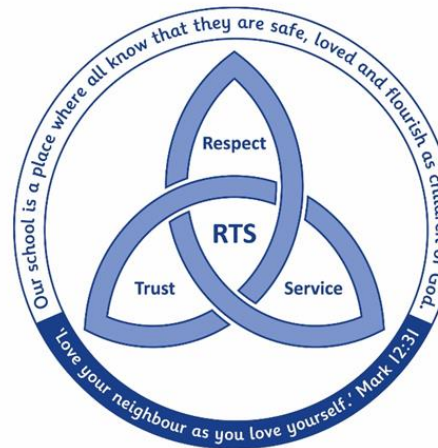


## **Richard Taylor CE Primary School SEN Information Report**

**Date: September 2024**

### ***Our Vision***



'Yorkshire Causeway Schools Multi Academy Trust is a place where everyone is valued and respected, where we share a commitment to education that is ambitious, setting the highest expectations and where integrity is the foundation.'

### ***Our Strategic Goals***

We encourage every child to be the best version of themselves, academically, emotionally, and socially. Supporting them to thrive and grow as unique individuals.

We deliver a curriculum, rich in experiences, which stimulates and challenges all learners to achieve their academic goals.

We build a community where everyone's contribution is respected, and every child is taught the importance of active citizenship and empowered to use their voice to make difference to the world around them.

Our school is a place where all know that they are safe, loved, and able to flourish as children of God.

We are a transformational community with a thriving culture of learning, celebrating success and inspiring children to shape their own future.

We nurture and support our children to make positive life choices. We grow confident, resilient, happy, caring, and successful learners prepared for the next stage of their journey in life.

Every child has unique strengths and challenges as they grow and develop. The SEND Code of Practice 2015 describes children as having a learning difficulty or disability if they...

1. Have a significantly greater difficulty in learning than the majority of others of the same age; or
2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

This report shows how we seek to meet the needs of these children as valued members of our learning community.

	North Yorkshire LA expectation of good practice	This is what we provide in our school
<p><b>1. What Kinds of SEND are Provided for in your School?</b></p>	<p>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.</p> <p><b>Code of practice requirements 2015.</b> The SEN information report should describe how the school or setting:</p> <ul style="list-style-type: none"> <li>• Approaches the teaching/ learning and development of children and young people with special educational needs.</li> <li>• Adapts the curriculum/provision and additional learning support available to children and young people with special educational needs.</li> <li>• Supports and improves the emotional and social development of children and young people with special educational need.</li> </ul>	<p>All staff at RTS are committed to providing a high-quality inclusive education for every child, so that all can make progress, achieving their full potential. The school has a diverse population including many types of SEND.</p> <p>Adaptive teaching is at the heart of our provision. All staff have received training on 'Adaptive Teaching Methods' to ensure that every child can access the curriculum.</p> <p>The school is committed to welcoming families of children, with high needs (including those with ECHPs) wherever possible.</p> <p>The school has a long history of successfully supporting children with a range of significant needs with a mainstream setting.</p> <p><b>Our Ofsted Report 2022 States:</b> The special educational needs coordinator works in partnership with staff and external agencies such as speech and language therapists. Together, they make sure that pupils with special educational needs and/or disabilities (SEND) are well supported. The curriculum for pupils with SEND is broad and ambitious. Pupils with SEND achieve well. Needs are met by tailoring the support and resources for each individual pupil. Support includes small group work to help pupils learn friendship skills. Resources such as using visual overlays and eye-friendly reading books help pupils read more easily.</p>

