Barton, East Cowton and Ravensworth Church of England Schools
SEND Information
Report 26th March 2026
Building Futures With Love

Introduction

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs.

This information outlines the support and provision you can expect to receive, if you choose Barton, East Cowton or Ravensworth C of E Primary School for your children.

1 What kinds of SEND are provided for in our school?

We welcome children with a broad range of needs to our schools and this is a recognised strength of our schools. -

Special educational needs and provision falls under four broad areas:

- Communication and interaction (C&I)
- Cognition and learning / Specific Learning Differences (C&L / SpLD)
- Social, mental and emotional health (SEMH)
- Sensory needs and/or physical difficulties (SN / PD)

Behavioural difficulties do not necessarily mean that a child or young person has SEND.

2a) What policies do we have for identifying children and young people with SEN?
2b) How do we assess their needs?
2c) What is the SENCo's name and how can I contact them?

2a) Please read our SEND policy (click the link) alongside this document. We use the "Assess, Plan, Do and Review" process, known as the Graduated Approach. We consider children's needs, plan interventions / changes to class teaching etc., implement these and then review their impact. We try to determine what the root cause of the issue is, as children who fall behind do not always have SEND – there may be other barriers to learning.

2b) If you think your child may have SEND, we will observe closely, assess what may be causing the difficulties and share with you what we will do as a school to support you and your child. We talk to parents and children regularly and liaise with other members of school staff.

We have a range of assessments which can be used within school to help identify the specific difficulties your child may be experiencing. For example:

- The Diagnostic Reading Analysis can help identify a difficulty with reading fluency, decoding or comprehension.
- The SpLD Handbook contains a variety of assessments which we may use.
- building blocks to learning is a useful tool to assess all developmental areas.
- Neurodiversity check list
- The Visual Assessment can help assess whether your child would benefit from the use of a coloured overlay to improve their reading.

There are also assessments which we can ask you to support with to help identify the difficulties your child may be experiencing. These include: -

- The Skills for School Audit which can identify difficulties in learning behaviours.
- The Dyslexia / Dyspraxia Checklists
- The Social Communication Checklist
- boxall assessments
- ELSA assessments
- Sensory profile

With these documents, you complete your version, the pupil (where appropriate) completes a version and school (usually the class teacher) completes a version. The results are then pulled together and discussed with you.

2c) SENCO – Mrs Rebecca Wigham
Barton T: 01325 377246
East Cowton T: 01325 378347
Ravensworth T – 01325 718375
SEND governor – Mrs Corinne Bell
T – please call the school office (number above)
E – admin@barton.dalesmat.org ecadmin@eckf.dalesmat.org admin@ravensworth.dalesmat.org

3 What arrangements do we have for consulting with parents of children with SEND and involving them in their child's education?

Across our four schools we take parental concerns seriously and we strive to build good relationships with all parents. We ask that in the first instance you make contact with the class teacher to discuss any concerns you may have surrounding either progress, or any other aspect of your child's development. The SENCo, Mrs Wigham, works closely with all class teachers.

Communication with you about your child's education includes the following as standard:

- Monthly newsletters
- Specific letters from teachers re: curriculum foci etc.
- Communication through Seesaw.
- Emails or letters to inform you if your child has been selected to take part in an intervention – this will explain why your child has been selected and offer you an opportunity to discuss further if required
- Twice yearly parent consultation evenings
- Annual school report
  Ongoing opportunities to speak to your child's class teacher, SENCO or Headteacher as needed either by appointment or informally, for example on the playground before school
- Parent workshops to support your understanding of the curriculum and expectations
- Annual reports

We recognise that as a parent of a child with SEND you may require additional communication between home and school to support your child's learning and progress. This includes:

- Regular email contact
- Home school communication books
- Termly review meetings
- Contact through private messaging with Seesaw

Parents are invited to attend relevant training opportunities provided by school or externally, for example on attachment or through the Dyslexia Network.

Parents are also signposted to relevant support networks e.g SENDIASS, Early Help, POSCH, Autism Central, Daisy Chain, YES @ Areté Learning Trust and NYES.

4. What arrangements do we have in place to consult with young people with SEND and how do we involve them in their education?

The ethos within our school appreciates everyone's uniqueness – that we all have our own strengths and weaknesses. Work carried out within classes, collective worship and our intervention when issues arise reinforce this ethos. The views of all children are listened to.

Children with SEND may require additional support in articulating their views and aspirations. Targeted work may be undertaken with the class teacher, TA or SENCO. Some of our staff are trained to support children's Mental Health and the school is supported by 'Compass Phoenix' and 'the resilience team' in these areas. All children participate in regular circle times to discuss feelings and emotions currently occurring and if required smaller groups can be created to support a particular need. All classes use the Zones of regulation to support children with discussing emotions and feelings. Some children might find it difficult to express their views verbally; if this is the case then alternative methods are sought, for example by using visual prompts and traffic light cards.

