



Hambleton CE Primary School

SEND Information Report

Our SEND Information Report provides information for parents/carers of children who have Special Educational Needs (SEND). The primary aim of this report is to outline the support, provision and procedures that we have in place to support children with SEND at Hambleton CE Primary School.

Updated: Feb 2025

Review: Feb 2026



Our Christian Vision

We are:

Creative

Resilient

Truthful

Compassionate

Respectful

Teamwork

What kinds of SEND do we provide for in our school?

At Hambleton Church of England Primary, we are dedicated to providing an inclusive environment which recognises, supports and nurtures the needs of all of our pupils, regardless of their Special Educational Need or Disability (SEND).

Our team of teachers and TAs are committed to meeting the needs of all pupils at our school through providing a high quality, balanced curriculum which enables children with and without SEN to achieve their best and fulfil their potential.

As we nurture children's curious, inquisitive and creative minds, we draw upon their strengths, identify, and remove barriers to learning and promote a growth mind-set attitude towards individual challenges. In accordance to the DfES Code of Practice and through application of the Graduated Approach, we lay the foundations for developing the whole child; physically, socially, emotionally and cognitively.

If you have any concerns about your child, please do not hesitate to contact your child's class teacher.

The Code of Practice (2014) describes four broad areas of SEN:

1. **Communication and Interaction**: this includes speech, language and communication needs (SLCN) and autism spectrum disorder (ASD).
2. **Cognition and Learning**: this includes severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) including dyslexia.
3. **Social, Mental and Emotional Health**: this includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. **Sensory and/or Physical Needs**: this includes a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

Our school has direct experience of supporting children with a range of needs including SLCN, ASD, SpLD, ADHD and PD.

What is the SENDCo's name and how can I contact them?

Our Special Needs Coordinator (SENCo) is Mrs Kate Morris. She can be contacted to meet with parents, to discuss your child's needs, on the school's number 01757 228391 or via email: SEN@hambleton.n-yorks.sch.uk FAO SENCO.

What policies do you have for identifying children and young people with SEN? How do you assess their needs?

a) Early identification of SEN starts in the Foundation Stage. Teachers use professional judgement and regular assessment to identify pupils who are making noticeably less progress than their peers.

Within KS1 and KS2 pupil progress is monitored by the class teacher informally on an on-going basis, and formally through termly pupil progress meetings with the Leadership Team and the SENDCo. This means that pupil progress is regularly reviewed, therefore potential identification is an on-going process. All children are profiled using the Thrive emotional resilience programme to look for gaps in emotional development on a termly basis. This identifies any children who would benefit from emotional support from one of our Thrive practitioners (See SEMH policy)

b) If class teachers are concerned about a child's academic, social or emotional development they will raise them with parents, as well as with the SENDCo, as soon as possible. The class teacher and parents will informally meet to further discuss the child's strengths and potential barriers to learning as well as alterations to classroom provision and next steps. This will be recorded on our 'Short Note (Possible SEN)' proforma. The child's progress and the impact of altered provision will be monitored over an agreed period of time, and reviewed with parents. The child may be put on a support plan which would include SMART targets and be reviewed termly. The child will also be added to our SEN Register.

c) Our Support Plans are part of the 'Graduated Approach' to supporting pupils with SEN which involves termly cycles of assess, plan, do, review. This ensures that every pupil's needs are being met through regularly reviewed, high quality teaching and provision. Teachers will meet with the pupil's parents during our termly SEN parents evening. During the meeting, the class teacher and parents will work together to discuss views on barriers to learning, potential paths of intervention and will write and agree SMART targets and plan provision for the individual. The plans will take into account the long term goals and aspirations of the child and his/her parents.

d) If a pupil continues to make little or no progress, regardless of alterations, further investigation is required to determine a pupil's needs and their barriers to learning. At this time, the SENDCo and/or an appropriately trained member of staff may also undertake assessments of pupils with suspected special educational needs, for example: working memory test, the British Picture Vocabulary Scale, the dyslexia portfolio or a

'A pupil has SEN 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.' (Special Educational Needs and disability code of practice: 0 – 25 years, 2015:94).

