



Sleights Church of England (Voluntary Controlled) Primary School

Working together to be happy; to flourish; to succeed; through our Christian Values of perseverance, respect and trust.

Special Educational Needs Information Report

This document is reviewed annually and was last updated in September 2025.

*'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'. Code of Practice 6.79*

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer. In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer

The local offer is North Yorkshire Council Local Authority's publication of all provision that *'they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.'* Code of Practice 4.1

The North Yorkshire local offer can be found here: [SEND Local Offer \(NYC\)](#)

Special Educational Needs at Sleights

The member of staff responsible for Special Educational Needs at Sleights (SENCO) is Scott Grason-Taylor. If you wish to discuss any aspect of Special Education Needs at Sleights, or your child's provision, please do not hesitate to arrange an appointment with the school office.

Our SEND policy is available on the school website and alternative formats on request from the school office.

The school's governor responsible for Special Educational Needs is Gemma Kellerman.

This is what we provide in at Sleights	This is North Yorkshire LA's minimum expectations of good practice
1. What kinds of SEN are provided for in your school?	
Sleights is an inclusive and caring school. We work hard to tailor provision in order to ensure that needs are effectively met. We make provision for and meet the needs of pupils with: • Cognition and learning difficulties. • Physical and Sensory needs. • Communication and Interaction difficulties, including autism. • Social, Emotional and Mental health needs.	Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.
2. What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?	
The school's SENCo is Scott Grason-Taylor. Appointments can be arranged with the SENCo by contacting the school office (01947 810395). To identify children and young people with SEND, we use a range of information. Monitoring the progress of <u>all</u> children is an important aspect of our work. Through careful analysis of pupil progress information, we are able to identify children who may require additional support early. The school adopts the use of intervention planning grids to support monitoring any additional support a child may require. This does not necessarily identify a child as having a special educational need, at this stage, but does identify some cause(s) for concern. Before recording pupils formally on the special educational needs register, some pupils may be monitored on the school's cause for concern register. Discussions with school staff, parents and, if appropriate, the child themselves, will identify barriers and suggestions of actions to address these. Strategies will be put in place to meet the needs of the pupil. These strategies will be robustly monitored to identify whether they are having the desired impact. Ongoing strategies used will be included as part of quality first teaching, or a graduated approach and will be recorded on the child's individual support plan (an action plan for tackling barriers to children's learning). This information will be shared and consulted with parents (see section 3 below). If after all of the school's strategies are implemented and the child's progress continues to cause concern, then additional help will be sought. This process will be initiated through a referral to North Yorkshire's Special Educational Needs Hub.	The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual support plan or an individual education plan. This should include: • details of any strategies being used to support your child in class; • details of any extra support or interventions for your child • your child's learning targets and their long term desired outcomes • the next date when your child's progress will be reviewed. Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.
3. What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?	
Working collaboratively with parents and families is a key factor of SEND provision at Sleights. Discussions and sharing of concerns in relation to any child's progress or performance will take place early. These discussions may lead to the production of	Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital

an individual support plan. This can be easily described as an action plan for tackling barriers, recording strategies being used to support, identifying desired outcomes and progress made. Meetings to discuss these aspects of provision will take place formally once a term, but dialogue between parents and school to discuss pupil progress will be ongoing. Within meetings to discuss support plans for children, listening to the views of parents and carers is a key item of the agenda. The format of the support plan includes opportunities to record the views of parents and carers carefully. Ongoing communication between formal support plan meetings may include: • short informal meetings, or telephone conversations, to discuss progress or provision. • home to school books to record aspects of the day to support the work of parents and the school. • Sharing of information to support learning at home.	that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. On-going 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 • more regular meetings to update you on your child's progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child's learning at home.
4. 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?	
Communication with the young people with SEND and understanding their views is an essential aspect of the SEND provision at Sleights. Our marking and feedback policy and approach provides ongoing opportunities to discuss and identify aspects of progress and provision. In addition, we are to develop an approach to mentoring over this academic year to support children's understanding and ability to articulate their progress and provision. On a more formal basis, the views of children are sought each term when reviewing and monitoring the impact of individual support plans (the action plan written for children with additional need).	School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.
5. 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?	
All pupils with SEND should make at least expected progress, in line with their peers. This will include progress made with personal targets as recorded on their Individual support plan updated at least each term, and overall progress on the National Curriculum measured against the school's tracking system. Assessment information is gathered in a number of ways, depending on the format or activity being undertaken. For example, information maybe gathered from formal assessments, taken half termly, or from work taking place during lessons etc. In addition, more specific and focused assessment approaches are used to identify precise progress. These include the use of The Engagement Model (gradual and small steps for to clearly identify progress) and ratio gains. Formal reviews, with parents and children, take place on a termly basis, within meetings for individual support plans. Ongoing reviews of progress take place more regularly, using ongoing classroom work to inform future sessions. This forms a 'plan,	All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.

