

## Brompton & Sawdon Primary School SEN information report: July 2025

# ***“If they can’t learn the way we teach, we teach the way they learn”***

### 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 SEN. 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 SEN 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 SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

This is what we provide in our school	North Yorkshire LA’s minimum expectations of good practice
<b>1 What kinds of SEN are provided for in your school?</b>	
We value all children and work hard to adapt our provision so that all kinds of special educational needs are provided for in school.	Children and young people (CYP) with a wide range of SEN 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>	
The SENCo is Gareth Robinson (Headteacher). He can be contacted on the school’s number 01723 859359 or directly by email on <a href="mailto:headteacher@bromptonsawdon.n-yorks.sch.uk">headteacher@bromptonsawdon.n-yorks.sch.uk</a> . The SEN governor is Rob Longworth who can be contacted via the school office. SEND can be identified by teachers, parents, SENCo or outside agencies. Assessment data is analysed on a termly basis to identify children who might need extra support. We use a graduated response of assess, plan, do, review. A Support Plan or an intervention plan may be put in place if appropriate. This may include how the child will be supported, learning targets, desired outcomes and progress made. Outside agencies are contacted if it is felt that more guidance is needed on	The name and contact number of the SENCo should be readily available for parents. The school will have a clear policy about <u>how</u> they identify children as having SEND following the guidance in Chapter 6 of the SEN Code of Practice 2015. The school will have clear criteria and procedures about how to assess the needs of your child using the 4 areas of need as outlined in the SEN Code of practice.

assessing children's needs. For children who have complex needs we will refer for an education, health and care plan. Parents are consulted and kept informed at every stage.

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

We have an open-door policy where parents are encouraged to have informal meetings as required so that we are all working together. Parents are encouraged to share their concerns and goals for the future and their expertise about their child. Once a term more formal reviews / consultations take place where individual targets and Support Plans are shared with parents enabling them to add their own thoughts. Parent voice is a hugely important aspect of this.

**The progress of pupils with EHCPs is reviewed annually at an Annual Review, and also termly as regular interim reviews in line with other pupils with SEND (See above)**

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.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child's learning at home.
- a clear date to review the SEN support plans

### 4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

Children are part of the discussion when developing and reviewing Support plans – we like to ask them what works well, when they need and how they have found the provision put in place for them. Targets are shared with children with SEN and they are welcome to attend the first part of the termly meetings. If a child has an Educational Health Care Plan, they attend their annual review and write a report with the support of the SENCo. Children are encouraged to talk about their aspirations and their views are listened to and help to inform future plans.

**The progress of pupils with EHCPs is reviewed annually at an Annual Review, and also termly as regular interim reviews in line with other pupils with SEND (See above). Pupil voice is an important part of this**

School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. They should be able to explain how the voice of pupils with SEN are represented on this council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.

### 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

We endeavour to ensure children with SEN support make at least expected progress. All targets and academic achievement (using termly assessments) are reviewed on a termly basis by TA, teacher and SENCo to find out how well the plan is working, how much progress the child has made and what school's next steps should be. Children's thoughts are collected before the meeting so that everyone's views are heard.

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. 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.

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, an individual education plan or an SEN support plan. This should include:-

- details of any strategies being used to support your child in class
- the adjustments or approaches being made to teaching in class
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan assessment (EHCAR).

## 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

We work closely with nursery settings, secondary school settings and between year groups to ensure a smooth transition for all children. Extra visits are arranged, with well-known members of staff if needed, to acclimatise the children and to get to know new members of staff, places or routines. Booklets can be made of new classrooms and staff for children who need them. Parents are involved in this process and can ask for extra transition if they feel it is appropriate.

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 in order to make a successful transition.

## 7. What is your School's approach to teaching children and young people with SEN?

Our SENCo will work closely with all our staff to ensure that provision is relevant and appropriate. Where it is felt that more support is required, we use a variety of approaches. These include:

- Different teaching styles and differentiated work
- Speech and language support
- Groupings- 1:1 or small groupings
- Resources – privacy barriers, fiddle toys,
- Use of IT
- Meet and Greet
- Peer support and mentoring
- Evidence based interventions
- Extra support in and out of the classroom
- Lunch time clubs
- Outdoor SEAL opportunities
- Cool down time
- Overlays and coloured books
- Visual timetables
- Play based learning

The teacher will explain what extra support your child is receiving.

High quality teaching and 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. 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:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.