Thrive assessment. There may be involvement from the local SEND Hub to provide further support and training. Parents will be invited into school to discuss outcomes and next steps/strategies to support their child.

e) Following a minimum of three cycles of the Graduated Approach 'plan, do, review' on support plans if no progress is being made or needs are seemingly requiring more support than is ordinarily available it may be necessary to begin gathering evidence to apply for additional funding from the local authority in the form of an ECHAR to apply for an EHCP. This is usually only necessary for children for whom there is a high level of need and often in more than one area.

At every point in the process, the views of both the parents and carers and the young person will be sought.

Further information can be found in our SEND Policy which can be accessed on our school website: <http://www.hambleton.n-yorks.sch.uk/>

What is your school's approach to teaching children and young people with SEN?

Quality first teaching within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.

The approach used to teach pupils with special educational needs varies from individual to individual and is dependent upon needs. The main approaches used at Hambleton CE Primary are:

- In-class support (designed to facilitate access to and understanding of curriculum content) such as additional check-ins, working direct with teacher or TA
- Short-term, small group work/withdrawal (designed to focus on addressing particular gaps in understanding)
- One to one work/withdrawal using specialist intervention programmes (designed to support development in areas which have been subject to limited or no progress using the approaches listed above)
- After-school clubs, covering a variety of activities, run throughout the school year. All pupils, regardless of SEN status, are encouraged to participate in these extra-curricular activities.
- Additional support may be provided for pupils requiring emotional and social development in the form of Thrive interventions.

We also use a range of evidence based interventions (structured learning programmes) to support pupils with SEND to make better progress. If a child were to attend an intervention, the class teacher or SENDCo will inform the parents of:

- What interventions your child is receiving and what are the intended learning outcomes;
- When during the week any interventions will be delivered and for how many weeks;
- Who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)
- How the interventions will relate to and support learning in the classroom;
- How they will be monitored closely to make sure they are helping your child to make accelerated progress.

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Our school uses a range of teaching and learning approaches which support children to access their year group's curriculum. For the majority of pupils, adaptations such as the use of personalised resources, pre or post teaching groups or differentiation can enable a child to learn alongside their peers within their year group curriculum.

In some cases, it may be necessary for a pupil to receive a more personalised approach to learning if they are working significantly below their year group expectations. It may be that a pupil's learning is delivered separately or, in rare cases, they may transition to a different class for specific subjects only e.g. maths. Class teachers can make suitable adaptations to all subjects and tailor them towards different curriculum objectives. Adaptations may be particularly important for subjects such as Religious Education, SRE or PHSE where it may be more appropriate for a child to learn a different year group's curriculum given their developmental age.

Further adaptations may also be made to safeguard pupils with SEND within the school and wider community. The individual's chronological versus developmental age is carefully considered when judging whether further support is needed to ensure the child is appropriately safeguarded. For example, it may be necessary to deliver separate and additional teaching on online safety at a lower year group level, or it may be necessary to support a child to explore the dangers of life beyond school e.g. road safety or stranger danger.

Please note that any of the above would be agreed to by parents, the class teacher and SENDCo, and will be noted on the pupil's SEN Support Plan.

For further information regarding what adaptations are made within the learning environment, consult our Accessibility and Equality Action Plan.

How do you evaluate the effectiveness of the provision made for children and young people with SEN?

- Within KS1 and KS2 pupil progress is monitored both informally on an on-going basis and formally through termly pupil progress meetings.
- Termly PIRA and PUMA (reading and maths) assessments are carried out. For children with SEND these may be adapted slightly to ensure they are being assessed at the most appropriate level to give an accurate picture of their current attainment and progress. Any child working one than one year group below is classified as 'working below' standards rather than 'working towards' their chronological age-related standards. If your child is working below they may take a lower level assessment or be assessed in other ways to ensure accurate tracking. If your child is working below Key Stage i.e. in Key Stage 2 working within Key Stage 1 or if in Key Stage 1 working within Foundation stage they will be assessed against the Government's Pre Key Stage standards document.
- Data is analysed by the Senior Leadership Team (including the SENDCo) to determine rates of progress and any concerns (children who may require support).
- Interventions are purposeful, targeted and are evaluated to ensure that they are effective and impactful.
- The SENDCo monitors the quality of Support Plans and ensures that what is written on them is reflected in the classroom environment (through observations and Learning Walks).
- SLT observe and evaluate Quality First Teaching (through Learning Walks and Pupil Voice).

