Great Smeaton Primary School SEND Information Report

September 2025

Foreword

At Great Smeaton Primary School, we recognise that Special Educational Needs and/or Disabilities (SEND) can affect children at any stage of their education—and in some cases, throughout life. While some disabilities may have a long-term impact, not all special educational needs are lifelong. Many children may only require support for a specific period in their development.

We define SEND as a need for provision that is *additional to or different from* what is typically offered to the rest of the class. This could include support for a wide range of needs, such as autism spectrum conditions, difficulties with coordination, challenges in understanding numbers, or significant visual impairments. Every child is unique, and so are their needs.

To ensure each child can achieve their full potential, we take a carefully planned and personalised approach. This often involves targeted support alongside high-quality classroom teaching.

Our commitment to inclusion is reflected in a range of key policies that guide our SEND provision. These policies are available on our school website and outline how we identify, support, and review the needs of children with SEND.

Some examples are:

- SEND and Inclusion Policy
- Admission Arrangements
- Accessibility Plan

What is a 'SENCO', who is it and how do I contact them?

A SENCO (Special Educational Needs Coordinator) is a teacher who is responsible for coordinating support for children with special educational needs (SEN) in school. The SENCO works with staff, parents, and external professionals to ensure that pupils with additional needs receive the right support to help them achieve their full potential. At our school, the SENCO is Mrs McManus. If you have any questions or concerns regarding SEND provision, support plans, or your child's individual needs, please contact her directly or contact the school office:

Email : Gemma.Mcmanus@dalesmat.org

Admin@greatsmeaton.dalesmat.org

What kinds of SEN are provided for at our school?

Our school supports children with a wide range of Special Educational Needs (SEN). We provide support for pupils with needs in the following four broad areas:

• Communication and Interaction – including children with speech, language and communication needs (SLCN) and those with Autism Spectrum Disorder (ASD).

• Cognition and Learning – including moderate learning difficulties (MLD), severe learning difficulties (SLD), and specific learning difficulties (SpLD) such as dyslexia.

• Social, Emotional and Mental Health (SEMH) – including difficulties such as anxiety, emotional regulation needs, or attention deficit hyperactivity disorder (ADHD).

• Sensory and/or Physical Needs – including visual or hearing impairments, or physical disabilities

How do we identify children who may have SEND and assess their needs?

At our school, we take a proactive approach to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND). We follow a graduated response in line with the SEND Code of Practice.

Identification

Children may be identified as having SEND through:

• Ongoing teacher observations and assessments

• Discussions with parents/carers

• Concerns raised by school staff or external professionals

• Pupil progress data showing that a child is not making expected progress despite high-quality teaching

Assessment and Support Tools

Once a potential need is identified, we use the following tools and processes:

At a Glance

Any initial concerns, from parents of from members of staff are recorded on an “At a Glance” proforma. This is shared with parents and sets of current levels of attainment, strengths any difficulties with the four areas of needs, which are: cognition and learning; communication and interaction; social, emotional and mental health; and sensory and physical. Through joint discussion, we will decide upon some actions to support the child to make progress in the areas they are finding difficult, which are then reviewed at an agreed time.

SEND Passport

Children on our SEND register have a SEND Passport. This document is helpful to all staff working closely with the child and sets out areas of strengths, things the child finds difficult and strategies we know will support the child. The SEND Passports also detail individual aspirational and termly targets the child will work towards throughout the year. The SEND Passport also contain sections for pupil and parent / carer voice. Our SEND Passports are directly informed by professional reports and will also include the outcomes from a child’s EHCP, if they have one.

Education, Health and Care Plan (EHCP)

Some children with greater needs may be assessed for an Education, Health and Care Plan (EHCP); Children with greater needs at this level have their plans initiated and ceased by the Local Authority but reviewed and monitored by the school and parents at least annually. An EHCP is generally a multi-professional process, where everyone comes together (including the parents and child) to jointly plan the support which the child requires and is entitled to. Professionals which would be typically involved in these planning and review sessions would be: - Health and Social Care colleagues; Local Authority SEND Teams; Speech and Language Therapists; or the Educational Psychologist.

How do we consult with parents of children with SEN and involve them in their child's education?

We believe that strong partnerships with parents and carers are essential to ensuring the best outcomes for children with Special Educational Needs (SEN). We are committed to working collaboratively with families and involving them in every stage of their child's educational journey. Here's how we involve and consult with parents:

Termly SEN Reviews – Each term, we hold SEND review meetings involving the class teacher and the child's parents or carers. These meetings provide an opportunity to:

- Review progress towards the child's SEND Passport targets
- Celebrate achievements and successes
- Agree on next steps and any adjustments to support

We actively encourage parents and carers to share their views, concerns, and aspirations for their child. Their input is valued and formally recorded as part of the review process.

For children with an Education, Health and Care Plan (EHCP), parent and carer views are always gathered and included as part of the statutory review process.

Mrs McManus is available weekly to speak to at drop off time every Thursday.

