Reeth and Gunnerside Schools

SEN Information Report

Date: September 2026 **Review date: September 2027**

Definition of Special Education Needs (SEN)

The SEND Code of Practice (DfES, 2014) says pupils 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 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 (including Autism)
- Cognition and Learning (including Dyslexia)
- Social and Emotional Difficulties
- Sensory and Physical Needs

Identification

For a child or young person to be entered onto Reeth and Gunnerside 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 also known as universal provision. If a child or young person is not making adequate progress they will only be considered as having a SEN if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. As such, any child or young person on Reeth and Gunnerside School's 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 such as Testwise (Dyslexia Screening Test)
- Children or a young person that already have an Educational Health Care Plan (EHCP)

There is a **graduated approach** that enables the right level of intervention and support when needed:

There is a process of constant review and therefore possible movement within the graduated approach. It is important the children are given specific and relevant input, and this may be in the form of a short-term intervention. It does not mean that a child or young person will necessarily be placed on the SEND register. These targeted children or young people will be closely monitored, and their progress tracked through our Initial Concerns process. If a specific educational need is highlighted, a 'Individual Provision Map' will be put in place. These will be written with the parents, child or young person and class teacher. 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, such that we are aware of the effectiveness of the provision made for our pupils with SEND and made alterations to best meet their needs and fulfil their potential accordingly. Other agencies are involved, when necessary, e.g., speech and language therapy. Any children or young people who then require an 'EHCP' will have annual and interim reviews. Parents, SENDCo, and LA representative- usually the appropriate caseworker, class teacher, supporting TAs and any other parties involved in the EHCP provision are invited to the annual reviews.
The graduated response is outlined below:

Once the CYP has been identified as having SEN then the formal process begins. We **must** take action to remove barriers to learning and put effective special educational provision in place.
This is called the **Graduated Response**. It is a 4-part cycle: Assess, Plan, Do and Review.

Parents **must** be informed that their child has SEN, and that additional and different provision is being provided for their child. Parents will be signposted to NYC special educational needs and disabilities advisory and support service (SENDIASS) and the local offer . A link to this can also be found on our school website.

The graduated response is outlined below:

Assess. Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's need. The SENCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.

Plan. This will be undertaken at least termly with the parents and CYP. The views of parents and pupils are of paramount importance. This will be recorded on the plan. The plan is written by the class teacher supported by the SENCo if required. We use the SEN Individual Provision Map template. An agreed date to review the plan with the parents will be made at this meeting. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The classteacher is responsible for monitoring the impact, supported by the SENCo. The additional adult support is someone who must be suitably trained to undertake the intervention. Plans will be reviewed at the beginning of each term, with new plans completed and uploaded onto our server and a copy given to parent(s). The date of the next meeting will be put in the school diary. The SENCo will monitor the quality of the plans.

Do. The classteacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the classteacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child to plan and assess the impact of any adjustments support or interventions. The SENCo will support the classteacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENCo will monitor this provision.

Review. The classteacher / SENCo will review the plan with the parents and CYP on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

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

- SEND policy
- Accessibility policy and plan
- Safeguarding and child protection policy
- Supporting pupils with medical conditions policy
- Good behaviour and antibullying policy
- Equality policy

Individual Provision Maps

Individual Provision Maps 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 child or young person and the class teacher with an outcome focused approach. When completing Individual Provision Maps we strive for targets to not only look at the term or year ahead (in the short/medium term), but also further into the child's future e.g., the next Key Stage (long term). This lends itself to the forward planning approach adopted by school to better meet the needs of all its SEND pupils. Parents/carers will be supported to understand how they can promote these targets at home. The Individual Provision Maps are very child centred and monitored and reviewed termly.

Special Educational Needs Policy Implementation

This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the **SENDCo** – Clare Bastow.
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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: Sadie Bainbridge
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, Gordon Stainsby 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

Reeth and Gunnerside Schools 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. 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:

● 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.
● 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 Provision Maps will be reviewed with your involvement each term as appropriate.
● Homework will be adjusted as needed to your child's individual needs.
● There are a number of parent/carer support groups such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).

