerbridge@ycatschools.co.uk](mailto:acameron.summerbridge@ycatschools.co.uk)

The federation has a named governor responsible for SEND. The current SEND governor is Lucy Martin who can be contacted by telephoning Darley Primary School on 01423 780234.

### **How are children with SEND identified?**

Staff ensure that the needs of all learners in the federated schools are addressed through lessons that are fit for purpose, engaging and transformative. Class teachers make termly assessments of progress for all pupils, and there is recognition that progress may take different forms for different students.

In order to identify children with additional needs, assessment seeks to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

During termly Pupil Progress Meetings, staff discuss the progress of pupils within each cohort. All available assessment data, as well as views of parents where appropriate, are used to consider whether the progress, attainment, wider development or social needs of the pupil has been maintained, slowed or accelerated.

When there is a concern that the progress, attainment, wider development or social needs of a child has slowed, an Expressions of Concern form will be completed by the child's class teacher about the nature of the concern and actions taken to deal with it. Class teachers, and other relevant staff, supported by the SENCO, gather informal information from internal records and observations, parents and the pupil to develop a good understanding of the pupil's strengths and areas of difficulty.

Additionally, formative and summative assessment may take place. Through this process, probable barriers to learning are identified.

The desired outcome for the child is considered, taking into account parental input, and planning takes place to decide how the desired outcome may be reached. Staff will explore whether the required support can be provided from the school's core offer, or whether something additional or different is required. Where possible, support will be provided through in-class provision, with adjustments being made by the class teacher to the way the child is taught.

For some children, the support needed may require them to undertake an intervention away from their classroom, and this will normally be delivered by a teaching assistant under the direction of the class teacher, with input from the SENCO, where required. A clear review date will be noted on the Expressions of Concern form. This will usually be one term after the onset of the support, but it may be more or less depending on the nature of the child's barrier to learning.

At review (which would normally include parents), if the gap closes or the wider developmental and/or social issues are resolved then the additional support will cease, with the child continuing to be monitored carefully, but not placed at SEN Support.

A student being recorded as having SEN Support status is a formal and recorded process. The SEN Support status is reported to the local authority. This is a formal recognition that a child requires support in school which is **additional and different** to their peers, and that the support **cannot be provided through standard classroom teaching**. The SEN Support status is regularly monitored and children have the status removed if and when they no longer require the support. This may occur if, for example, their reading skills which were once below the expected

standard improve to a level where they are no longer of concern, following a period of intervention and additional support.

When a child is recorded as having SEN Support status, parents will be informed that they have an entitlement to support, should they require it, from the Special Educational Needs and/or Disabilities Information, Advice and Support Service ([SENDIASS](#)).

### **What kinds of SEND can be supported in school?**

The federated schools are able to provide for a range of Special Educational Needs, where the local authority consider that the needs can be accommodated within a mainstream school. These include, but are not restricted to:

- Specific Learning Difficulties
- Autistic Spectrum Disorders
- Physical Disabilities
- Hearing Impairments
- Vision Impairments
- Social, Emotional and Mental Health Difficulties
- Moderate Learning Difficulties
- Speech, Language and Communication Needs

### **How are children with SEND included in school and how is disability equality promoted?**

We believe that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. Pupils admitted to Summerbridge and Darley Schools will not be discriminated against on the grounds of their ability, gender, race, religion, beliefs or sexual orientation. We have developed a school curriculum which takes into consideration reasonable adjustments which may be made to support pupils with SEND, including access to extra-curricular activities. Through our PSHE curriculum in school, we promote an understanding of equal rights and at all times moral values of respect, individuality, care,

tolerance, honesty and understanding are emphasised. The schools have clear behaviour and anti-bullying policies to ensure that all pupils and staff feel included, happy and safe. The schools' Accessibility Plan includes a comprehensive audit of both school sites and outlines what we intend to do in the coming years to improve accessibility to our federation.

### **How are children with SEND taught?**

The teaching of students with additional needs is the responsibility of all staff. Classrooms are enabling environments, lessons are differentiated to cater for additional needs, and staff use a variety of teaching styles and resources to support learning.