Children with SEND are involved in setting and reviewing their own learning targets, as outlined on their individual provision maps. These documents are written and reviewed with you on a termly basis or more frequently if required.

Pupil views are sought for annual reviews using the first page of the EHCP document; these are maintained in order to track progress in the level of response as a child gets older.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Can you explain what opportunities are available to enable school to work with parents and young people as part of this assessment and review?

We track children's progress using standardised, age related assessment. For children not yet accessing the National Curriculum, we use North Yorkshire Early Years Check Lists created by portage or other relevant assessments to track data.

We meet regularly with parents of children with SEND to hold review meetings and more often, informally, as required. This may be a quick chat on the playground, or a message via Seesaw, telephone or email.

We aim to make the review meetings as pleasant as possible, recognising that this can be a time that you can find difficult and stressful. We offer refreshments and ensure you are introduced to everyone who is present at the meeting. We offer virtual meetings if that is preferred. We try to ensure that we stick to time and ensure you have the chance to ask questions. There is the opportunity to complete parent views in advance of formal

meetings to enable you to feel prepared before the meeting and provide notes and records of these minutes, along with children's Provision Maps. Your child also has the chance to complete pupil views before the meeting, as outlined above. Individual provision maps are updated with you and children termly, as outlined above.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do we 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?

Transition between classes within school is carefully planned. Additional visits to see the new class and teacher are planned where needed. Special provision may be made, for example, a child being invited into school on a training day at the beginning of a new term in order to have prior warning of changes that may have taken place to the building during the holiday period.

Transition to a new school is equally well planned. A member of staff from the relevant secondary school is invited to Year 6 SEND reviews, and earlier if appropriate. We have a very good relationship with our main feeder secondary schools and work closely with them to ensure that transition for all pupils, and especially those with SEND, is smooth and handled correctly to reduce anxiety for yourself and your child.
We tailor transition packages dependent on the needs and concerns of you and your child and it will always involve a discussion with you to decide together on the best approach.

Transition packages usually take the form of additional visits, but their format may be different dependent upon the pupil. For example, some children are introduced to a key member of staff and spend some time completing art activities in a series of sessions before moving up to secondary school. Other children are tasked with creating a poster or photo book about the new school to share with their current class. Other children require visits to simply familiarise themselves with the site.

Resources are provided to help support transition, for instance examples of what the timetable or school planner might look like. Targeted time is allocated by the learning mentor to support children who may be feeling anxious about transition.

The school has specific Citizenship lessons in order to help children to prepare themselves for independent living in modern Britain. SEND pupils may have particular needs in this area, and planning takes account of this through specific differentiation.

7. What is our approach to teaching children and young people with SEND?

We are inclusive schools and we make every opportunity to include all children. We work closely with you and your child to aim to meet their needs in the best way possible.

If your child requires an intervention to help them address a specific difficulty, we will inform you of this and give you the opportunity to discuss with the class teacher.

Additional support can be provided during lessons to support children with SEND and this might take the form of additional or different resources, breaking a task down into smaller chunks, provision adult support etc. For full details, see our Whole School Provision Map, available upon request.

We aim to always include children with SEND on all educational visits including residential visits.

For some children, a more personalised package of support may be required. For example, children may require:

- Sensory breaks in a quiet area
- Movement breaks
- 'Check in time' with a TA / other staff member
- Greater access to the outdoor space
- A more structured lunchtime / playtime etc.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Adaptations are made wherever needed within the classroom, for example:

- changing the colours of interactive whiteboards
- providing a visual timetable which is updated daily
- paired work or small group teaching
- providing coloured overlays
- social stories
- different styles of reading books
- adaptations to homework
- use of ear defenders
- use of ICT to record ideas
- quiet areas within the classroom
- "chunking" learning into smaller sections
- writing scaffolds/frames/sentence starters
- use of practical resources

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

-Additional support packs and resources to support effectively.
-Arrangements for interventions and additional provision to still occur through live/recorded lessons, ICT programmes such as LEXIA
-The availability of the teacher/TA for 1:1 inputs via TEAMs or Seesaw
-The availability of the SENCO via phone or email.
-Regular contact with SENCo in addition to class teacher throughout lock down periods.
- A full time place in school for a child with an EHCP if this is the best option for them
-A part time place may be available for SEND children unable to access home-schooling.

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.

Again, please see 'Whole School Provision Map' for full details.

9. What sort of expertise for supporting children and young people with SEND do we currently have in school? How do we ensure that the expertise and training of staff to support children and young people with SEND is current? secure further specialist expertise?