Parents are welcome to contact their child's class teacher or the SENCO at any time to discuss concerns. This contact can be made via the school office, or by contacting Mrs. McManus directly. By working together, we aim to create a consistent and supportive environment both at home and in school that enables every child with SEND to thrive.

How do we consult children with SEN and involve them in their education?

At our school, we believe it's essential to involve children with Special Educational Needs and/or Disabilities (SEND) in decisions about their education. We want every child to feel empowered, understood, and supported throughout their learning journey.

Here's how we ensure their voices are heard:

- **Pupil Voice**
  We regularly gather the views of children with SEND through one-to-one conversations, small

group discussions, and creative activities. We explore what they enjoy, what they feel confident in, and how they perceive their learning and support. This helps us tailor provision to their strengths and preferences.

Children are encouraged to think about their future goals—whether academic, social, or personal. These aspirations are discussed during review meetings and are reflected in their SEND Passports ensuring that support aligns with their hopes and ambitions.

- **Involvement in SEND Planning**
  Where appropriate, children are actively involved in setting their own targets and reviewing their progress. This promotes ownership of their learning and helps build confidence and self-awareness.

How do we assess and review children's progress?

We regularly assess and review the progress of all pupils, including those with Special Educational Needs (SEN), to ensure they are making meaningful progress and receiving the right level of support. This is done through a combination of academic assessment, individual target-setting, and close collaboration with parents and the children themselves.

What additional support for learning is available to children with special educational needs?

At our school, we offer a range of targeted support and interventions to help children with Special Educational Needs (SEN) access the curriculum, develop key skills, and thrive in school. Support is tailored to each child's individual needs and may take place in small groups or one-to-one, depending on what is most appropriate. This includes academic interventions, nurture-based interventions and emotional wellbeing interventions.

How do we support effective transitions for pupils with SEND?

Smooth and well-planned transitions are essential for all pupils, especially those with Special Educational Needs and/or Disabilities (SEND). At our school, we prioritise making transitions as positive and seamless as possible.

- **Transition Between Settings**
  When a child joins us from another school, we make every effort to contact or visit their previous setting. This helps us understand what strategies have worked well and identify key priorities from the day they start at Great Smeaton Primary School.

- **Year 6 to Year 7 Transition**
  We begin planning early in collaboration with the secondary school's SENCO. Key information about the child's needs, strengths, and support strategies is shared to ensure continuity. Transition meetings involving parents/carers, staff, and the child are held to discuss tailored support.

Pupils are given opportunities to visit their new school to familiarise themselves with the environment, meet staff, and ease any anxieties. Where needed, additional resources such as social

stories, visual timetables, or transition booklets are provided to support understanding and confidence.

Our goal is to ensure every child feels prepared, supported, and excited about the next stage in their educational journey.

What is our approach to teaching children with SEN?

Our approach to teaching children with SEND is rooted in Quality First Teaching, where all pupils receive high-quality, inclusive teaching that meets their needs. We believe that what is vital for some is valuable for all, therefore we ensure our core offer caters to the diverse needs of all learners. This approach focuses on adaption, personalised learning, and inclusive strategies to support as many children as possible. For those who require additional support beyond this, targeted interventions and individualised plans are put in place to provide the extra help needed to help them thrive.

What adaptations are made to the curriculum and the learning environment of children with SEND?

At our school, we make several adaptations to both the curriculum and the learning environment to ensure that children with SEN can fully access learning and achieve their potential. Curriculum procedure documents include details of adaptive teaching, including adjustments to lesson content, delivery, and resources, to meet the individual needs of children with SEN. In the learning environment, we provide visual aids, sensory spaces, and accessible resources to support diverse needs. Additionally, we make adjustments such as extra time for tasks, use of technology, or alternative communication methods where required. These adaptations help to create an inclusive environment where every child can participate and succeed in their learning.

What expertise and training do staff have to support children with SEN?

We are committed to ensuring that all staff have the knowledge and skills needed to support pupils with a wide range of Special Educational Needs and/or Disabilities (SEND). Ongoing professional development is a key part of our approach.

We regularly assess the needs of our pupils and use this information to plan targeted training throughout the year. This ensures that staff are equipped to deliver high-quality, inclusive teaching and provide effective support tailored to individual needs.

We also work closely with specialist teachers and support services from both Darlington and North Yorkshire, drawing on their expertise to enhance our provision. In addition, staff receive training in managing a range of specific medical needs, ensuring the safety and wellbeing of all pupils.

Through regular, high-quality training, we aim to build staff confidence and competence, enabling them to meet the diverse needs of our learners and create a supportive, inclusive classroom environment.

How is specialist expertise secured?

We work in close partnership with North Yorkshire County Council and Darlington Borough Council to ensure our pupils with SEND receive the specialist support they need. This includes access to school nursing services, specialist teachers via the SEND Hub and advisory teachers for vision impairment and hearing support

In addition to local authority services, we also consult with an independent Educational Psychologist when further advice or assessment is required. These collaborative efforts help us provide tailored, high-quality support for children with a diverse range of needs.

How do we evaluate the effectiveness of our provision made for children with SEN?