<p><b>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?</b></p>	<p>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 provision map or an individual education plan. This should include: -</p> <ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class</li> <li>• details of any extra support or interventions for your child</li> <li>• your child's learning targets and their long-term desired outcomes</li> <li>• the next date when your child's progress will be reviewed.</li> </ul> <p>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.</p> <p><b>Code of practice requirements 2015.</b>  <i>The SEN information report should describe how the school or setting:</i></p>	<p>The named SENCO for our school is Emily She can be reached on the school telephone number (01423 563078) or via email: <a href="mailto:e.styles@richardtaylor.ycst.co.uk">e.styles@richardtaylor.ycst.co.uk</a></p> <p>All children at our school have access to targeted support through high quality adaptive teaching. The needs of all children are included in the 'The Class Provision Map'. This tool is used by staff to identify the needs and provision for individuals and groups of children within the class.</p> <p>The Class Provision map is regularly reviewed to ensure that it accurately identifies need and reflects current practice. These tools are monitored by the SENCo and information regarding the support being provided is shared with parents.</p> <p>The school recognizes the importance of consistent communication with families of children with SEND.</p> <p><b>Ofsted Report 2022:</b>  <i>Parents say the school is a great community to be part of. Staff support parents well. They keep parents up to date with information about what their children are learning.</i></p> <p><b>A Graduated Approach</b>          When a potential special educational need has been identified, a graduated approach will be taken. This involves assessing, planning, implementing, and reviewing the approach taken so that it is increasingly personalised to the child or young person. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken and to gain 'Pupil Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child</p> <p><b>At a Glance Profiles</b>          These documents are used to capture the profile of needs for individual children with SEND and are used to make sure that the provision in place meets the identified needs of each child.</p>
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	<p><i>Identifies the special educational needs of a child or young person.</i></p>	<p><b>Individual Provision Mapping</b>          'My Support Plans' Are the individual provision map created for all children with significant additional needs. these are working documents which are continually reviewed and follow the child or young person creating a holistic picture of the child and how best to support them.          They are created in a joint process involving the parents/carers, the child or young person and the class teacher with an outcome focused approach.</p> <p><b>ECHP</b>          If a child does not make progress despite receiving additional support in school and from external agencies an education health care plan will be requested in consultation with parents and other agencies.          This is in order to provide the long-term support that a child may need.          This framework has replaced the old system of statutory assessments from September 2014.          As part of the process of building a case for an education health care plan staff will ask to meet with families and gather information for an EHCAR (educational health and care assessment request form). The SENCo will help with this, along with input from outside professional agencies.          The school follows the NYC SEND Hub Support Framework when seeking external support.</p> <p><a href="#">SEND hubs   North Yorkshire Council</a></p>
<p><b>3.What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</b></p>	<p>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 that parents and school work together closely. Your</p>	<p><b>Partnership with Parents/Carers</b>          Richard Taylor School will have regard to the SEN Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents/carers are involved with any decision that SEN provision is necessary for their child's or young person personal progression.          Partnership with parents/carers plays a key role in enabling children and young people with SEN to achieve their potential.</p>

	<p>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 views and your child's hopes, personal goals and interests.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• more regular meetings to update you on your child's progress and whether the support is working</li> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>	<p>We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners, with due consideration given to our <b>'Equality Policy'</b> (found in the Policies section on our school website)</p> <p>and supported to play an active and valued role in their child's education. Home-school communication around SEND are detailed below:</p> <ul style="list-style-type: none"> <li>• The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.</li> <li>• The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.</li> <li>• Provision Maps will be reviewed with your involvement each term as appropriate.</li> <li>• Structured Conversations take place twice yearly – these are in addition to Parent's Evening and allow further opportunity to discuss progress against the targets as set in the Provision Map</li> <li>• Homework will be adjusted as needed to your child's individual needs.</li> <li>• RTS comms system may be used to support communication with you when this has been agreed to be useful for you and your child.</li> <li>• There are a number of parent/carer support groups such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).</li> </ul>
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<p><b>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? (continued)</b></p>	<p>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</p>	<p><i>Pupil voice captured in a range of ways to suit the individual</i>  <i>School council</i>  <i>Pupil questionnaire</i>  <i>Ambassadors</i>  <i>Mentors</i>  <i>Peer Buddies</i>  <i>Governors</i>  <i>Involved in reviews including creation of my support plans</i>  <i>SENDCo Pupil Voice is gathered by the SENCo as part of regular contact in school.</i></p>
<p><b>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</b></p>	<p>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</p>	<p>Pupil progress Reviews  Inclusive practice is central to all professional development opportunities for staff. The school has adopted ‘One Line’ assessment tools for S&amp;L, C&amp;I and SMEH. Assessment is used in line with the Yorkshire Causeway principles for assessment  Regular, on-going teacher assessments provide class-teachers and support staff with day-to-day successes and next steps.  Summative assessments are taken three times a year, at the appropriate level for the child, and the data gathered is used to plan next steps. P scales and PIVATs are currently used to show even smaller steps of progress for children that are working at ‘pre-key stage’ levels. This may be due to medical issues or severe learning needs.  Test information is always used alongside teacher assessment to give an overall view of each child’s attainment and progress. SATs and Teacher assessment are gathered for year 6. In-school tracking systems are used to identify children not making expected progress or that are working below national expectations.</p>

	<p>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.</p>	<p>These children are discussed with the senior leadership team, including the SENCo, at termly pupil progress meetings and may receive additional interventions. This information then will inform the updated class provision maps. Each intervention will use current assessments as a baseline and future assessments will ensure progression and success. Some interventions have specific, standalone assessments. This information will be shared with parents at least termly as part of the Individual Learning Plan review. Further meetings may be requested by parents, class teachers or the SENCo. The SENCo regularly spends time in classrooms and speaks informally with the children.</p>
<p><b>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</b></p>	<p>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.</p>	<p>Transition reviews for children with EHCPs are organised before moving to secondary school or an alternative primary school. Staff from the receiving school are invited to the reviews. If they are unable to attend, the SENCO will contact the child's new school with the relevant information. Transition visits are arranged for all pupils moving to high school and additional visits can be arranged on request. Year 6 teachers and / or the SENCo discuss children identified as having SEND with the receiving school before the transition sessions. Children who are moving to another primary school are encouraged to visit. All records referring to SEN Support and EHCPs will transfer with the child.</p>



