



**THE WHITE ROSE FEDERATION**

**LOCAL SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)  
INFORMATION REPORT**

<b>Document Status</b>			
<b>Date of adoption by the Governing Body</b>		<b>Date of next review</b>	
Spring 2024		Spring 2025	
<b>Responsible officer</b>			
J. Marwood			
<b>Signed:</b>			
<b>Headteacher</b>	<b>S. MacDonald</b>	<b>Chair of Governors</b>	<b>A. Edwards &amp; A. Burr</b>

## The White Rose Federation SEND information report

### 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 SEND. 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 SEND 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 SEND.

The North Yorkshire local offer can be found at:

<https://www.northyorks.gov.uk/send-local-offer>



## The White Rose Federation SEND Information Report

**Date: Spring 2024**

Link to SEND Policy at Barlow:

<https://www.barlowschool.org.uk/learning/special-educational-needs-and-disability-information-send>

Link to SEND Policy at Chapel Haddlesey:

<https://www.chapelhaddleseyschool.org.uk/learning/special-educational-needs-and-disability-information-send>

Link to SEND Policy at Burton Salmon:

<https://www.burtonsalmonschool.org.uk/learning/special-educational-needs-and-disability-information-send>

### Governors should describe:

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
<b>1 What kinds of SEND are provided for in your school?</b>	
Our three schools are inclusive, and we welcome applications to our settings.	Children and young people (CYP) with a wide range of SEND 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.
<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>	
<ul style="list-style-type: none"> <li>• Our SENCo across the federation is Jess Titterington Class 2 Teacher at Burton Salmon Primary, 01977 672405, <a href="mailto:j.titterington@wrfed.co.uk">j.titterington@wrfed.co.uk</a>. The federation deputy headteacher, Rachel Lindley, <a href="mailto:r.lindley@wrfed.co.uk">r.lindley@wrfed.co.uk</a> also supports with SEND commitments across the federation.</li> <li>• Our SEND Governor is Anne Edwards, who is available by contacting any of the federation schools. Contact details are on our websites.</li> <li>• We have a Pastoral Support Lead, Sam Maud, who works across the federation, <a href="mailto:s.maud@wrfed.co.uk">s.maud@wrfed.co.uk</a> who is available to support our SEND children and their families. Alongside Sam Maud and Jess</li> </ul>	<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 (IPM). 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>Titterington, there is Eleanor Langhorn, <a href="mailto:e.langhorn@wrfed.co.uk">e.langhorn@wrfed.co.uk</a> , who also works across the federation as SEN/Pastoral Support worker.</p> <ul style="list-style-type: none"> <li>• Pupils requiring SEN support will meet with staff who will prepare an individual provision map. This will include barriers to learning, SMART targets, interventions to be used, review dates, progress against targets, input from parents/carers and child and intended outcomes. The provision maps are reviewed termly in consultation with all stakeholders.</li> <li>• Pupils who require high levels of support will be referred for an Education Health Care Plan (EHCP).</li> </ul>	<p>Most pupils will benefit from SEND support, but some pupils who need high levels of support, or who have complex needs, will need to be referred for an Education Health Care Plan.</p>
<p><b>3 What arrangements do you have for consulting with parents of children with SEND and involving them in their child’s education?</b></p>	
<ul style="list-style-type: none"> <li>• We operate an ‘open door’ policy, and we welcome parents/carers into school and encourage them to share any problems/worries and to build positive relationships with school.</li> </ul> <p>Other ways we include parents and communicate with them are through:</p> <ul style="list-style-type: none"> <li>• Home/school books</li> <li>• Parent’s evenings &amp; school reports</li> <li>• Regular progress discussions</li> <li>• Newsletters/texts/emails</li> <li>• Information on the website</li> <li>• Consultation on policies</li> <li>• Advice on how parents can support their child’s learning at home</li> <li>• Regular formal and informal feedback</li> <li>• IPM reviews on a half termly basis</li> <li>• PEP (Personal Education Plan) reviews for Looked After Children</li> <li>• TAF (Team around Family) meetings</li> </ul>	<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 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.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> <li>• regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes</li> <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><b>4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?</b></p>	
<ul style="list-style-type: none"> <li>• We have a strong pupil voice, and we speak to our pupils regularly to hear their views</li> <li>• Regular pupil interviews</li> <li>• Pupils’ inclusion and their views sought at review meetings</li> </ul>	<p>School will obtain the views of all children (pupil voice) to shape provision in school, sometimes through the School Council. In addition, it is vital that the views and aspirations of children and young people with SEND are listened to, and they are supported to achieve their aspirations as far as possible. Your</p>

