

## Bilsdale Midcable Chop Gate Church of England Primary School SEND information report September 2021

Code of Practice 6.79

‘The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEND. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer’.

The North Yorkshire local offer can be found at:

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

### **Introduction**

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs and/or a Disability (SEND) and all those who support children with additional needs. Children with a wide range of SEND are welcomed into our school.

As a Church of England School, we are a Christian foundation serving the whole community, embodying our school values of Faith, Hope and Trust in our nature and encouragement of all.

This information outlines the support and provision you can expect to receive, if you choose Bilsdale CE Primary School for your child.

### **1 What kinds of SEN are provided for in our school?**

#### **This is what we provide in our school**

We welcome children with a broad range of needs to our school.

- Special educational needs and provision falls under four broad areas:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory and/or physical

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

Nationally, approximately 15% of children have been identified as having Special Educational Needs.

We admit and make provision for children with all types of SEN and plan, teach

#### **This is North Yorkshire LA’s minimum expectations of good practice**

Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an Educational Health Care Plan (EHCP) requests a place at the school, the CYP is welcomed and strategies sought to meet needs.

and assess accordingly.	
<b>2a) What policies do we have for identifying children and young people with SEN?</b> <b>2b) How do we assess their needs?</b> <b>2c) What is the SENCo's name and how can I contact them?</b>	
<b>This is what we provide in our school</b>	<b>This is North Yorkshire LA's minimum expectations of good practice</b>
<p>2a) Please read our SEN Policy alongside this document. We use the "Assess, Plan, Do and Review" process, known as the Graduated Approach.</p> <p>2b) If you think your child may have SEN, 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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• A Reading Assessment can help identify a difficulty with reading fluency, decoding or comprehension.</li> <li>• The Sandwell Maths or Fiefer Assessment of Maths assessment can help identify specific areas of difficulty with maths concepts</li> <li>• Full battery of assessments to investigate a specific learning difficulty - dyslexia and dyscalculia (administered by our SENCo, S. J. Monsarratt)</li> </ul> <p>2c) Contact details:  SENCO – Mrs Sarah-Jane Monsarratt  T – 01642 778 900  E – <a href="mailto:admin@bilsdalemidcable-chopgate.n-yorks.sch.uk">admin@bilsdalemidcable-chopgate.n-yorks.sch.uk</a></p> <p>SEN governor – Mrs Beverley Workman  T – 01642 712340 (Carlton)  E – <a href="mailto:admin@bilsdalemidcable-chopgate.n-yorks.sch.uk">admin@bilsdalemidcable-chopgate.n-yorks.sch.uk</a></p>	<p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-</p> <ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class;</li> <li>• details of any extra support or interventions for your child</li> <li>• your child's learning targets and their long-term desired outcomes</li> <li>• the next date when your child's progress will be reviewed.</li> </ul> <p>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.</p>
<b>3 What arrangements do we have for consulting with parents of children with SEN and involving them in their child's education?</b>	
<b>This is what we provide in our school</b>	<b>This is North Yorkshire LA's minimum expectations of good practice</b>
At our school we take parental concerns seriously and we strive to build good relationships with all parents. We ask that in the first instance you contact the	Schools communicate regularly with parents, usually once a term, to

class teacher to discuss any concerns you may have surrounding either progress, or any other aspect of your child's development. Mrs. Monsarratt and Mrs. McDonald work closely with all class teachers.

**Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?**

**Class teacher**

Responsible for:

- High quality teaching of all children, including those with SEND
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary
- Writing cycles of support alongside the SENCo, and meeting with parents to discuss how well their child is doing at least once each term and then planning for the next term. Listening to parents and responding to information shared
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources
- Giving guidance for you on how to support your child's learning at home
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEND.

**SENCo**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school
- Gaining your knowledge and understanding of your child's needs in order to inform our Parental Voice document. This is essential in order

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.

to support the school in making the best provision for them. This takes account of both your and your child's hopes, personal goals and interests.

Ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapy Teams, Educational Psychology etc.
- Updating the school's Inclusion register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

#### **Headteacher**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- They will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met
- They will ensure that the training needs of SENCo and other staff are met
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND

#### **SEN Governor**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

The views of all children are very important. During the Graduated Approach all children with SEND have opportunity to provide additional information

<p>regarding their aims and aspirations. Communication with you about your child’s education includes the following as standard:</p> <ul style="list-style-type: none"> <li>• Regular newsletters</li> <li>• Curriculum newsletters outlining the topic and providing details about the planned learning</li> <li>• 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</li> <li>• Termly parent consultation evenings – supported by SENCo as necessary</li> <li>• Annual school report</li> <li>• Ongoing opportunities to speak to your child’s class teacher, SENCo/Headteacher as needed either by appointment or informally, for example before or after school</li> <li>• Regular parent workshops to support your understanding of the curriculum and expectations.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Regular email /text contact</li> <li>• “Pat on the back” books</li> <li>• Home school communication books</li> <li>• Telephone communication.</li> </ul> <p>Parents are invited to attend relevant training opportunities provided by school or externally, for example on ASD or on Dyslexia. Parents are also signposted to relevant support networks and the Local Offer link to services for parents is on our website.</p>	
<p><b>4. What arrangements do we have in place to consult with young people with SEN and how do we involve them in their education?</b></p>	
<p><b>This is what we provide in our school</b></p>	<p><b>This is North Yorkshire LA’s minimum expectations of good practice</b></p>
<p>The ethos within our school appreciates everyone’s uniqueness – that we all have our own strengths and weaknesses. Work carried out within classes,</p>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child’s school may have a school council. In addition, it is vital that</p>

<p>assemblies and when issues arise reinforce this ethos. The views of all children are listened to.</p> <p>Visitors to the school comment on how articulate our children are when they speak about what it is like to be a pupil at our school. This extends to children with SEND as well. Work with older children in particular includes a focus on aspirations and targeted pieces of work are carried out, for example inviting members of the local community in to talk about their jobs.</p> <p>Children with SEND may require additional support in articulating their views and aspirations.</p> <p>Targeted work may be undertaken with the class teacher or TA. 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, scribe, using ICT 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 also shared and reviewed with you on a termly basis. 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.</p>	<p>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.</p>
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**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?**

<b>This is what we provide in our school</b>	<b>This is North Yorkshire LA’s minimum expectations of good practice</b>
<p>We use Target Tracker to assess and track all pupil progress.</p> <p>We meet termly with parents of children with SEN to hold Learning Conversations and more often, informally, as required. This may be a quick chat on the playground, or a message via text, telephone or email.</p> <p>We aim to make the Learning Conversations (also known as 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 try to ensure that we stick to time and ensure you have the chance to ask questions. We offer you the opportunity to complete parent views in advance of the meeting to enable you to feel prepared before the meeting and ensure that the minutes of the meeting are completed in a timely fashion, with a chance for you to make any corrections if anything has been inadvertently missed. Your child also has the</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child’s progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum.</p> <p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child’s school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>

<p>chance to complete pupil views before the meeting, as outlined above.</p> <p>Pupil provision plans and a Learning Support bulletin for staff are used to highlight strategies which have worked (and their impact) and strategies which have not worked (and why they don't work) for each child. This is typically updated termly or more often as required. It forms a very useful document for new teachers to quickly get up to speed with the particular needs of children with SEN so learning time is not lost when a child moves into a new class.</p> <p>Individual provision maps are updated and shared with you and children termly, as outlined above.</p>	
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**6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do 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?**

