



Leavening Community Primary School SEND information report

September 2025

Draft Code of Practice 6.74

'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'. The questions which need to be covered are included in the following proforma in italics. In order to be legally compliant, these must all be answered by the school.

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.

Schools should also make data on the levels and type of need within the school available **to the local authority**. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the school census, is also required to produce the national SEN Information report.

The North Yorkshire local offer can be found at: <https://www.northyorks.gov.uk/send-local-offer>

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	North Yorkshire LA expectation of good practice	Leavening Community Primary School offer
Universal Provision	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. 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 (provision map), which outlines many of these strategies. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.	At Leavening Community Primary School we offer high quality educational provision for all pupils with differing Special Educational Needs and Differences. Our staff are skilled and experienced in supporting pupils with Autism, ADHD, especially in girls, Dyslexia, Working memory and other cognitive needs, social and emotional needs. Currently we have 30% of pupils on our school roll with SEND, indicative of an inclusive and enabling environment for every child to flourish. Of this 30%, 17% of our pupils are on the Autistic Spectrum and our staff are experienced in successfully supporting, engaging and including pupils with these needs into the curriculum and beyond. <u>How will the learning and development provision be matched to my child's needs?</u> Every lesson is differentiated in the classroom; we operate on a personalised approach to teaching and learning and our very small class sizes allow us to do this well. We see children as individuals on their own unique learning journey and children progress from their baseline, through aspirational targets for progress. There are also varying levels of TA support in the classroom. Children will access education at their level which will be challenging and help them to reach their targets. <u>What support will there be for my child's overall wellbeing?</u> A child's well-being is always our priority. Training is given to staff for medical needs when they arise. We have Individual Intimate Care Plans and staff will support individual personal care plans as needed. Administration of prescription medicines is co-ordinated by the school office. Authorisation forms can also be obtained from the school office. The medicines are kept in a locked cupboard in the school office or refrigerated if necessary. When it is needed in class provisions are made. The administration of medicines is carried out in line with the schools medicine policy, details of which can be obtained from the school office. Behaviour in school is carefully monitored; strategies include individual behaviour charts and plans; time out; social groups; team teach training; EMS support;

		Restorative Practice; liaison with parents and phone calls and letters home. We have a trained relax kids coach who works in a support assistant role and they offer both whole class and individual emotional well being and 1: 1 emotional coaching support. The headteacher is a trained mental health lead and mental health and well being education is a key part of our PSHE curriculum as well as general ethos if our school. All Key Stage 2 pupils are trained as emotional health and well being coaches with the aim of supporting their peers.
Recording Provision,	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 provision map 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; • the next date when your child's progress will be reviewed.	If you have a concern about your child this should be raised in the first instance to the class teacher, they will then discuss these concerns with the Inclusion Leader and it is then monitored. A review meeting if this is appropriate. The SEN list is updated regularly; this is based upon discussions with class teachers and the Special Educational Needs Co-ordinator(SENCO). All children who are significantly behind the national average will be initially placed on the vulnerable register as will children who are not progressing. These children will be closely monitored and if there are no changes observed (within a maximum of 6 weeks) they will then move on to the SEN register. All mainstream schools have a SENCo. Our Inclusion Leader/SENCo Sian Mitchell and all staff form part of the 'Inclusion Team' as we are all working with the children on a daily basis and all have a range of experiences of your child. We will be able to discuss your child's needs with you, the support for learning that we are providing to meet their needs, and what expectations we have for your child's progress. This will include explaining to you where your child is in their learning, and the targets we have set for your child. You and your child will be asked for your views on these targets. You will be informed about the National Curriculum levels at which your child is working. If you are not sure what these mean, don't be afraid to ask.
Interventions	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.	<u>How will school staff support my child?</u> 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. Teaching assistants are deployed where the need is and to respond flexibly and swiftly to need. Teachers are continuously assessing all children and if they deem children to require additional intervention, they will incorporate this as and when required, known as 'Keep up' rather than 'catch up' interventions. The provision map in school shows some of the things we can offer to children with specific needs. Governors will question about the provisions and what impact they are having on the children. Regular slots are provided in the governors meeting for new things happening in school. For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request an Education Health and Care Plan through the local authority. We can talk to you about this in more detail or you can contact the Parent Partnership service.