<ul style="list-style-type: none"> <li>• Suggestion boxes, Zones of Regulation with emotional outlet methods such as worry monsters, 5-point scales, reflection areas</li> <li>• Pastoral sessions</li> <li>• School Council</li> <li>• Sports Council</li> <li>• School Worship Group</li> <li>• Playground Leaders</li> <li>• Peer Mediators</li> <li>• Pupil PEP (Personal Education Plans) Reviews for looked after pupils</li> <li>• Strong working links with Early Help and Social Care to support deeper involvement for vulnerable children who also have SEN.</li> </ul>	<p>school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
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**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.**

<ul style="list-style-type: none"> <li>• We monitor all SEND children, using the engagement model, to ensure that they are making good progress.</li> <li>• Provision is often bespoke, on a 1:1 basis or small group to meet need.</li> <li>• Parent/carers and children’s opinions are included in their Provision Maps. We encourage parents/carers to share their children’s achievements out of school, to enable us to build a picture of the whole child.</li> <li>• Parents invited to IPM reviews</li> <li>• We celebrate children’s out of school achievements in Show &amp; Tell, assemblies in school and at our Celebration Assemblies with parents.</li> <li>• The Head of School, SENCo, Pastoral Support Lead and SEN/Pastoral Support Worker are all involved in ensuring the information between home and school is shared.</li> <li>• Education Health Care Plan (EHCP) reviews are done on time, and we invite multi-agencies to attend.</li> <li>• TAF (Team around Family) meetings</li> <li>• Meetings at parent houses to engage with families to engage in conversation.</li> </ul>	<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.</p> <p>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.</p>
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**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?**

- Bespoke curriculum in place which reflects a strong cultural capital
- Strong Differentiation
- Opportunities for curriculum enrichment weaved into the curriculum
- Life skills taught in each class
- Individual Provision Maps (IPMs) are in place for all children with SEND and are transferred to the child's next school
- Parents/carers and pupils have the opportunity to add their own comments when a pupil transfers school
- We liaise strongly with local playgroups, nurseries, private providers and High Schools to ensure smooth transitions. This will include extra visits with members of staff, arranging meetings with parents and any other agencies involved. This will vary on the needs of the individual child.
- When transferring to other schools, transition meetings will be arranged so that all concerns can be identified, and all information shared to ensure your child is well supported. Parents/carers and the child's views are carefully listened to. CPOMS information transferred immediately.
- Additional visits with members of staff and/or a friend can be arranged to facilitate a smooth transition.
- External agencies are invited to annual reviews to allow for a multi-agency input and impact.
- The school regularly liaise with external agencies such as Early Help and the SEN Hub to offer further support for pupils.
- Signpost parents to SENDIASS for further support.
- Pastoral support officer engages with families earlier to identify any concerns

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 your School's approach to teaching children and young people with SEND?**

<ul style="list-style-type: none"> <li>• We believe that high quality teaching is the most effective way of supporting children in their learning.</li> <li>• Additional needs are quickly identified and addressed.</li> <li>• Our Teaching Assistants are highly trained and work alongside and support individuals and small groups.</li> <li>• Interventions are closely chosen to match the needs of the children and implemented by effective TA's.</li> <li>• Interventions include – one to one sessions, dyslexia screeners with intervention, 5 Minute Number Box, Pastoral time, <del>ELSA</del>, Compass Buzz/Phoenix support, Verbo Speech and Language intervention, Learning Village EAL support and phonics catch up. These evolve depending upon the needs of the pupils.</li> <li>• The Provision Map of each pupil identifies, and details interventions and progress and attainment will be reviewed with parents/carers termly.</li> <li>• We have a strong programme of PSHE which includes Social and Emotional aspects of Learning.</li> <li>• Positive behaviour strategies are implemented throughout the school.</li> <li>• Monitoring is conducted each half term to assess the impact of the provision in place.</li> </ul>	<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. 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.</p> <p>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:</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> <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>
<b>8. What sort of adaptations is made to the curriculum and the learning environment of children and young people with SEND?</b>	
<ul style="list-style-type: none"> <li>• Bespoke curriculum in place, with strong SEND objectives.</li> <li>• Teaching staff are involved in the drawing up of each child's Provision Map, which is a document detailing agreed good practices.</li> <li>• All work is differentiated to meet the needs and learning styles of the individual child.</li> <li>• We encourage all children to be independent learners through the use of visual timetables and informative working walls and displays.</li> <li>• Dyslexia friendly resources are used across the school, allowing for all learners to access them.</li> <li>• Specific learning resources are sourced on a needs basis to allow for access to learning.</li> <li>• EHCP enhancements in class and outside</li> </ul>	<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.</p> <p>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>

<ul style="list-style-type: none"> <li>• Widget used to support SEND pupils</li> <li>• Extra adult guidance to support pupils to learn at pace.</li> </ul>	
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**9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?**