do, review' cycle, ensuring that any planning and activities undertaken are reviewed carefully before implementing any future planning or activities.	
6. 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?	
In conjunction with the class teacher, the SENCo (Mr Grason-Taylor) will identify an appropriate and relevant plan for transition. This will include staff members from the receiving school, parents and families and, of course, the child involved. Transition should include careful and sensitive information sharing to best prepare the child for their new setting. This will include sharing of knowledge about the child, strategies that have worked successfully and those that have not. Additional work to support the transition process will be planned, as appropriate and necessary (with the views of the child involved being carefully considered). However, the purpose of transition activities should be clear – simply having more visits to a new setting does not make for an effective transition.	Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.
7. What is our approach to teaching children and young people with SEN?	
Supporting a child within the classroom setting is the most important aspect of supporting children at Sleights. This is referred to as 'high quality first teaching'. Identifying strategies and tools to support a child <u>within</u> the classroom setting is always the first action to ensure an inclusive approach to teaching. These strategies may vary over time, or be adjusted depending on the level of success that they have. Within the classroom setting, it may also be sometimes appropriate to support the child with additional adult support. The school uses intervention planning grids to support them to identify and record the intervention and pupils some children may require. In addition to the quality first teaching and, on occasion, some additional support, it may be appropriate for the school to consider further work. Where this is the case, careful consideration about the nature of the work, its frequency, how it will be assessed and monitored will take place. This additional work may include: • More regular additional adult support in the class. • Intervention groups that may take place outside of the classroom with an adult. Where this additional work takes place, your child's class teacher, in conjunction with Mr Grason-Taylor, will discuss the purpose of the work with you and seek to gather your views. This will most likely take place in an individual support plan review or planning meeting.	High quality support for learning 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. Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you: • 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.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?	
Approaches to the curriculum and learning environment are under regular review, in order to ensure that the needs of children at Sleights are being met. In addition, a full review of the school's learning environment is scheduled for this academic year. As part of the school's work to create support plans for pupils, individual adaptations to the curriculum and learning environment will take place. These may include implementing additional classroom strategies or modifying the work being set (or the format that it is given in). Please speak to Mr Grason-Taylor, or your child's class teacher to discuss the individual adaptations that are made for your child.	Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (support plan), which outlines many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.
9. 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?	
A comprehensive programme of training is in place for this academic year for all staff. This has included a fully training programme of developing understanding of the different categories of Special Educational Needs and strategies that could be implemented to support children in our school. In addition, training for individual members of staff has also taken place or is booked to support pupils in the year group that they are working in. In many cases, this training is then shared and disseminated across the rest of the staff. A number of staff are trained in delivering intervention programmes. The school employs a highly trained and skilled mental health and emotional wellbeing nurse. This work supports individuals or groups in a range of strategies, including Play Therapy. Where additional, further specialist expertise is required, a referral is made by Mr Grason-Taylor. For additional Emotional Health and Wellbeing support, referrals might be made to CAMHS.	All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.
10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?	
Provision effectiveness is evaluated in a number of different ways. These will include analysis of assessment information, monitoring of classroom provision in action and discussions with class teachers, parents and children. Assessment information is gathered in a number of ways, depending on the format or activity being undertaken. For example, information maybe gathered from formal assessments, taken half termly, or from work taking place during lessons etc. In addition, more specific and focused assessment approaches are used to identify precise progress. These include the use of the Engagement Model (gradual and small steps for to clearly identify progress) and ratio gains. Formal reviews, with parents and children, take place on a termly basis, within meetings for individual support plans. Ongoing reviews of progress take place more regularly, using ongoing classroom work to inform future sessions. This forms a 'plan,	The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual support plans (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.

do, review' cycle, ensuring that any planning and activities undertaken are reviewed carefully before implementing any future planning or activities. Mr Grason-Taylor regularly reviews the quality of teaching across Sleights to ensure that the provision in classrooms is high quality and meeting the needs of the children across the school.	Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.
11. 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?	
Sleights is an inclusive school and encourages children of all abilities, ethnicities and gender to take an active role in school life. Across many lessons, pupils work collaboratively, sharing experiences, knowledge and skills successfully. In addition, all children are encouraged to take an active role in school life through participation in school clubs. Some of these clubs have been designed to take place at lunchtime to ensure effective access for all pupils. All pupils are also encouraged to take a role with extra responsibility, including through leadership positions in school.	The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.
12. 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.	
Sleights uses a number of strategies to address and improve emotional and social development. Collective worship sessions are targeted to address and explore human values carefully. This includes work on British Values. Both whole school and in class collective worship is planned, but opportunities for responsive worship are provided, for example, in reaction to a particular school, or class issue that has arisen. In addition, the school follows a PHSCE programme to ensure emotional and social development is in place. The school is proud to be able to offer additional social and emotional development support. This is achieved in small group intervention work with a support adult. Specialist provision for mental health and wellbeing is also utilised by the school with our own wellbeing nurse.	Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.
13. 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?	
At Sleights School, we recognise the importance of working with other professionals to establish a secure and comprehensive understanding of each child. With this in mind, we work with other agencies to gather expertise advice and amend classroom provision accordingly. At Sleights, these other agencies include: Educational Psychologists, health care professionals, speech and language therapists and specialist teachers in particular areas of SEND provision. This work takes place following referrals made by Mr Grason-Taylor and in agreement with the child's parents or carers. This takes place following discussions with parents/carers and class teachers to carefully identify the purpose of obtaining this additional support and advice.	The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.

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

The designated governor for SEND is Gemma Kellerman. Mrs Kellerman is also the Chair of Governors. Any complaints made about the SEN provision in school should be completed under the school's complaints procedure. This involves a meeting with the Headteacher, Mr Grason-Taylor, first to discuss the concerns. If this meeting does not resolve the issues, a formal complaint should be then made in writing to the Chair of Governors. A copy of the school's complaints policy is also available from the school office upon request.

There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.

Scott Grason-Taylor, Headteacher/SENCo
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