

North Yorkshire
SEND Information Report

Date: July 2025

Review Date: July 2026

Definition of Special Education Needs (SEND)

The SEND Code of Practice (DfES, 2014) says Students have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age.
- or b) 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. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

The SEN Code of Practice (2014) provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Difficulties
- Sensory and Physical Needs

Identification

For a child or young person to be entered onto Wensleydale School's SEND Register we take account of what work has been done previously and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily teaching. If a child or young person is not making adequate progress they will only be considered as having a SEND if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. As such, any child or young person on Wensleydale SEND Register receives support that is additional to and different from that which is ordinarily provided for most of the other children of the same age.

Children or a young person are identified as having a SEND through a variety and combination of ways including.

- Communication with previous settings
- Children performing below 'age related expectations'
- Concerns raised by parents/carers
- Concerns raised by a teacher.
- Collaborative working with external agencies
- Use of standardised assessment • Children or a young person that already have an Educational Health Care Plan (EHCP)

We use a graduated approach that enables the right level of intervention and support when needed:

There is a process of constant assess, plan, do and review within the graduated approach. It is important that students are given specific and relevant input, and this may be in the form of a short-term intervention. It does not mean that a student will necessarily be placed on the SEND register. These targeted students will be closely monitored, and their progress tracked through our Initial Concern process. If a specific educational need is highlighted, a 'Pupil Passport' and an Individual Support Plan may be put in place. These will be written with input from parents, the student and class teachers. These identify clear SMART targets to be supported in class and through clearly defined interventions. These will be regularly reviewed as part of the ongoing Assess, Plan, Do, Review cycle, in order to monitor the effectiveness of the provision made for our students with SEND and any adjustments to reflect change in need or progress will be made accordingly. If a student is placed on SEN support, parents are invited to review their child's support plan three times annually.

External agency support is sought where necessary to better understand a students strengths and needs.

Any students with an 'EHCP' will have annual and interim reviews. Parents, the SENDCo, and the LA representative (usually the appropriate caseworker) as well as class teachers, supporting TAs and any other parties involved in the EHCP provision are invited to annual reviews.

School Policies that are linked to the identification and assessment of SEND

- [SEND Policy](#)

- [Accessibility Plan](#)
- [Child protection & Safeguarding Policy and procedures](#)
- [Supporting Students with Medical Conditions](#)
- [Behaviour Policy](#)
- [Equality Information and Objective Statement](#)

The Wensleydale School Pupil Passports and Individual Support plans

Pupil Passports and Individual Support Plans are created for all children or young people who are on the SEND register with a view that these are entirely working documents which are continually reviewed and follow the child or young person through their education, 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 student and the class teachers with an outcome focused approach. Parents/carers will be supported to understand how they can promote these targets at home. The Support Plans are child centred and monitored and reviewed on a half-termly basis.

Special Educational Needs Policy Implementation

This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the **SENDCo** – Ms V McArthur

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It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEND Code of Practice 2014. With the SENDCo, it is the role of the headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how to best support children with SEND. The headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the headteacher in carrying out this policy. The **school governor for SEND** is: Julie Cooper

The SEND Governor will support and **challenge** the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs.

The Head Teacher, Julia Polley will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.

Partnership with Parents/Carers

The Wensleydale School will have regard to the SEND Code of Practice (2014) when carrying out its duties toward all students with special educational needs and ensure that parents/carers are involved with any decision that SEND 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 SEND to achieve their potential. 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 'Equality Policy' (found in the Policies section on our school website) and supported to play an active and valued role in their child's education.

Home-school communication around SEND are detailed below:

- There is a Parent Handbook for your key information and an initial point of reference.
- The class teachers are 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.
- 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.
- Individual Support Plans will be reviewed with your involvement each term as appropriate.
- There are a number of parent/carer support groups such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).

Student Voice

Teachers, the SENDCo and Support Staff will work with students to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. The children regularly discuss their progress and support with support staff. Student voice is highly valued in our school, and we feel their contributions to their own Individual Support Plan is key to the student's success.