Pupil Voice

Teachers/SENDCo and Support Staff will work with children and young people 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. Pupil voice is highly valued in our school, and we feel their contributions to their own Individual Provision Map is key to the pupil'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 'Pupil 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

At our schools, we recognise that preparing children and young people for adulthood begins from the earliest years and is an integral part of our curriculum and wider school experience. We aim to develop pupils' independence, resilience, self-confidence, communication skills, and ability to make informed choices about their lives and learning. Opportunities are provided throughout the school day for pupils to develop problem-solving skills, decision-making, self-advocacy and personal responsibility, helping them to become confident and successful learners.
We actively encourage pupils to express their views, contribute to decisions about their learning and develop an understanding of their own strengths, needs, and aspirations. Through our graduated approach and person-centred planning, pupils are supported to set meaningful goals and take an active role in reviewing their progress.
We recognise that transitions can be particularly challenging for children and young people with SEND and therefore take careful steps to ensure that any change is well planned and supported. This may include additional transition visits, enhanced information sharing between staff, visual supports, transition booklets, opportunities to meet new teachers and tailored transition plans where appropriate. Close collaboration with parents/carers is an essential part of this process.
As pupils move towards secondary education, we work closely with receiving schools to ensure that information is shared effectively and that

appropriate support is in place from the outset. Where relevant, transition arrangements are discussed as part of SEND review meetings and Education, Health, and Care Plan reviews. Our aim is to ensure that every pupil develops the skills, confidence and resilience needed for the next stage of their education and their future life beyond school.

Teaching, Learning and Assessment

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

- Individual Provision Maps for all children and young people on our SEND Register—including reviewing of outcomes at the end of each cycle
- Individual SMART targets
- Differentiated learning
- Multi-sensory activities
- Data analysis through school tracking system
- Pupil progress meetings with class teacher, SENDCo and senior leadership team.
- Sharing between teachers to ensure a smooth transition.
- Individual Provision Map meetings held termly between child/ young person, teacher, and parents/carers to discuss progress and next steps.
- Targeted interventions delivered and reviewed regularly through book shares 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

Reeth and Gunnerside Schools has a range of approaches to supporting children and young people with SEND needs. All children and young people benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children and young people to make good progress. Work is differentiated for different groups and individuals. Sometimes this is enough to ensure a child or young person is on track to reach their full potential, however sometimes an Individual Provision Map will be needed with individual 'SMART' targets and strategies to work towards achieving them. This will be put in place in discussion with parents/carers and where appropriate the child or young person. This may mean additional work with a child or young person on a small group or 1:1 basis to carry out specific interventions to support a child or young person to meet their individual targets. The SENDCo works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child or young person requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- Support pupils to achieve their full potential despite any difficulty or disability they may have.
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- Provide opportunities for pupils to develop confidence, self-esteem, and resilience.
- Work in partnership with parents/carers, pupils, and external agencies to cater for children's special educational needs and disabilities.

● Make provision for children with SEND to fully develop their abilities, interests, and talents.
● Identify special educational needs at the earliest opportunity to ensure early intervention and support.
● Ensure all children with SEND are fully included in all aspects of school life and can develop their Cultural Literacy.
● Regularly review policy and practice to achieve the best outcomes for all our pupils.

Provision

Our approach to SEND support is based on a graduated model of Universal, Targeted Provision, ensuring that support is matched to the needs of individual pupils. Universal Provision refers to the high-quality teaching, inclusive classroom practice and reasonable adjustments that are available to all pupils. This includes adaptive teaching strategies, quality first teaching and a positive learning environment designed to support a diverse range of needs. Targeted Provision is additional support provided for pupils who require interventions that are different from or additional to those ordinarily available. This may include small-group interventions, targeted programmes, additional pastoral support, or short-term strategies designed to address identified areas of need. Through regular assessment and review, pupils may move between levels of provision as their needs change, ensuring that support remains responsive, proportionate, and focused on achieving the best possible outcomes for every child and young person.

We aim to provide our pupils including those with SEND, with all the facilities necessary in order that they can realise their full potential. Listed below is the main body of our provision, however it may not list every skill, resource, and technique we employ to achieve this as these are continually developed and modified to meet the changing requirements for individual pupils. Your child/ young person will receive:
● Quality First Teaching.