SEN Support is **additional or different** help provided by the schools for all children who have a learning difficulty or disability which calls for special educational provision to be made for them. This may be:

- help taking part in learning activities
- a special learning programme
- extra help from a teacher or teaching assistant
- working in a smaller group
- extra encouragement
- help communicating with other children
- advice, intervention, support from additional experts
- support with physical or personal care difficulties

The 2014 SEND Code of Practice makes it clear that class teachers are directly responsible and accountable for all pupils in their classes even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. This ethos is embedded into SEND practice at the federated schools.

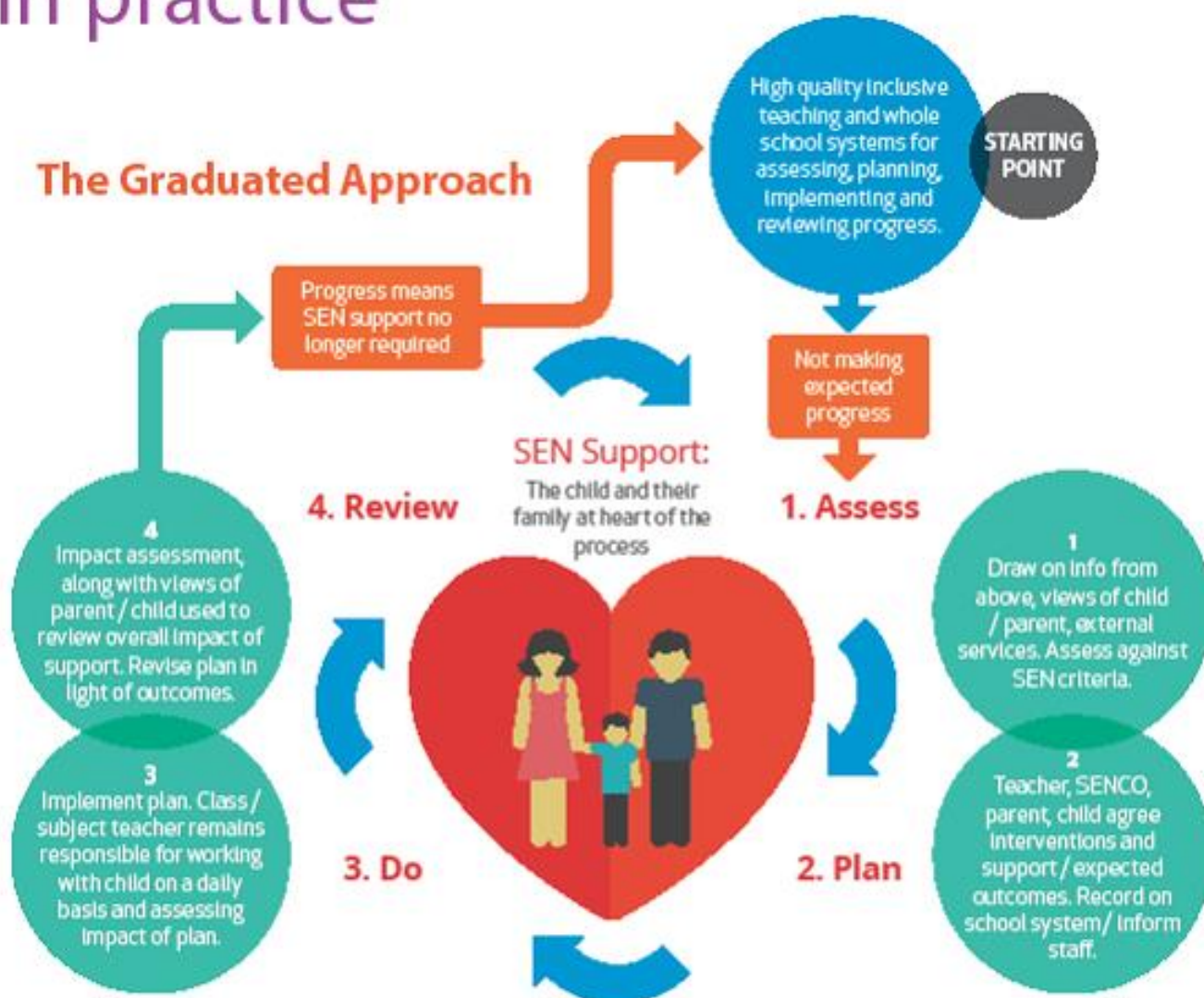
SEND support will arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions

are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are: Assess, Plan, Do and Review.