We are committed to continually reviewing and improving our provision for pupils with Special Educational Needs and/or Disabilities (SEND). To ensure our support is effective and impactful, we use a range of monitoring and evaluation strategies, including:

Learning Walks
Regular observations of classroom practice allow us to see how teaching and support strategies are being implemented and how well they meet the needs of pupils with SEND.

Pupil Voice
We actively seek feedback from pupils with SEND to understand their experiences, how supported they feel, and what helps them learn best. This insight is invaluable in shaping our provision.

Assessment and Progress Tracking
We carefully analyse assessment data to monitor individual progress and identify any areas where further support may be needed. This data is shared with staff to inform planning and intervention.

Moderation of Work
Regular reviews of pupils' work help us ensure that tasks are appropriately matched to their needs, offering the right level of support and challenge.

These processes enable us to maintain high standards of inclusive practice and ensure that every child receives the support they need to thrive.

How are children with SEN enabled to engage in activities with children in the school who do not have SEN, including physical activities?

We do our best to ensure that all children can access all things as best as we can; we do not see SEND as a barrier to accessing the full curriculum. For example, if a child had a physical disability, they can always be incorporated into a PE lesson with adaptation and effort; we make that effort. We are prepared to seek advice, resources, equipment and training when needed to provide quality learning experiences for our children.

Social, Emotional and Mental Health

At our school, we place a strong emphasis on nurturing children's emotional and social development, recognising that a sense of safety, belonging, and wellbeing is essential for learning and personal growth.

We are proud to offer a bespoke outdoor curriculum, including access to forest school and additional PE and outdoor activities as part of a nurture approach for children who need it.

Our inclusive ethos means that every member of staff shares responsibility for the wellbeing of all pupils. We work collaboratively, drawing on the strengths of our team and seeking support from external professionals when needed.

To further enhance our provision, we work closely with external agencies such as Compass Phoenix and make referrals to the Emotional Health and Resilience Teams in both Darlington and North Yorkshire. These partnerships enable us to offer bespoke, specialist support for children who may benefit from more intensive interventions.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's needs and supporting their families?

Our school takes a collaborative, multi-agency approach to supporting children with Special Educational Needs and/or Disabilities (SEND) and their families. We work closely with a range of external professionals to ensure that every child receives the most appropriate and effective support.

This includes partnerships with:

- **Health and social care professionals**, such as speech and language therapists, occupational therapists, and mental health practitioners, who provide targeted interventions based on individual needs.
- **Local authority services**, including educational psychologists and specialist SEND teachers, who offer expert guidance and support to enhance our provision.
- **Voluntary sector organisations**, such as *Daisy Chain*, which offer practical advice, emotional support, and resources to families navigating SEND challenges.

By working together, we ensure that both the educational and personal needs of each child are met in a coordinated and holistic way.

How do we support children who are looked after by the local authority and have SEN?

At our school, we are committed to providing robust and personalised support for children who are Looked After by the Local Authority and have Special Educational Needs and/or Disabilities (SEND). These pupils are closely monitored to ensure they receive the care, guidance, and educational provision they need to thrive.

The Headteacher and SENCO work together to regularly review each child's progress, provision, and outcomes, ensuring that support is both effective and responsive to changing needs. All staff play an

active role in delivering high-quality care and inclusive education, with a strong focus on emotional wellbeing and academic achievement.

We also prioritise strong partnerships with families and external agencies. The Headteacher maintains close communication with Social Services and attends Looked After Child (LAC) Reviews, ensuring that the child's voice and family perspectives are central to planning and decision-making.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

In the first instance, if you feel that our offer or approach hasn't been quite right for your child, we would always encourage you to speak to us. We want to get it right, and work with you to do so. Often, our SENCO is the best first port of call, but your child's class teacher – or any leaders in school will be happy to meet with you to hear your concerns. Simply contact the school office to arrange an appointment. If after speaking with us you still have concerns, or wish to make a formal complaint, our Trust complaints policy can be found here: Policy - Dales - Complaints.pdf

What is a 'Local Offer'?

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found at the link located within our school 'Local Offer' page – look for the Families Information Service logo, or by going to SEND Local Offer | North Yorkshire Council

What additional pastoral care can you offer?

Our Headteacher, Mrs. Wallace, is available to address pastoral and welfare issues – either personally, or through delegation. Mrs. Wallace is the Safeguarding Lead along with the Mrs. Waters, and Mrs. McManus. As a team, we will continually review what support our children require and adapt our staffing structure as appropriate – and utilising the Pupil Premium Grant to support this work.

Who are my main points of contact if I have any questions or worries?

School Administrator - Mrs. Matheson Admin@greatsmeaton.dalesmat.org 01609 881 349

Head teacher – Mrs. Wallace Rebecca.Wallace@dalesmat.org 01609 881 349

SENDCo – Mrs. McManus Gemma.Mcmanus@dalesmat.org 01609 881 349

SENDIASS Service – North Yorkshire Local Authority: 01609 536923 or email info@sendiassnorthyorks.org

North Yorkshire LA Advice and Support: https://www.northyorks.gov.uk/send-advice-and-support