A Graduated Approach

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 'Student Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child.

Transition Arrangements and Preparing for Adulthood

We recognise that transitions can be challenging for students with SEND and take steps to make each transition as smooth as possible. We work closely with parents and carers to support students as they move into their next year group. Year 6 students are invited to attend a three-day transition programme during the summer term,

where they will meet their new teachers and future peers. The length and level of transition support will be planned according to each student's individual needs. Some students with SEN may also be invited to attend two additional half-day transition sessions before the main transition programme to help ensure a smoother transition. The SENDCo and KS3 Progress Leader also visit all students and meet teachers in their current school before September to collect detailed transition information to support the transition process into Year 7. If a student has an EHC Plan, the SENCO will attend the Year 6 annual review wherever possible to meet the student and family, answer questions and help reduce any worries about the transition.

When writing and reviewing EHC Plans, we focus on preparing each student for their next stage of learning. We agree clear, achievable targets that help the student work towards their long-term goals. Students, parents/carers and school staff all work together to help each student develop the skills they need for adult life and lifelong learning. The Wensleydale school also prepares students for adulthood by providing independent careers guidance from Year 8 to Year 11.

Teaching, Learning and Assessment

We are strong advocates that all teachers are teachers of students with SEND. Our teaching, learning, and planning procedures reflect this and are as follows:

- Individual Support Plans for all children and young people on our SEND Register—including reviewing of outcomes at the end of each cycle (half termly)
- Individual SMART targets
- Adaptive teaching
- Multi-Sensory activities
- Data analysis through the school tracking system
- Student progress meetings with class teachers, Progress Leaders, the SENDCo and Senior leadership team.
- Sharing of information between teachers to ensure a smooth transition
- Individual Support Plan meetings held termly between the student, the SENCO, and parents/carers to discuss progress and next steps.
- Targeted interventions delivered and reviewed regularly through book looks and evidenced progress within core subject areas
- Teachers and support staff working closely together

How we adapt the curriculum and learning environment for children & young people with SEND

The Wensleydale School uses a range of approaches to support students with SEND. All students receive high-quality teaching in the classroom that is planned to meet individual needs and help them make good progress. For many students, this classroom teaching is sufficient to support their learning. Where a SEND concern is identified, additional support may be required. In these cases, a Pupil Passport and Individual Support Plan will be developed, setting out clear, achievable targets and strategies. This will be done in discussion with parents/carers and the student. Additional support may include targeted small-group or one-to-one interventions to help students meet their individual targets. The SENDCo works closely with class teachers and support staff to oversee provision and monitor progress. Where appropriate, external agencies may be involved to help assess needs and plan support. Parents and carers are involved at every stage of the process.

To ensure all students can access the curriculum at an appropriate level and achieve positive outcomes, we take the following steps:

- Make appropriate adjustments so all students can access the curriculum and take part in school activities
- Support students to succeed in their learning, regardless of any difficulty or disability
- Ensure staff understand students' individual needs and plan teaching that supports those needs
- Provide opportunities for students to develop confidence, self-esteem and resilience
- Work in partnership with parents/carers, students and external agencies to support students with SEND
- Provide opportunities for students with SEND to develop their abilities, interests and talents
- Identify special educational needs as early as possible to ensure timely support and intervention
- Ensure students with SEND are fully included in all aspects of school life
- Regularly review policies and practice to secure the best possible outcomes for all students.

Provision

We aim to provide all our students, including those with SEND, with the support and resources they need to succeed. The list below outlines the main elements of our provision which are adapted regularly to meet the changing needs of individual students:

- High Quality Teaching
- Short term extractions from non-core subjects
- In class support
- Short term periods of work with external agencies
- Targeted literacy, numeracy or SEMH interventions led by HLTA

The school budget, received from North Yorkshire LA, includes money for supporting children or young people with SEND.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors based on needs in the school
- The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - The children receiving extra support already
 - The children needing extra support
 - The children who have been identified as not making as much progress as would be expected
- Deciding what resources/training and support are needed

Staff expertise and CPD Opportunities

Staff training on SEND is provided based on the needs of students in our school. Some staff attend CPD focused on specific areas, and all staff take part in whole-school training, such as on Adaptive Teaching Strategies. In-house training is also offered when a specialist visits the school to provide guidance on a particular area of SEND. Our SENDCo is working towards the NPQ SENCO Award.