<ul style="list-style-type: none"> <li>• The SENCo attends regular network meetings to keep abreast of current legislation and latest ideas and initiatives.</li> <li>• SENCO has now completed the NASENCO qualification.</li> <li>• Deputy headteacher is also an experienced SENCo and supports with SEND across the federation.</li> <li>• The Pastoral Support Worker attends regular network meetings and other training support sessions to keep up to date with guidance, strategies and the local support network.</li> <li>• Our teaching assistants who work on a one-to-one basis with pupils have access to online and other training to support them in their work.</li> <li>• CAMH’s and Early Help support are access when required providing advice, support and intervention for children and families with high level need.</li> <li>• Staff attend regular CPD relevant to the needs of children within our school.</li> <li>• SEN Hub support is accessed when required, advising and supporting staff and pupils with high need.</li> </ul>	<p>All staff should receive regular training to enable them to meet a range of SEND. 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>
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**10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?**

<p>Children with SEND are represented equally in all we do in school and are included in everything where this is possible.</p> <ul style="list-style-type: none"> <li>• SEND pupil progress is monitored every half term and is reported to governors each term.</li> <li>• Formal SEND learning walks are conducted by the SENCO overseen by the Senior Leadership Team three times a year.</li> <li>• Termly reviews on the effectiveness of IPM’s are conducted by the SENCO three times a year.</li> <li>• Governor monitoring visits three times a year by the SEN link governor</li> </ul>	<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. 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 Provision Maps (IPMs)</p>
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<ul style="list-style-type: none"> <li>• Monitoring by other SLT members.</li> <li>• Local Authority monitoring in place each year at each school as part of an inclusion review.</li> </ul>	<p>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.</p> <p>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>
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**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 SEND?**

<ul style="list-style-type: none"> <li>• Our schools strive for all children to partake in all activities - we are inclusive.</li> <li>• Careful planning with parents, staff and external support may be accessed to provide opportunities for SEND pupils to engage in activities in the school. This may include risk assessments to ensure the safety of the staff and pupils.</li> <li>• Adaptations to teaching and the physical environment are put in place on a needs basis.</li> <li>• Bespoke curriculum which takes into account the needs and requirements of all pupils.</li> <li>• Careful deployment of support staff.</li> </ul>	<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 SEND should be equally represented in positions of responsibility e.g. the school council.</p>
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**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.**

<ul style="list-style-type: none"> <li>• The school’s Christian ethos at Barlow &amp; Chapel Haddlesey and the schools’ values underpin all we do in school and are central to our behaviour and anti-bullying policies. At Burton Salmon, our vision of ‘One Family, branching out together’ underpins all that we do, utilising partnership working to access support for our children.</li> <li>• Pastoral support and interventions</li> <li>• Strong behaviour policy rooted in mutual respect and care for all</li> <li>• Older and younger children form strong relationships.</li> <li>• Vigilant adults, we know that ‘it could happen here’.</li> <li>• Pastoral support officer operates an early engagement policy with families in need.</li> </ul>	<p>Some of the interventions implemented should be for emotional support e.g. ELSA support groups, the provision of a key worker.</p>
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- Strong liaison links with Early Help and Social Care.
- Executive headteacher and Heads of School have been trained to receive Operation Encompass reports, impacting upon further support and intervention for children at school.
- Peer mediators and playground leaders at each school.
- PSHCE, Circle Time, Reflection Areas allow children time and space to reflect and offer suggestions or highlight concerns anonymously if they wish.

**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?**

- We are closely linked to the SEN Support hub for Selby, overseen by the head of SEN for Selby - Kerry Chapman and Head of SEND for North Yorkshire - Charlie Lowe. The hub extends their offer of support by administering training for our staff to expand on their CPD. Additionally, through a referral process, the SEN hub can link us to educational professionals such as educational psychologists, behavioural support workers and speech and language therapists, to seek advice of professionals when required.
- We work with private therapists and CAMHS (Child and Adolescent Mental Health Service) to support mental health diagnosis in school.
- We utilise the service of the medical education service for those pupils in need of education beyond school but are too poorly to attend in the short term.
- The federation receives support from Early Help and Child and Adolescent Mental Health Service (CAMHS) that extends support and intervention to both our children and their families.
- SENDIASS are on offer to our parents should they need to seek legal advice and/or support regarding SEN.
- The school always gains parental consent prior to any involvement from outside agencies.
- Our schools are quick to offer attendance, early help and social care support, attending meetings with families and writing referrals to access support.

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 SEND about the provision made at the school?**

- We endeavour to resolve any concerns quickly and would advise parents/carers to speak firstly with their child's class teacher, SENCO or Head of School. If the matter cannot be resolved to the satisfaction of all, there is a Complaints policy, available on our website, which can be followed.

There must be a designated governor for SEN in the school and complaints about SEND 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.