Extra Adult Support	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.	<u>How is the decision made about how much support my child will receive?</u> Where we feel that something additional or different is needed to support your child because they have SEND we will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map. This will 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; • the next date when your child's progress will be reviewed. If your child is not making progress and the gap between them and their peers is widening then your child would take part in an intervention either in a 1:1 situation or in a small group to address the need of your child. If they are still not making progress in class support by a Teaching Assistant may be deployed if this is thought to be beneficial. This is by no means always the case. Most importantly, this support should be aiming to make your child more independent in lessons. This decision will be made by the SEN team and head teacher. More long term class support would be discussed in review meetings and through structured conversation. Your child will have an inclusion passport/ communication book. We use a range of interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. We can 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.
Expected progress	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 with National Curriculum levels.	We monitor the progress of all children each half term using progress points as a measure. For pupils with SEND, this progress is monitored half termly but often we look at progression in smaller steps. Good progress is what we aspire to. Pupils with SEND have their own personal Provision map which sets them small, measurable, realistic targets. These are reviewed on going to match the rate of progress of each individual. Pupils with SEND work within the curriculum cohort that is appropriate for their age with scaffolding and support. In some cases, pupils will work within the national curriculum at a stage that meets their development and cognitive ability. In some cases, pupils will not be able to access the national curriculum at any appropriate level and in this case they will work within the 'engagement model' which ensures a completely personalised curriculum advised and supported by external professionals.
Transition		We have strong links with all secondary schools in the area. There is a transition day for all Year 6's. Additional visits may be set up, High Schools are invited to Annual Reviews in Year 5 and Year 6, and the children's files are photocopied and sent up to the High School. If your child is transferring to our school we will contact the previous school for

		information, attend review meetings, set up transition day visits and make a book about our school (if this is appropriate). If your child is leaving our school we will contact the new school with any relevant information and then photocopy all files to send on. The originals will be kept in school in accordance to statutory guidance.
Support from other agencies	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.	<u>What specialist services and expertise are available at or accessed by the school?</u> As a school we may need specialist support for your child. If we feel that the involvement of another agency would be beneficial to help with your child's needs you will be informed and asked to give your consent. Within school we can make referrals to the Inclusion Service which provide both in reach and outreach support. We can also make referrals to Severe Learning difficulties, speech and language, social care, CAMH's, educational psychologist and Early Help Parent Partnership service. We also work in close partnership with physiotherapy, occupational therapy, school nurse, hearing and vision teams. A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices on 0845 034 9469. The Parent Partnership Coordinators can offer 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. <u>What training have the staff, supporting children and young people with SEND, had or are having?</u> Staff attend training relevant to the needs of the children in their class. This is also discussed at their performance management reviews. CPD linked to Inclusion is an expectation of all members of staff at a whole school level and individually to support their own professional development.
On-going communication with parents	Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. For pupils with SEND it is often desirable that there is more frequent communication as it is vital 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. You should be informed about the National Curriculum attainment at which your child is working. If you are not sure what these mean, don't be afraid to ask. On-going communication with school may include: • regular contact through a home-school book or by e-mail to keep	<u>How will you help me to support my child's learning?</u> You can support your child by listening to them read, read to them, support them with their homework, for example practising spellings. We have lots of different ways you can support your child's learning in school some of the things include parent open afternoons, parents evenings, volunteers in school, 'Seeing is Believing' days, dads week etc. For information on how to help your child at home talk to your child's class teacher. <u>How will I be involved in discussions about and planning for my child's education?</u> Parents are invited to attend review meetings, discuss Individual Learning Provision plans and also have discussions about expected attainment for your children and how they need to achieve this. We would always encourage parental involvement in our school. As a parent you can volunteer to help in school (see Mrs Kemp) in many different ways from hearing children read to supporting learning in the classroom.