External Agency Support

Strong links with external agencies are essential to ensure we provide the best support for students with SEND. Any support service can raise concerns about a student, which will be shared with the SENDCo and the student's parents or carers.

Requests for support from external services are usually made by the SENDCo and school staff in consultation with parents/carers. External agencies typically meet with the student to advise staff on strategies, provide specialist assessments, inform planning, monitor progress, suggest resources or approaches, and in some cases, support specific activities.

The school regularly works with the following services:

- SEND Hubs
- Early Help
- Educational Psychology Team
- Well-Being in Mind

To find out about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please use this link: [SEND Local Offer](#)
[North Yorkshire Council](#)

Targeted Mainstream Provision

Our Targeted Mainstream Provision (TMP) provides specialist support to help students with SEND make progress within a mainstream setting. We are a **Communication and Interaction TMP**, which means we focus on supporting children and young people with difficulties in speech, language, and social communication.

Students in the TMP receive targeted support tailored to their individual needs, including specialist teaching, small group work, and access to specific resources and strategies. The provision is designed to help students develop their **communication skills, social confidence, and independence** while fully participating in mainstream lessons and activities.

We work closely with parents/carers, class teachers, and external specialists to monitor progress, adapt support where needed, and ensure students are fully included in all aspects of school life.

Use of Alternative Provision

Alternative Provision is education arranged for students who, due to exclusion, illness, or other reasons, would not otherwise receive suitable education. This includes education arranged by schools for students on a fixed-term exclusion or students directed to off-site provision to support behaviour and engagement (DfE, 2013).

Schools may use alternative provision to prevent exclusions or to help students re-engage with their learning.

When arranging alternative provision, the school carefully considers providers that can meet the needs of students, considering quality, safety, cost, and value for money.

Once alternative provision is in place, the school maintains regular contact with both the provider and the student. Clear procedures are followed to share information, monitor progress, and provide ongoing pastoral support.

Supporting Students with their Emotional and Social Development

We recognise that students with SEND may have **emotional and social development needs** that require support in school. We have a robust **Safeguarding Policy** in place and follow national and local authority guidelines. We believe that all children with SEND and/or health and wellbeing needs should have their needs **recognised, assessed, and addressed** through a whole-school approach, with **timely and appropriate intervention** implemented using the **Assess, Plan, Do, Review** cycle.

As part of this, we are developing a **Thrive programme** to further support students' emotional resilience, social skills, and wellbeing across the school.

We believe that **all teachers are teachers of students with SEND**, and it is therefore a **whole-school responsibility** to ensure that these students' needs are met. All staff are aware of their duty to promote **disability equality** and have a clear understanding of **youth mental health issues**, approaching them with sensitivity and care.

A range of support is in place for students who need it, including:

- Thrive programme interventions
- 1:1 well-being sessions
- Journaling techniques
- Healthy Sleep sessions
- Morning check-ins
- Meditation and relaxation enrichment
- Emotional regulation interventions
- Social stories and comic strip conversations
- Speech, Language and Communication interventions
- Lego Therapy
- Tailored, bespoke interventions developed to meet individual needs

Arrangements for Dealing with Complaints from Parents/Carers

The school deals with any complaints from parents/carers by calling a meeting with the Head Teacher, and all the concerned parties. (Please refer to our 'Complaints Procedure' which can be found on our website for further details).

Admission Arrangements (also see admissions policy)

The admissions arrangements for all Students are in accordance with national legislation, including the Equality Act 2010 and Wensleydale key information around this can be found in our 'Equality Information and Objectives' policy. This includes Students with any level of SEND: those with an EHCP plan and those without.