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

At Hambleton Church of England Primary, we are dedicated to providing an inclusive environment which recognises, supports and nurtures the needs of all of our children.

- We provide a broad and balanced curriculum which enables every child with SEN to work harmoniously alongside peers, in the classroom environment. Whenever possible our teachers plan and adapt the curriculum learning to cater towards all learning styles and needs which means that children can access similar learning at a level that is appropriate to them. By maintaining an inclusive environment, we hope to provide a platform upon which our children with SEN can thrive as independent, resilient lifelong learners.
- We offer sports clubs which all children, including those with SEN, are encouraged to participate in.

- Educational visits including residential visits are accessible and all children are encouraged to attend. Additional arrangements, risk assessments and planning takes place on an individual basis, when necessary.

What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

The SENDCo attends Local Authority Network events which offers regular updates on SEN procedures in the Local Authority. Staff members (including Teaching Assistants) receive generic training in areas of SEN and specific training is given to support needs as necessary. Training includes: high incidence needs, de-escalation, safe-guarding, restorative practice, attachment, understanding the Thrive approach, Compass Phoenix, social stories training and Supporting Dyslexia in the Classroom. If a pupil has particular needs beyond our expertise, we seek specialist support promptly.

What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

At Hambleton CE Primary School we strive to work closely with parents and hope that, together, we can provide their child with the support that they need. We value regular communication with parents and carers and encourage parents to speak to class teachers about any concerns that they may have.

If the pupil is not currently registered for SEN support: Parents and carers of children who **may** have SEN are invited to discuss the needs of their child with class teacher (and SENDCo if required). This allows parents to share their knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how their child's needs can be met. Parents and carers have an active role in the planning and decision making regarding their child's provision from the very beginning.

If the pupil is already on the school's SEN register: the pupil will have an individual "SEN support plan" which will document their strengths, needs, SMART targets and desired impact. Together with the parents and child, the teacher will review the Support Plan termly. Parents and carers are involved at every stage of the process of assessing, planning for, supporting and reviewing special educational needs.

Subsequent to this, parents and carers will be kept informed of progress in a number of ways:

- Half termly newsletters
- Informal liaisons with the class teacher
- Parent's evenings
- Mid-term and annual reports
- Formal review of their child's progress with the SENDCo and class teacher

Note: If there are issues and concerns to be discussed, wherever possible these will be discussed privately rather than in front of the child.

How do I know if my child needs an EHCP?

The SENDCo monitors the needs and progress of all pupils on the SEND register and reviews whether individuals may need an Educational Health and Care Plan at termly pupil progress meetings. EHCPs are usually necessary for children where support needed is quite high and goes above ordinarily available provision. If parents are unsure about whether their child needs an EHCP, please contact school and arrange a meeting with our SENDCo who can offer guidance. For further information on EHCPs and what they are visit:

<https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/education-health-and-care-plans-ehcp/requesting-assessment-education-health-and-care-plan>

What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

The child is involved at every step of the Support Plan 'assess, plan, do and review' process:

- At the initial assessing and planning stage, the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable pupils to feel that they have more control over decisions about their support.
- Where the child may be unable to verbally communicate or provide written input, observations of the child may be made in order to gather information regarding their likes, interests, dislikes and difficulties.

All children have the opportunity to express their views through “Pupil Voice” meetings or questionnaires on a variety of subjects including interventions and additional provision. “Pupil Voice” information is organised and collated by the Senior Leadership Team and is closely monitored by the Governing Body.

The views of children with EHCPs is captured for their termly Support Plans as well as ahead of their Annual Review.