<p><b>7.What is you School’s approach to teaching children and young people with SEN?</b></p>	<p>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.</p> <p>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.</p> <p>Most importantly, this support should be aiming to make your child more independent in lessons</p> <p>Schools use a range of evidence-based interventions to support pupils with SEND to make better progress.</p> <p>Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> <li>• what interventions your child is receiving and what are the intended learning outcomes</li> <li>• when during the week any interventions will be delivered and for how many weeks</li> </ul>	<p>At RTS inclusivity is at the heart of our provision for every child. We follow the principles established in the YCST Equality, Diversity and Inclusion Charter:</p> <p><i>Yorkshire Causeway Schools Trust is an organisation in which everyone is valued and respected... All students are known, supported and challenged appropriately... There are high expectations of all students, regardless of starting points or situation... Decisions are taken thoughtfully, without discrimination and using the best evidence... Time is given to listening and understanding the views of others in constructive conversations.</i></p> <p>All children at RTS have access to provision, which is personalised, targeted support through quality first teaching.</p> <p>Additional interventions that may be accessed at the discretion of the class teacher or SENCo are outlined on Class Provision Maps.</p> <p>If a child requires further support to make progress in a specific area, they are added onto an additional intervention overview for their key stage. These are updated regularly (at least termly) depending on the duration of the intervention or support and how the child progresses.</p> <p>If your child is receiving extra support, you will be informed of this by your child’s class teacher. Class teachers are skilled in grouping children appropriately and supporting children as part of their whole class teaching.</p> <p>Specific resources and strategies required for individual children are outlined on their Individual Learning Plan.</p> <p>Teaching assistants may support individual children within the classroom or in small groups. Teaching assistant support and adaptations are evidenced on each class teachers planning and aim to support groups across the ability range, encouraging independence in lessons.</p>
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	<ul style="list-style-type: none"> <li>• who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• how the interventions will relate to and support learning in the classroom</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>	
<p><b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b></p>	<p>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. 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.</p>	<p>The school is fully disability accessible</p> <ul style="list-style-type: none"> <li>• We are a single level site with disabled parking.</li> <li>• We have a fully equipped disabled toilet and changing room</li> <li>• We have a sensory room and thrive room</li> </ul> <p>We make every attempt to translate important information where possible if any family with English as an additional language should require this, ‘provision maps’ record different levels of provision available, such as: consideration of background colours for displays or handouts, spell checkers, ACE dictionaries, seating positions, ear defenders, wobble cushions or more specific resources or interventions.</p> <p>There are varying levels of TA support and adaptations in the classroom. Children will access education at their level which will be challenging and help them to reach their targets.</p> <p>The school charters (rules) are displayed in every classroom. Our school has quality first curriculum implementation and adaptations within lessons which cater to the needs of every child. Interventions are identified on provision maps. Interventions have clear objectives and outcomes and focus on accelerating pupil progress. These are shared with the child’s parents. They are delivered by well-trained teaching assistants or class teachers and are monitored by the class teacher and SENCo.</p>

		<p>Regular discussions ensure that skills are reinforced/transferred back into the classroom and built upon. Regular assessments and close monitoring, enables staff and pupils to evaluate the effectiveness of interventions.</p> <p>A small number of pupils may need a personalised curriculum to meet their needs. Relevant care plans, health care plans and risk assessments are implemented for children who have a high level of need in discussion with parents and relevant professionals.</p>
<p><b>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?</b></p>	<p>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.</p> <p>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.</p>	<p>Mrs Styles, our SENCo holds both the national SEND qualification and is a trained mental health first aider.</p> <p>All staff receive regular training to enable them to meet a range of SEND. Currently all staff are undergoing a full year of Adaptive Teaching Training. Teachers and teaching assistants have regular training as part of staff meetings, twilight sessions and training days, and specific external training to meet individual needs as necessary e.g. Autism, positive behaviour and attachment training.</p> <p>Specific staff are trained in Makaton, in depth Autism awareness, Lego Therapy, and Team Teach.</p> <p>If a pupil has particular needs and the school has already made use of trained staff, specialist support is sought promptly from relevant professionals through SEND Hub referral forms, Educational Psychologist requests or staff from the Multi Academy Trust (MAT).</p> <p>If particular skills or knowledge have been identified as part of the EHCP process, training is sought as quickly as possible</p>
<p><b>10.How do you evaluate the effectiveness of the provision made for children and young people with SEN?</b></p>	<p>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.</p> <p>If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact</p>	<p>The school’s development plan maintains a central focus on Inclusion and SEND. As a school we focus on supporting every child to flourish.</p> <p>Quality First Teaching and continuous assessment and audits of these by the senior leadership team and subject leaders ensure children receive the highest quality provision. Interventions are used to accelerate progress when a need is identified.</p> <p>Class teachers discuss interventions with parents and share the impact.</p>