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<p>Transition between classes within school is carefully planned. Additional visits to see new class and teacher are planned where needed. A transition book is provided for the summer holidays including photographs and information about the new class and topic. On some occasions, where necessary, a child has been invited into school on an INSET 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.</p> <p>Transition to a new school is equally well planned. A member of staff from the relevant secondary school is always invited to Year 6 SEN 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 SEN, is smooth and handled correctly in order to reduce anxiety for yourself and your child.</p> <p>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.</p> <p>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</p>	<p>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.</p>
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<p>familiarise themselves with the site.</p> <p>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.</p>	
<p><b>7. What is our approach to teaching children and young people with SEND?</b></p>	
<p><b>This is what we provide in our school</b></p>	<p><b>This is North Yorkshire LA's minimum expectations of good practice</b></p>
<p>Our school is inclusive, 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.</p> <p>If your child requires an intervention to help them address a specific difficulty, we will always inform you of this and give you the opportunity to discuss with the class teacher.</p> <p>Additional support can be provided during lessons to help children with SEND. This might take the form of additional or different resources, breaking a task down into smaller chunks, providing writing frames, visual supports and continued work using manipulatives. It might take the form of additional support from an adult within school (teacher or TA). Peer support may take place within a lesson, and/or between older and younger pupils.</p> <p>We aim to always include children with SEN on all educational visits including residential visits.</p> <p>For the children with more complex needs, a more personalised package of support may be required. For example, children may require sensory breaks in a quiet area or may need more access to the outdoor space or may need a more structured lunchtime.</p> <p>If a child with more complex needs requires more specialist support, we may seek to involve external agencies from a range of services available to us, including Enhanced Mainstream School staff, Educational Psychologists or Speech and Language Therapists. We would always discuss this with you and seek your written consent before involving such agencies.</p> <p>Should a child be still making limited progress, and the gap between him/her and their peers is continuing to widen, after a period of assessment and review we would discuss with you the possibility of submitting an Education Health and Care Assessment Request. We would involve you fully in this process and you could also be supported in this process by an officer from the Special</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.</p> <p>Schools use a range of evidence-based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> <li>• What interventions your child is receiving and what are the intended learning outcomes;</li> <li>• When during the week any interventions will be delivered and for how many weeks;</li> <li>• Who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• How the interventions will relate to and support learning in the classroom;</li> <li>• How they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>



<p>Educational Needs Information and Advice Support Services, or by the Independent Supporters team.</p>	
<p><b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?</b></p>	
<p><b>This is what we provide in our school</b></p>	<p><b>This is North Yorkshire LA's minimum expectations of good practice</b></p>
<p>Adaptations are made wherever needed within the classroom, for example:</p> <ul style="list-style-type: none"> <li>• Changing the colours of interactive whiteboards</li> <li>• Providing a visual timetable in each class which is updated daily</li> <li>• Paired work or small group teaching</li> <li>• Providing coloured overlays</li> <li>• Chewellery (chewable jewellery)</li> <li>• Word and spelling mats</li> <li>• Additional resources</li> <li>• Social stories</li> <li>• Different styles of reading books</li> <li>• Adaptations to homework and/or invitation to attend homework club <ul style="list-style-type: none"> <li>• Use of ear defenders</li> <li>• Use of ICT to record ideas</li> <li>• Quiet areas within the classroom</li> <li>• "Chunking" learning into smaller sections</li> <li>• Writing scaffolds/frames/sentence starters</li> <li>• Use of practical resources</li> <li>• Fidget toys</li> <li>• Weighted blankets</li> <li>• Dyslexia friendly reading books</li> <li>• Access to our outside area</li> </ul> </li> </ul> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p> <p><b>Are we accessible to children with SEND?</b></p> <ul style="list-style-type: none"> <li>• Both main buildings are accessible to children with physical disability</li> <li>• We ensure that equipment used is accessible to all children regardless of their needs</li> <li>• Extra-curricular activities are accessible for children with SEND.</li> </ul>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>

**9. What sort of expertise for supporting children and young people with SEN 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? How do we access and secure further specialist expertise?**