What arrangements are in place for assessing and reviewing children and young people’s progress towards outcomes? Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review?

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHCP plans. Pupil progress will be tracked through their SEN Support Plans as well as through our whole school tracking database. Information related to individual progress and their provision will be shared with the parents, as will progress towards specific learning goals.

- The school closely monitors the progress of all pupils, including those with special educational needs. ‘Adequate pupil progress’ is used as the measure of the effectiveness of provision for SEN pupils. (Adequate progress can be defined in a number of ways. It might, for instance, be progress which closes the attainment gap between the pupil and the pupil’s peers; prevents the attainment gap from growing wider; is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers; matches or better the pupil’s previous rate of progress; or ensures access to the full curriculum).

Progress is reviewed termly by class teachers in collaboration with parents, the SENDCo and where appropriate, the pupils themselves.

- SEN pupils who receive support that is additional to or different from their peers are assessed on a termly basis in all their subjects in line with whole school policy on assessment. In addition, these pupils may also be assessed using more refined tools to evaluate levels of progress in areas of specific difficulty.

For individuals with an EHCP, parents and the pupil will be invited to an Annual Review to celebrate the child's social, emotional and academic progress, and to discuss any amendments or concerns. During this meeting the views of both the child and the parents are collated and together, with the class teacher and SENDCo, targets for the next year are agreed.

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?

We work closely with nursery settings, secondary settings and between year groups at our school to ensure that there is a smooth transition. Transition programmes are planned carefully for children with special educational needs and may include additional visit times with a familiar member of staff and/or transition meetings to support all new pupils. The school, where appropriate, will also use social stories, transition activities and communication passports as part of an SEN pupil's transition package. All of the aforementioned approaches are designed to support children and prevent vulnerability during their transition.

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition. This enables the Local Authority to consult and request placements at the preferred school. A request for a special school placement should be made in early Year 5 to determine that suitable provision can be considered. It is recommended at this stage that the parent visit some appropriate schools at the next Key Stage to help an informed choice to be made.

If you are concerned about your child's transition please do not hesitate to contact our SENDCo via: sen@hambleton.n-yorks.sch.uk

How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying. Please also refer to our SEMH policy.

Our school uses a selection of the following to help SEN children develop emotionally and socially:

Personalised, social or emotional interventions includes:

- 1:1 or small group Nurture groups
- 1:1 Thrive interventions with a registered Thrive Practitioner

Whole school approaches to support social and emotional development include:

- Buddy system
- PSHE lessons
- Pupil Council
- Inclusion Days where pupils learn about individual needs (e.g. Autism, ADHD, Dyslexia)
- Anti-Bullying week
- Wellbeing week
- Mindfulness practice
- Pupil voice information is gathered on a range of subjects.
- Restorative Practice behaviour management policy

We may also seek the advice of outside agencies if required for example referrals to the Emotional Resilience team in Harrogate.

How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

Note: Parental opinion and consent is always sought before involving external agencies.

Where the school has concerns that a child may require additional or external support to meet their special educational needs, then a request will be made to the Local Authority service provider and/or other professional support service or voluntary organisation. These may include:

Educational psychology
Speech and Language therapy
CAHMS
Compass Phoenix
SEN Hub
SENDIASS Parent support
The School Nursing Service
The Minority Ethnic Achievement Team
Early Help
Emotional Resilience team

Sensory Impairment Specialist Support Team
Autism Outreach
Speech, Language and Communication Specialist Support Team
Specific Learning Difficulties Specialist Support Team
Severe and Complex Needs Specialist Support Team
National Autistic Society
The Communication Trust
Cruse Bereavement Care

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

Complaints about SEN provision within the school are first dealt with by the **SENDCo** during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the **Headteacher** during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body will become involved. The designated link governor for SEND is **Mrs Kirsty Murray**.

The school participates fully in receiving requests for information for tribunals or assisting parents in formulating appeals etc.

North Yorkshire's Local SEND Offer

Please see <https://www.northyorks.gov.uk/children-and-families/send-local-offer> for more information on North Yorkshire's local SEND offer.