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

The school building has been adapted to make it accessible for all children. The curriculum and learning environment is continually being adapted and changed to ensure all children are able to make the best progress. Adaptations are made to meet individual needs. Here are examples of changes which may be made:

- where a child sits / type of chair or cushion
- use of an overlay
- changes in timetable
- timeout areas
- support
- ramps
- sensory spaces
- accessing different year groups

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. 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.





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## Brompton and Sawdon Primary School:

### Our vision/intent for SEND provision

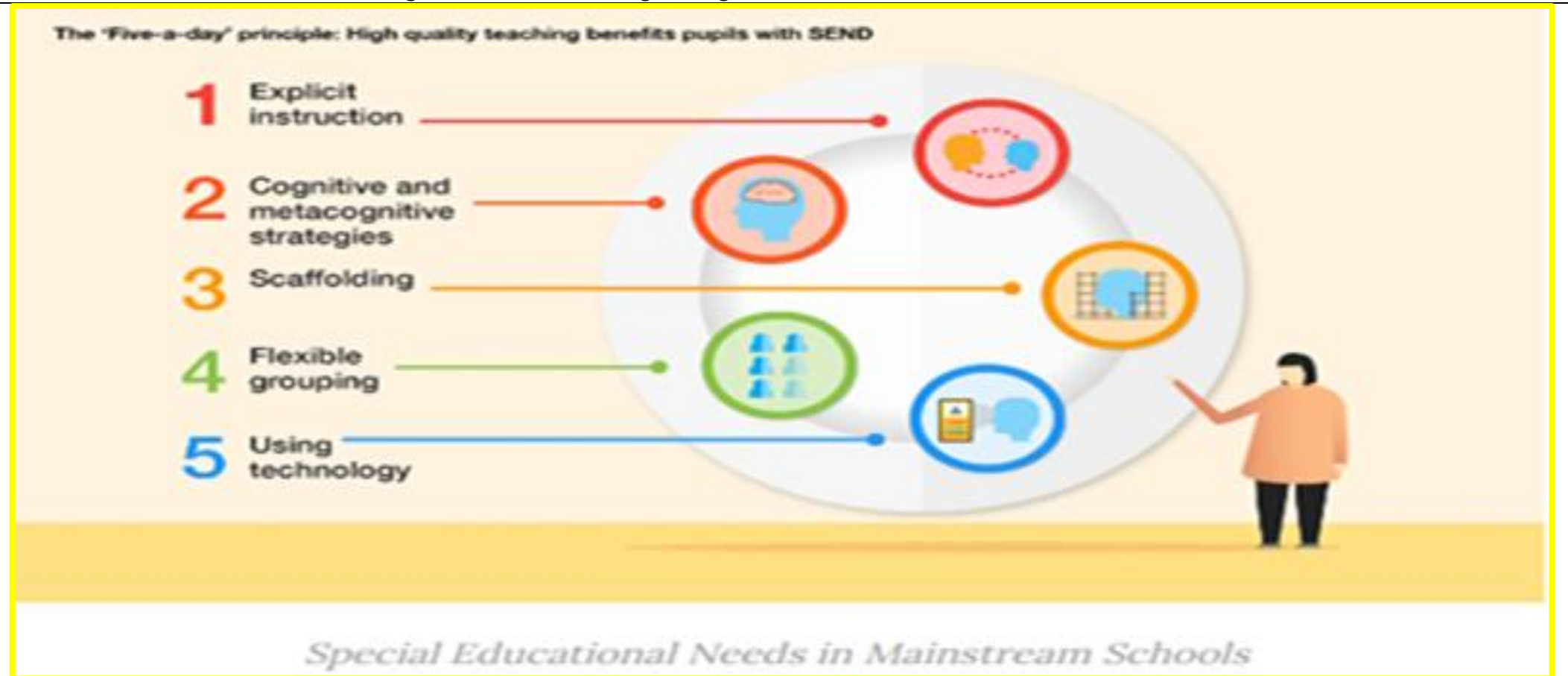
***“If they can't learn the way we teach, we teach the way they learn”***

Teaching and learning in all subjects at Brompton and Sawdon Primary school is underpinned by the above statement. We have the highest expectations for our pupils with Special Educational Needs and Disabilities, at the same time recognising that these might be realised through smaller steps of progress. Rather than simplifying tasks, we aim to provide the support, adaptations and resources that they need to achieve learning objectives in line with their peers.