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
<p>The SENCo is an experienced SEN consultant and specialist teacher with a wealth of knowledge in supporting pupils with SEND. She works with colleagues from around the county and strives to ensure that her practice is as current and as up to date as possible. The SENCo also accesses the termly NYCC SENCo Network Meetings and the Swaledale SENCo Development Group. The SENCo works closely with the Headteacher who is trained to Tier 3 of the AET Autism training.</p> <p>TAs have also received training in other intervention packages as follows (used for both pupils with SEN and others):</p> <ul style="list-style-type: none"> <li>• 1stClass@Number</li> <li>• Beat Dyslexia</li> <li>• Tier 2 Autism training (AET)</li> <li>• The Thrive Approach</li> <li>• OCR Level 1-7</li> <li>• Phonics (Rocket Phonics)</li> <li>• NELI</li> <li>• Makaton</li> </ul> <p>In addition, several of our staff members have received training either via the termly NYCC TA network meetings or directly from Enhanced Mainstream School (EMS) staff within school on a range of interventions and programmes including:</p> <ul style="list-style-type: none"> <li>• "Speed Up"</li> <li>• Lego therapy</li> <li>• Sensory circuits</li> </ul> <p>TAs have also received training in other intervention packages as follows (used for both pupils with SEN and others)</p> <ul style="list-style-type: none"> <li>• Inference Intervention</li> <li>• Dyslexia Friendly Strategies and Understanding Dyslexia</li> <li>• ASD</li> </ul>	<p>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.</p>

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

- Speech and language (NELI)
- Autism
  - Girls with Autism
  - PDA
- Numicon
- Writing individual provision maps
- Bespoke inference and Literacy training from Marie Kilgallon (Literacy Consultant)
- Mindfulness
- Educational Psychologist training
- Emotion Coaching
- Changes to the Code of Practice
- Attachment Awareness
- Neurodiversity
- Emotion Coaching

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, and once it has been proven that we are unable to meet this within school, a request for involvement would be made to the Inclusive Education Service.

Where personalised packages are required, both class teachers and TAs are fully involved with the specialist in supporting the child. Parents and children are also involved in the process at all stages.

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

**This is what we provide in our school**

As outlined in other sections, we carefully monitor and track progress of children using Target Tracker. We also use individual provision maps which are reviewed after a term with parents and pupils, leading to new targets being set. We record details of interventions undertaken on the notes section of Target Tracker.  
Monitoring the effectiveness of the provision is carried out by members of the

**This is North Yorkshire LA's minimum expectations of good practice**

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

<p>senior leadership team, including the SENCo, by observing lessons in class, small group work and one to one sessions, work scrutiny and gaining the opinions of pupils, as well as feedback from you as parents. We recognise that work scrutiny provides a valuable measure of progress over time.</p> <p>Specific intervention programmes use a tight measure of progress. These are carried out as per the recommendations accompanying each package.</p> <p>Assessments help the teacher, pupil and parent to be aware of any specific areas of difficulty and they provide a baseline against which to measure progress. Where packages have an integral parent feedback system, the certificates/postcards are used to celebrate sometimes the smallest of steps. These are celebrated in assemblies and are provided for parents to demonstrate this progress and some “things to remember”.</p>	<p>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) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a ‘learning conversation’.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
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**11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEN?**

<p><b>This is what we provide in our school</b></p>	<p><b>This is North Yorkshire LA’s minimum expectations of good practice</b></p>
<p>We provide a huge range of opportunities for all of our children, irrespective of gender, ethnicity, SEN or disability, to engage in activities. This is further outlined in Section 4.</p>	<p>The school’s policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>

**12. How do we support children and young people with SEND 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 SEND and measures to prevent bullying.**