Your child/ young person may receive:
● Specific small group work including targeted interventions
● Specific targeted work on an individual basis as part of a small group
● Specialist individual support or sessions from specialist teachers or other professionals
● Specified 1:1 support during lessons and or/ playtimes
● Individual targets and an Individual Provision Map
● Writing aids
● Pre-teaching of new concepts to enhance learning
● Support manipulatives, e.g., Numicon, writing frames, vocabulary boards.
● Tabletop resources

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

The school is committed to ensuring that pupils with SEND have access to the equipment, resources, and facilities they require to meet their individual needs and access learning successfully. Provision is determined through assessment of need and may include specialist furniture, writing and recording aids, visual supports, assistive technology, sensory resources, communication aids, adapted curriculum materials and equipment recommended by external professionals. Where appropriate, the school works in partnership with parents/carers, the Local Authority and specialist services to secure additional equipment and resources. Our facilities and resources are regularly reviewed to ensure they remain effective, accessible, and responsive to pupils' changing needs. Reasonable adjustments are made to the learning environment wherever possible, enabling pupils with SEND to participate fully in lessons, wider school activities, educational visits, and social opportunities alongside their peers. Through careful planning and the use of appropriate equipment and facilities, we aim to remove barriers to learning, promote independence and support every pupil to achieve their full potential.

SEND Strategy and Use of Inclusive Mainstream Funding (IMF)

Our school is committed to delivering an inclusive education in which all pupils, including those with SEND, can thrive, achieve, and participate fully in school life. To support this commitment, we publish our SEND Strategy on the school website, outlining our approach to identifying need, removing barriers to learning and ensuring high-quality provision for all learners. The school utilises Inclusive Mainstream Funding (IMF) to enhance the support available for all pupils, including those with identified SEND needs. This funding may be used to provide additional staffing, specialist interventions, targeted resources, bespoke provision, training for staff and adaptations to the learning environment. The deployment of IMF is carefully planned and regularly reviewed to ensure that provision is responsive to pupil need and delivers positive outcomes. The impact of funded provision is monitored through the school's Assess, Plan, Do, Review process, with pupil progress, wellbeing and inclusion remaining at the centre of all decision-making. Parents and carers are involved throughout the process and are kept informed about the support their child receives and the outcomes being achieved.

How Children / Young Person with SEND are Included in Activities outside the Classroom

● Our schools provide a comprehensive range of extra-curricular clubs. These are available to all children and young people with special educational needs, with adaptions made where necessary to involve as many pupils as possible.
● Children and young people and their parents / carers are involved in planning for any activities or trips, enabling challenges and potential barriers to participation to be overcome and solved. Pupil and parent input helps to identify potential difficulties. Creative and well considered solutions enable difficulties to be resolved. Careful planning gives pupils, parents and staff confidence that the visit will be successful, enjoyable and inclusive.
● We recognise that during transition times (including break and lunch times) some pupils can require additional support. We carefully evaluate the support required and offer 1:1 support when necessary.

Evaluating the Effectiveness of Provision for Children/Young Person with SEND

To evaluate the effectiveness of the provision for children and young people with special educational needs (SEND), we use a range of qualitative and quantitative methods, including progress tracking data, individual support plans, and intervention reviews. Regular reports are created to monitor outcomes, focusing on academic progress, social development, and emotional well-being. These reports also include input from class teachers, SEND support staff, and external specialists where relevant. Crucially, the views of the children and young people themselves are actively sought through pupil voice activities, and we also gather regular feedback from parents and carers through meetings, surveys, and reviews. The outcomes and evaluation reports are presented to senior leadership and the governing body, where they are closely scrutinised to ensure accountability and continuous improvement. Insights from these evaluations inform future planning and help tailor support to meet the evolving needs of each learner.

Governance and Monitoring of SEND Provision

The Governing Body has a strategic responsibility for ensuring that the school meets its duties under the SEND Code of Practice and that effective provision is in place for pupils with SEND. The named SEND Governor works closely with the SENDCo and Headteacher to monitor the quality and effectiveness of SEND provision across the school. This includes reviewing SEND data, evaluating pupil outcomes, considering the impact of interventions, monitoring the implementation of policies, and ensuring that resources are used effectively to support pupils' needs. Regular reports on SEND provision, pupil progress, attendance, inclusion, and statutory responsibilities are provided to governors throughout the academic year. These reports enable governors to challenge and support leaders in driving continuous improvement and ensuring accountability. SEND provision is reviewed formally at least annually through the review of the SEND Policy and SEN Information Report, although governors receive SEND updates and monitoring information more frequently through committee meetings and governing body reports. Through this cycle of monitoring, review and challenge, governors help to ensure that pupils with SEND are able to access high-quality provision and achieve the best possible outcomes.