The SENCo is not class- based and works across Cornerstone schools. She works closely with other schools both locally and within the Dales Academy Trust. The SENCO is also an active participant in the North Yorkshire and Darlington SENCO Network, and Swaledale alliance Networks when appropriate; she therefore works with SENCOs from around the locality, and beyond. This role also ensures that her practice is as current and as up to date as possible.

Most of our Teaching Assistants have received training in a wide range of SEND provision, including ALK, Letter join and writing recovery, Mastery in number, First Class at Number, Success @ Arithmetic, Little Wandle. etc.

Several of our staff members have received training either via the termly NYC TA network meetings or directly from Local Authority Hub Support staff within school on a range of interventions and programmes including:

- 'Speed Up'
- Lego therapy
- Sensory processing difficulties
- Behaviour management
- Thrive
- Compass Phoenix, Mental health and Well being
- LEXIA
- Active Literacy Kit
- Emotion coaching
- Trauma and attachment

A programme of staff training (for both teachers and TAs) is carried out on a rolling basis and has included:

Attachment
Speech and language
- Autism
- PDA
- First Class at number
- Writing individual provision maps
- Changes to the Code of Practice
- Social stories/comic strip stories.
- Trauma
- Emotion coaching
- Compass phoenix, Mental health and Well being

Specific training is provided as needed for staff members as and when the need arises.

Should we require additional support or expertise to meet a child's needs, a request for involvement would be made to the SEND specialist support and inclusion hub – North Yorkshire or within the Dales Academies Trust.

10. How do we evaluate the effectiveness of the provision made for children and young people with SEN?

As outlined in other sections, we carefully monitor and track progress of children and, where necessary, use additional assessments such as Thrive, Boxall or other appropriate assessments. We also use individual provision maps and record details of interventions undertaken.

Lesson observations, work scrutinies and pupil conferencing all form part of evaluating the effectiveness of provision, as well as feedback from parents. The SENCO works closely with the head teacher and deputy as well as base leaders to have oversight of all of these areas, ensuring Quality First Teaching, and high quality interventions have a sustained impact on the outcomes for pupils with SEND.

11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEN?
We provide a huge range of opportunities for all of our children, irrespective of gender, ethnicity, SEND or disability, to engage in activities. This is further outlined in Section 4. Where there may be difficulties in a child with SEND accessing a particular experience (although these instances are very rare) we endeavour to work with parents to make provision for these pupils. For example, a child with high anxiety and emotional difficulties may need support from a parent to attend certain trips which involve risk or abnormal situations – in these instances, parents have been invited to accompany pupils.
12. How do we support children and young people with SEND to improve their emotional and social development?
Our school ethos is predicated on our school vision; Building futures with love and our commitment to living out our Christian values. One of these is 'respect' for all, and children are taught how to show this to all people, regardless of any particular issues or struggles they may have. The school runs an active Anti-Bullying programme, particularly focussing on anti-bullying week, and children have a regular opportunity through class councils to discuss this issue. In addition, PSHE lessons target this area and targeted work is carried out by class teachers, TAs and the SENCO as required. At Barton, East Cowton and Ravensworth, we recognise that children with SEND may be particularly vulnerable. We put in extra strategies to prevent any bullying or discrimination against those with SEND. These may include: - 'Buddy' system, pairing pupils up on the playground - Opportunities for 'cool down spaces' - Transparent discussions with pupils about differentiated behaviour strategies - 'Check in' time with Teacher / TA

13. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

We work closely with a range of external agencies to help meet your child's needs. North Yorkshire has a range of services which the school can access. Our schools have worked to develop excellent links with these services. This includes: The Early Help Service -(which has a team of Family Outreach Workers who can support you at home); Educational Psychology; The North Yorkshire Hub – Children and Adolescents Mental Health Services; Speech and Language Therapists; Occupational Health; the Healthy Child Practitioner team; Physiotherapists; CDC - Child Development Centre; Paediatrician, compass phoenix, MiND and the resilience team, and Hearing Support Services.

Representatives from all the above agencies visit the school in order to provide advice / guidance / extra support to pupils or staff as required in order to ensure best practice is followed for any pupil with SEN. If we feel that we require some additional support to meet your child's needs, we will always speak to you first and seek your written consent.

14. What are the arrangements for handling complaints from parents of children with SEND about the provision made?

Complaints about SEND follow the Dales Academies Trust complaints procedure. Please see your child's class teacher in the first instance, to see if your concerns can be immediately addressed. Should there be no improvement, please do make an appointment to see Miss Crisp SENCO and/or Mrs Petch the Headteacher. 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 Helen Audritt (Chair of Governors).

Chair of Governors – Helen Audritt
E – admin@barton.dalesmat.org ecadmin@eckf.dalesmat.org admin@ravensworth.dalesmat.org
marked for the attention of Helen Audritt