The graduated approach starts at whole-school level, with teachers continually assessing, planning, implementing and reviewing their approach to teaching all children. Where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

# The assess, plan, do, review cycle in practice



## **What happens at each stage of the cycle?**

**Assessing need:** In the 'assess' stage of the graduated approach, teachers and other staff gain a growing understanding of a pupil's needs through various tools. Teacher assessment and knowledge of the pupil; data on the pupil's progress, attainment and behaviour; the individual's development in comparison with their peers; the views and experience of parents; the pupil's own views, and advice from external support services are all used at this stage. For some children, more specific assessment may be required, including: standardised tests; profiling tools; checklists; observation schedules and prompt sheets; questionnaires for parents; questionnaires for pupils; specialist assessments, for example, from a speech and language therapist.

The key responsibility for the SENCO at this stage of the process is establishing a structured and agreed approach to the identification of SEND. Additionally, the SENCO will help class teachers to collate summative assessment data, observations and any initial individualised testing they have on a child. The SENCO will also support class teachers in considering adaptations to day-to-day teaching, further assessments and observations, and decisions about formally identifying a child as having SEND.

**Planning support:** Having carefully considered the needs of the child, teachers will create a plan for overcoming barriers to the child's progress and will identify specific targets that the child will work towards. They will carefully outline what additional and different provision will be made to support the child in achieving these targets.

Teachers, with input from the SENCO, may feel that the needs of a child require more specialised assessment or planning than is available within the core offer of the federated schools. In this case, support will be requested from the North Yorkshire's SEND Hubs. The hubs consist of a range of specialist support and



provision made up of highly qualified and experienced staff who support and complement the work of schools. The service works in partnership with schools to promote inclusion, achievement and to secure better outcomes for children and young people with SEND across North Yorkshire. Further information about the role of and the support offered by the SEND Hubs can be found by clicking [here](#).

**‘Doing’ the support:** Often, the support that a child needs can be provided directly by their class teacher through differentiation (of outcome, task, time available for completion of task, resourcing, etc). However, teachers, with guidance and support from the Head Teacher and/or SENCO, may decide to use teaching assistants to deliver high quality 1:1 and small group support using structured interventions. This may be because personalised quality first teaching is not accelerating learning enough and the gap is widening. The Education Endowment Trust publishes guidelines for the most effective use of teaching assistants. The federated schools adhere to these best practice guidelines. Further information about best practice guidelines can be found [here](#).

Within the federated schools, all students are given equal access to, and actively encouraged to take part in, extra-curricular activities. Students who need additional support in order to access activities out of school hours will be provided with it. This support will be planned and reviewed following the same graduated response as support during normal school hours.

**Reviewing the support:** Following an agreed period of intervention or additional support (usually a term), the progress, attainment, wider development or social needs of the pupil are reviewed by their class teacher, in partnership with the parents, the child, and other professionals involved with supporting the child. This will happen at a formal SEND meeting during which the support which has been provided is reviewed, outcomes considered and next steps decided upon. Minutes of the SEND

meeting will be detailed in the child's Individual Provision Map (IPM). At this stage, additional support may cease, current support levels may be maintained, or different support may be deemed necessary. This decision will be a key outcome of the SEND meeting.

Where the federated schools and the parents of a child feel that the appropriate additional support for a child meets the requirements for an Education, Health and Care Plan (EHCP), the SENCO at the federated schools will make a request to the local authority for a statutory assessment. This request may be one outcome of the graduated response to SEND at the federated schools. More information about EHCPs can be found in the [Local Offer](#).

### **How are staff equipped to support children with SEND?**

Monitoring of teaching and learning takes place through lesson observations by the senior leadership team, regular learning walks conducted by middle leaders within the school, monitoring from the governing body, book scrutiny, termly pupil progress meetings, formative and summative assessments and data scrutiny. The federated schools have a programme of continuing professional development for all staff, which identifies and meets training needs through appraisals and reviews of performance, securing in-house provision for students with SEND. All staff undertake regular training through INSET provision, which is planned by the Head Teacher, taking into account development requests from staff and needs of specific students. The SENCO attends termly network meetings to ensure that they are up to date with best practice.