- We are determined that pupils with SEND fully access and experience success in all subjects.
- We recognise that we often need to develop **Cultural Capital** for our pupils with SEND and are determined to do this through our engaging curriculum, visits, visitors and experiences.
- Our school **Milestones** allow for progression in skills and knowledge through the classes. **Teachers' good subject knowledge, AFL and knowledge of specific cohorts and individual pupils, informs planning and allows for the small steps of progress required to achieve these.**
- Our Pillars underpin **Personal Development** for our pupils with SEND, and their peers.
- We are determined that all **staff are fully informed** regarding pupils with SEND and able to shape provision accordingly at whatever level. Regular CPD regarding SEND takes place in staff meetings and targeted courses.
- All **staff are aware of the additional safeguarding vulnerabilities** of our pupils with SEND. Additional focus is placed on these pupils, especially in the PHSE curriculum.
- We are determined that all concerns regarding SEND are thoroughly explored through a **graduated response**. Support plans are initially implemented to further evaluate the effectiveness of interventions and adaptations to teaching. Where required, **outside agencies** are then sourced so as to support teaching, learning and assessment.
- Support and provision is **regularly reviewed** by the SENCo, Class Teacher and Support Staff. **Parents and pupils** are a key part of this.
- Our approach is **influenced by research by the EEF**. Staff consistently look to implement the following strategies:

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

The school's fundamentals for learning link with the following strategies from EEF:



We are committed to continued professional development for all staff. The SENCo attends termly network meetings and behaviour and attendance meetings. The information is then shared with all staff at regular meetings. The Headteacher and another member of staff are both currently completing NPQSEND.

We regularly refer pupils to the relevant SEND Hubs. Specialist teachers then visit school, offer advice for staff and help to further improve provision.

We have also received training as part of the Compass Buzz input into school and worked closely with post adoption team workers. Teaching assistants are trained in speech and language.

We access NHS SALT services and have also received training in the delivery of different interventions which are used successfully throughout school including: Write away together, Little Wandle, Inference in Reading, Success@arithmetic and Read, Write, Inc.

Staff are also trained in delivering Chatterbugs and Speechlink interventions

All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. 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. The SENCo will have the National Award for Special Educational Needs (NASENCo) or be working towards achieving this within 3 years of their appointment as SENCo.

## 6 Fundamentals of teaching at Brompton and Sawdon Community Primary School

- Manageable, consistent approaches to allow all pupils to succeed, every lesson

6 Fundamentals	How you will see this in classes	Whole school SEND provision From EEF research regarding effective SEND provision
<b>1) Activating and building upon prior learning / retrieval</b>	<ul style="list-style-type: none"> <li>• Pupils recall past learning each lesson using Bespoke Assessment / Retrieval exercises</li> <li>• Bespoke Assessment materials used to refer to previous lessons (recap) and outline how this will help the children learn in this lesson</li> <li>• Gaps identified in knowledge / understanding are addressed on a 1:1, group or class basis</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cognitive strategies</b> (techniques that explicitly support pupils to learn and retain info) <ul style="list-style-type: none"> <li>- pre-teaching</li> <li>- over-teaching</li> <li>- Same day interventions to address morning misconceptions</li> </ul> </li> <li>• <b>Metacognitive strategies</b> (pupils thinking about their own thinking / learning) <ul style="list-style-type: none"> <li>- opportunities to reflect/self assess</li> </ul> </li> </ul>
<b>2) Behaviour</b>	<ul style="list-style-type: none"> <li>• <b>Positive approach:</b> celebrate pupils doing things well</li> <li>• <b>Lessons are pacy / verbal inputs minimised</b></li> <li>• Pupils know how to work well with their peers / BBBBB</li> <li>• Any poor behaviours are noticed and addressed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explicit instructions</b> (eg. checking understanding more frequently / modelling a task before students begin to work independently)</li> <li>• I do, we do, you do approach</li> </ul>
<b>3) Adaptation: planned lessons allow <u>all</u> children to learn well and be challenged. Adaptations allow pupils with SEND to achieve in line with their peers</b>	<ul style="list-style-type: none"> <li>• Tasks or content adapted so <u>all</u> can access / achieve</li> <li>• Range of Assessment for learning strategies used so adults know who needs challenge or support</li> <li>• Knowledge deepened for those needing challenge: <ul style="list-style-type: none"> <li>-teaching others</li> <li>-creating own questions</li> <li>-complete a more complex task</li> <li>-applying knowledge in a different context (eg. where else might a material in science)</li> <li>-Looking at things from a different angle (eg. what if there wasn't air resistance?)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tasks scaffolded</b></li> <li>• <b>Use of Technology</b></li> <li>• <b>Flexible groupings</b> / paired work</li> <li>• <b>Modelled writing</b></li> <li>• <b>Alternative recording</b></li> <li>• <b>overlays available</b></li> <li>• <b>tinted IWB/ wipeable boards/ paper</b></li> </ul>
<b>4) Questioning</b>	<ul style="list-style-type: none"> <li>• Mix of Open / Closed</li> <li>• To assess</li> <li>• Cold Calling / No hands up</li> <li>• Follow up questions / challenge: 'Why?' 'Do you agree?' 'Is she correct?' 'Prove it'...</li> </ul>	
<b>5) Vocabulary</b>	<ul style="list-style-type: none"> <li>• Precisely modelled</li> <li>• Accurate spelling expected of key words</li> <li>• Displayed for reference</li> <li>• Precise use expected (also part of recap/retrieval)</li> </ul>	<ul style="list-style-type: none"> <li>• Key words accessible / provided</li> </ul>
<b>6) Feedback</b>	<ul style="list-style-type: none"> <li>• Highest expectations of presentation- every time</li> <li>• Meaningful, manageable, motivating(challenging)</li> <li>-policy followed</li> <li>-corrections marked</li> <li>• All work marked / noted</li> <li>• Key Vocabulary corrected</li> </ul>	<ul style="list-style-type: none"> <li>• Accessible / positive / meaningful</li> </ul>
These steps provide support for students who may otherwise struggle to grasp new concepts or understand how to begin tasks. It's not an add-on, or a shiny new tool, but high quality teaching likely to benefit pupils with SEND.		