	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.	
	Safeguarding Pupils with SEND – North Yorkshire Expectations At Leavening Community Primary School, safeguarding pupils with special educational needs and/or disabilities (SEND) is a core priority and is carried out in line with North Yorkshire Safeguarding Children Partnership procedures and statutory guidance, including <i>Keeping Children Safe in Education</i> and <i>Working Together to Safeguard Children</i>. North Yorkshire expects all schools to recognise that pupils with SEND can face additional safeguarding vulnerabilities and may find it more difficult to communicate concerns or recognise unsafe situations. Staff receive regular safeguarding and SEND training to ensure that changes in behaviour, mood or presentation are not automatically attributed to a child's additional needs without further exploration. Our Designated Safeguarding Lead (DSL) and SENCO work closely together to ensure that safeguarding measures reflect each child's individual communication, sensory and learning needs, with reasonable adjustments made in line with the Equality Act 2010. We adopt a whole-school approach underpinned by early intervention, personalised risk assessments, and multi-agency collaboration following the North Yorkshire "Ladder of Intervention" framework where appropriate. Concerns are acted on promptly using the local referral processes, including Early Help and MAST, ensuring every child is listened to, protected and supported effectively.	Safeguarding Pupils with SEND Safeguarding and promoting the welfare of all pupils, including those with special educational needs and/or disabilities (SEND), is a core priority at our school. We recognise that pupils with SEND can be particularly vulnerable to safeguarding risks, including difficulties in communication, social understanding, and recognising unsafe situations. All staff receive regular safeguarding and SEND training to ensure they are vigilant to potential signs of abuse, neglect, or changes in behaviour. Individual risk assessments and personalised support plans are put in place where appropriate, and we work closely with families and external professionals to ensure a holistic approach. We promote pupil voice through accessible communication methods, ensuring every child has trusted adults they can talk to. Our Designated Safeguarding Lead (DSL) and SENCO work in partnership to ensure that safeguarding measures are responsive to each child's individual needs.
Pupil Voice and communication with our pupils Communication with our pupils is a priority, regardless of any additional or special educational need. Pupils with SEND have regular opportunity for pupil voice and actions from this pupil voice are fed back to teachers and support staff to improve provision and outcomes for our pupils. Pupils with an EHCP are invited to their interim and annual reviews to communicate their thoughts and feelings (where appropriate)		
Parent Partnership	A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Coordinators can offer 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.	https://www.northyorks.gov.uk/send-information-parents-and-carers The above website is the point of contact for further information from the Local Authority about support services.
Statutory Assessment	For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and	Our SENCO will lead on making statutory assessments, following close liaison with Inclusion team at NYES and following two cycles of 'plan, do, review' each lasting 6

	other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or a Parent Partnership Co-ordinator can talk to you about this in more detail.	weeks each.
Key contacts	All mainstream schools have a SENCo. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.	<i>Our school SENCO is Mrs Sian Mitchell (Headteacher)</i> <i>Our SEND Governor is Jan Lomas</i> <i>Both people can be contacted at the school on</i> <i>admin@leavening.n-yorks.sch.uk or by phoning 01653 658313</i> <u>Who can I contact for further information?</u> If you are concerned about your child initially approach the class teacher. They can then discuss progress with the SEN team/ Head teacher. Other people involved in working with your child include Teaching Assistants and outside agencies. If you are unhappy you can raise a complaint to the governors- our chair of governors is James Robinson.
Complaints		If you have a complaint to make about the provision for your child with SEND, please follow the school complaints policy and procedure (which can be found on the school website)
Disabled Pupils		Our school can offer provision for pupils with all special educational needs where provision at a mainstream primary best suit their needs. Our school is accessible for all with limited or restricted mobility Our accessibility and equality plan can be found under the policy section of our school website.