Staff expertise and Provided Training Opportunities

Staff training in relation to SEND is carried out on a regular basis depending on the needs of the children/ young people within our school. Individual staff may attend the training, and this may be on specific areas of need such as Dyslexia or Autism or more whole school issues such as Inclusive Classroom Practice. In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND, if needed i.e., Makaton training.

External Agency Support

The school works closely with a range of external professionals and agencies to ensure that children and young people with SEND receive the most appropriate support. Referrals to external services may be made when assessment information, progress data, school observations, or discussions with parents/carers indicate that additional specialist advice or intervention is required. Prior to any referral being made, the SENDCo will discuss the proposed involvement with parents/carers and obtain their consent, ensuring they are fully informed about the purpose of the referral and the outcomes sought.

Following involvement from external professionals, recommendations are shared with relevant staff and incorporated into Individual Learning

Plans, classroom practice, and intervention programmes as appropriate. The SENDCo monitors the implementation and impact of these recommendations through the Assess, Plan, Do, Review cycle, working in partnership with parents/carers, staff, and external agencies to ensure support remains effective and responsive to the child or young person's needs.
Below is a list of the services that the school most regularly work with:
● SEN Hubs
● Early Help
● Educational psychology team

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

Interventions

The SENDCo and the pupil's class teachers, in discussion with parents/carers, will decide on the action needed to help the pupil to progress in the light of their earlier assessment.
This might be:
● To provide key learning targets appropriate to the child's/ young person's current achievement
● To provide different learning materials or specialist equipment.
● To introduce some group or individual support.
● To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
● To undertake staff development and training aimed at introducing more effective strategies.
● To provide effective intervention without the need for regular or on-going input from external agencies.

Targeted Mainstream Provision / Internal Provision Base

Targeted Mainstream Provision (TMP) provides specialist support, so that children and young people with SEND can make progress within a mainstream setting.

Use of Alternative Provision

Alternative Provision is defined as 'education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour' (DfE 2013).
Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.
When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs, and value for money.
Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

Supporting Pupils with their Emotional and Social Development

We recognise that pupils with SEND may well have an Emotional and Social Development needs that will require support in school. We have a robust Safeguarding Policy in place, and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or Health & Well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle.
We believe that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's/ young people's needs are addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care. A range of support strategies are in place for pupils who need them including: 1:1 mentoring, feelings books, friendship groups, Speech Language and Communication interventions, Lego Therapy, Multi-Sensory Interventions, and tailored-bespoke interventions that are created on an individual needs-assessed basis.

Accessibility Arrangements

We are committed to ensuring that all children and young people, including those with SEND and disabilities, can access and participate fully in all aspects of school life. Our school promotes an inclusive environment where reasonable adjustments are made to remove barriers to learning and participation. We regularly review our provision and make improvements in line with our Accessibility Plan and Equality Objectives.

To support accessibility, we may provide:
- Adaptations to the physical environment to improve access to classrooms, learning spaces and school facilities.
- Flexible classroom layouts and seating arrangements to meet individual needs.
- Specialist equipment and resources, such as adapted furniture, writing aids, coloured overlays, visual timetables, hearing support equipment, and assistive technology where appropriate.
- Adapted teaching approaches and learning materials to ensure the curriculum is accessible to all pupils.
- Alternative methods of recording and presenting work, including the use of technology to support learning.
- Information in accessible formats where required, including visual supports, simplified language and enlarged print.
- Individual risk assessments and support plans to enable pupils with SEND to participate safely in educational visits, enrichment activities, and extra-curricular opportunities.
- Access arrangements for assessments and examinations in accordance with current regulations and identified need.

We work closely with parents/carers, pupils, the Local Authority, and external professionals to identify and remove barriers to learning and participation. Through regular review of our facilities, resources, and practices, we strive to ensure that all pupils are able to achieve their potential, develop independence and feel valued as members of our school community.
Further information can be found in our Accessibility Plan, Equality Information and Objectives Statement, and SEND Policy, all of which are available on the school website.

Arrangements for Dealing with Complaints from Parents/Carers
The school deals with any complaints from parents/carers by calling a meeting with the Headteacher, 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 pupils are in accordance with national legislation, including the Equality Act 2010 and Reeth and Gunnerside School’s key information around this can be found in our ‘Equality Information and Objectives’ policy. This includes pupils with any level of SEND: those with an EHCP plan and those without.