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

All pupils should make expected progress in line with their peers. We evaluate the impact of interventions and classroom practice on a termly basis

- Ratio gains are explored
- Entry and exit scores are linked with transference of skills into classwork
- Targets and outcomes are measured
- Observations and book scrutiny are carried out
- Professional discussions with staff
  - Discussions with child and parents
  - Progress is shared at pupil progress meetings with the HT every term and then shared with Governors
- Provision is analysed and next steps are decided on

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) or My Support plan to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class (known as High Quality Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.

#### **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 SEN?**

All children are encouraged to take an active role within the school. The school makes reasonable adjustments to include all children. Every aspect of school life from School Council to trips and extra-curricular clubs are open to all children (depending on age). Transportation is provided to ensure those who require adapted transport can still access school trips and swimming sessions.

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 SEN should be equally represented in positions of responsibility e.g. the school council.

#### **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.**

Children know that they can approach any adult if they have a problem or issue in school. We can use the outdoor environment to promote emotional and social well-being through respite from class or a calming place to go. The Head's office, Garden Room or Sensory Shed are all areas where children can go to regulate, supported by adults. At lunchtime, we have quieter spaces and rooms which are used if needed. We have assemblies about differences which promote tolerance and help school to have a family feel where we all support each other. All pupils have an emotional check-in at the start of each morning and afternoon. High levels of adult support from trained staff means that pastoral support is a strength of the school.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker. The school's anti bully policy should be available for you to read and they will be able to describe how they listen to and support pupils with social and emotional needs

#### **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 ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of their child's progress.

- The Class Teacher is available for advice and support in the first instance. Our SENCo is also available to offer advice.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, SEND Hubs, Children's Centre and others.

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.

Parents' permission is always acquired before referring for support from outside agencies. If your child's need has been referred to a specific team, we will be able to support parents in accessing their services. We have regular contact with the following professionals to help support children and their families:

- Health Visitor
- Speech and Language Therapist
- School Nurse
- Advice from professionals in other areas maybe sought as a need arises, such as:
- Educational Psychologist
- Physiotherapist
- Occupational Therapist
- Enhanced Mainstream Service Cognition and Learning
- Enhanced Mainstream Service Severe Learning Difficulties
- Enhanced Mainstream Service Social and Communication
- CAMHS (Children and Adolescence Mental Health Service)

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

If you have concerns about the provision made at school for your child, first discuss this with the class teacher. If you are still not happy, then the next stage is to talk to the head teacher. After this, you can follow the school's complaints procedure which can be found on the website or from the office on request.

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



**Brompton  
& Sawdon  
C.P. School**

Reach higher. See further