Where an in-house solution cannot be found for a child, the federated schools access the services of specialist advisors. In particular, the federated schools work closely with advisors from the local authority via the SEND Hubs, which work in partnership with schools and other settings to promote inclusion, achievement and to secure better outcomes for children and

young people with SEND across North Yorkshire. This is done through enabling the development of skills for staff in schools and settings. There is a focus on promoting an understanding of learning, development and emotional wellbeing of children and young people with SEND. The aim of the service is to support and facilitate effective provision for SEND, ensuring that children are enabled to reach their potential.

The school also works with medical professionals, social services, children's centres, the Healthy Child Team, hospitals and other medical facilities in order to support students where necessary. Further support is sought from different professionals on a needs basis, as and when it is required. Where a child requires specialist equipment or alterations to the fabric of the school buildings, advice will be sought from the relevant specialist advisors as to the appropriate provision.

### **What if my child is changing schools?**

During times of transition, parents of children with SEND are encouraged to make use of [SENDIASS](#) for further advice and support, should they feel that it is needed.

### **Students moving TO the federated schools:**

Where the progress, attainment, wider development or social needs of the pupil are already known to give rise to the need for support, this should be made clear to the Head Teacher and SENCO by parents or carers of the child when an admission request is made. The federated schools will seek advice from parents as to previous support needs, and with parental permission, will contact previous educational settings for access to their records of support. Teachers and the SENCO will liaise with parents to establish an appropriate and mutually agreeable transition or new entry programme for the child, which takes into account their needs, and wellbeing. In this way, the graduated response to need will commence prior to the child joining the school to ensure that the child has as positive a start to their experiences at the federated schools as is possible.

## **Students moving FROM the federated schools:**

The SENCO will make contact with the SENCO at a setting to which any student with SEND is moving. With parental consent, the SEN Support Plan from the federated schools will be made available to the new setting. The SENCO from the federated schools will endeavour to arrange an appropriate transition programme which will support the child into their new setting. Where any difficulties arise with this process, parents will be made aware by the SENCO from the federated schools of the nature of any difficulties, and a meeting will be held to discuss and plan solutions.

Usually, transition to other settings occurs at the end of Year 6, when children move to secondary school. The SENCO of the federated schools will liaise with parents and the SENCO at the relevant secondary school to ensure that an appropriate level of support with transition is in place. This would be built into the graduated response for a child, with some children requiring far more support than that which is ordinarily required at times of transition.

## **How does school communicate with parents?**

The federated schools will contact home at least once a term, to discuss the progress of a child with SEND. The federated schools use a range of communication methods such as email, telephone, letter, face to face discussion, parents' evening or school report. For students with SEND, it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Parents' knowledge and understanding of their child's needs is essential to support the school in making the best provision for them.

Ongoing communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes

- regular meetings, including face-to-face informal chats at the end of the school day
- clear information about the impact of any interventions
- guidance for parents to support their child's learning at home.

The federated schools welcome the involvement of parents in the day-to-day life of the school, and it is recognised that this may be particularly important for children with SEND. The Head Teacher and SENCO, along with class teachers, welcome the opportunity to speak to parents about any concerns or successes that parents wish to share. Parents are actively encouraged to meet with staff and to support the planning and reviewing process for children with SEND. Additionally, the views of students are taken into account; students are invited to attend meetings that relate to them, or affect them.

### **What should I do if I have concerns?**

Should a parent feel that they need independent, additional support with any aspect of school life, a SENDIASS Co-ordinator can be contacted on 01609 536923 or by email at [info@sendiassnorthyorks.org.uk](mailto:info@sendiassnorthyorks.org.uk). The SENDIASS Coordinators can offer free, confidential and impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.

Where parents feel concerned about an aspect of the provision for their child with SEND, they are encouraged to speak to the Head Teacher, class teacher or SENCO as soon as possible. Communication is welcomed via the telephone, emails, or face-to-face meetings according to the preference of the parent. Should parents/carers feel the need to make a complaint about the provision made in school for students with SEND, after having discussed their concerns with an appropriate member of staff,

then they can refer to the school Complaints Policy which is available on our school website.

**What if I have further questions which are not answered here?**

You can make arrangements to speak to a member of staff at the school office or ask to speak specifically to the Head Teacher or SENCO, using the contact information provided on page one of this document. Class teachers are usually available for informal chats after school or appointments can be made via the school office for a longer or more formal meeting.