	<p>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.</p> <p>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.</p> <p>Many schools use Individual Provision Maps (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'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. 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.</p>	<p>The interventions will be recorded on an Intervention Map. Children identified with SEND will have their targets recorded on an Individual Learning Plan.</p> <p>All interventions will use initial assessments and exit assessments as part of the school assessment calendar, although some interventions have specific assessments. These will be used as an evaluation of outcomes. This will be monitored by the SENCo and senior staff in pupil progress meetings.</p> <p>Training is given to staff for medical needs when they arise for example epi pens. We have a personal intimate care plan for individual children with hygiene requirements and staff will change nappies where necessary. Administration of medicines is coordinated by the school office team. Incidents are monitored on Arbor by the Headteacher and discussed with the Senior Leaders to evaluate provision and ensure effectiveness.</p> <p>Emotional and social difficulties in school are carefully monitored using personalised behaviour plans, ELSA interventions and ABC charts may be used to identify potential triggers, monitor incidents and enable monitoring of effectiveness of provision</p>
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<p><b>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?</b></p>	<p>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.</p>	<p>All children at RTS have equality of access and opportunity to access the wider curriculum.          Families can apply for financial support from The Richard Taylor Educational Trust when required to access 'paid activities'.          The school liaises with its breakfast and after school provider to ensure that children with additional needs can attend.          Before a school trip a pre visit will happen, a risk assessment will be done, and adaptations will be put in place. Adaptations including 1:1 support will be available if required. Parents will be consulted by the class teacher regarding any difficulties we may encounter. We will always seek to ensure every child can access a school trip, including residential visits.          All children are equal and can access all sporting and musical clubs, take on a leadership role or a member of our school council. Inclusion in the wider school is discussed with parents and children during Individual Learning Plan reviews and recorded on the final page</p>
<p><b>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.</b></p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>	<p>Children participate in PSHE sessions and school provides a range of nurture groups for children during lunch times including board games club.          Questionnaires, school councils and worry boxes are all used to receive pupil feedback.          Check in time is used with specific children who need additional monitoring throughout the day. All pupils in year six have an identified mentor from the staff who will support them during the year. Every EYFS child has a year six buddy to provide pastoral support.          RTS celebrates diversity as a measure to promote inclusion and prevent bullying. The school recognises every child as a 'Child of God' we support them to recognize themselves as spiritual beings.          We teach every child the importance of the five ways to wellbeing and the importance to emotional regulation through the use of zones of regulation.</p>

<p><b>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?</b></p>	<p>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.</p>	<p>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.</p> <p>Within school we can make referrals to the SEND Hub which provides both in reach and outreach support for:</p> <ul style="list-style-type: none"> <li>• Social, emotional and mental health difficulties;</li> <li>• Cognition and Learning difficulties;</li> <li>• Communication and Interaction difficulties;</li> <li>• Severe Learning difficulties;</li> <li>• Medical and sensory needs</li> </ul> <p>We can also apply for support from speech and language, occupational therapy, social care, CAMH’s, educational psychologist and the Early Help service.</p> <p>We can also work in partnership with physiotherapy, healthy child team, hearing and vision teams.</p> <p>Organisations and support services include SENDIASS(SEND Information and Advice Support Service) and IPSEA (Independent Parent Special Education Advice) to provide independent support for parents</p>
<p><b>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</b></p>	<p>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.</p>	<p>Please discuss any initial concerns with your child’s class teacher.</p> <p>You may need to then discuss things further and can contact specific staff through your child’s class e-mail or via <a href="mailto:admin@richardtaylor.ycst.co.uk">admin@richardtaylor.ycst.co.uk</a></p> <p>We seek to work with our parents to achieve the best outcomes However there is a formal complaints policy that you can access on our website if required.</p> <p>Our Inclusion Governor is Niki Hutchinson who can be contacted via the school office</p> <p>Our SEND governor is Jan Johnson who can be contacted via the school office.</p>

Code of Practice 6.79 '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'. 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 can be found at:

[SEND Local Offer | North Yorkshire Council](#)