<p><b>This is what we provide in our school</b></p>	<p><b>This is North Yorkshire LA’s minimum expectations of good practice</b></p>
<p>One of the biggest successes of our school is the “peer support system” which allocates a Year 6 pupil to be a named buddy for a new Reception pupil. This alleviates concern and anxiety the younger children may feel about starting school and helps to foster positive peer relationships with the oldest children right from the beginning. This is supported by the inclusive, open ethos of our schools. New starters in other year groups are allocated a buddy of the same age who is given the responsibility of helping the new starter to settle in. In addition, PSHE lessons target this area and targeted work is carried out by class teachers, TAs and the learning mentor as required.</p> <p>The school works with ABC counselling who are available for parents to book a series of (through school) play therapy sessions. Therapists at ABC have a wealth of knowledge and experience in therapy, safeguarding, education and</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>

<p>social care. The qualified child and family therapists are experienced in working with a wide range of wellbeing, trauma and attachment issues. All work is clinically overseen and supported to ensure it is safe, measurable and impactful.</p>	
<p><b>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?</b></p>	
<p><b>This is what we provide in our school</b></p>	<p><b>This is North Yorkshire LA’s minimum expectations of good practice</b></p>
<p>We work closely with a range of external agencies to help meet your child’s needs. This includes the Early Help service whereby the Early Help Champion will talk to professionals, parents, carers and young people to find out what their concerns are and help them to find the right solution as quickly as possible, the Local Authority teams, the Healthy Child Practitioner team, Educational Psychologists, Occupational Therapy teams, CAMHS and Speech and Language therapy services.</p> <p>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.</p>	<p>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.</p>
<p><b>14. What are the arrangements for handling complaints from parents of children with SEND about the provision made?</b></p>	
<p><b>This is what we provide in our school</b></p>	<p><b>This is North Yorkshire LA’s minimum expectations of good practice</b></p>
<p>Complaints about SEND follow the general complaints procedure. Please see your child’s class teacher in the first instance, to see if your concerns can be immediately addressed.</p> <p>Should there be no improvement, please do make an appointment to see Mrs. Monsarratt (SENCo).</p> <p>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 the Chair of Governors.</p> <p>SEN Governor –Beverley Workman T – 01642 712340 E – <a href="mailto:admin@bilsdalemidcable-chopgate.n-yorks.sch.uk">admin@bilsdalemidcable-chopgate.n-yorks.sch.uk</a></p> <p>Chair of Governors – John Ford T – 01642 712340 E – <a href="mailto:admin@bilsdalemidcable-chopgate.n-yorks.sch.uk">admin@bilsdalemidcable-chopgate.n-yorks.sch.uk</a></p> <p>Headteacher – Kathryn McDonald T – 01642 712340</p>	<p>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.</p>

E – [headteacher@carltonfaceby.n-yorks.sch.uk](mailto:headteacher@carltonfaceby.n-yorks.sch.uk)

The world of Special Educational Needs is full of jargon! Please find below our attempt to explain some of the acronyms you may come across.

<b>Acronym/ Abbreviation</b>	<b>Meaning</b>
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SENCO</b>	Special Educational Needs Coordinator
<b>TA</b>	Teaching Assistant
<b>EP</b>	Educational Psychologist
<b>SpLD</b>	Specific Learning Difficulties
<b>C+I</b>	Communication and Interaction
<b>SEMH</b>	Social and Emotional Mental Health (formerly Emotional and Behaviour)
<b>SENDIASS</b>	Special Educational Needs and Disability Information Advice and Support Services (formerly Parent Partnership Services)
<b>EHCP</b>	Education Health and Care Plan (being transferred from Statement of Special Educational Needs)
<b>EHCAR</b>	Education Health and Care Plan Assessment Request
<b>DCD</b>	Developmental Coordination Disorder
<b>ASD</b>	Autistic Spectrum Disorder
<b>FASD</b>	Foetal Alcohol Spectrum Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>POSCH</b>	Parents of Special Children – a charity/support group for parents and carers of children with SEN ( <a href="mailto:poschcharity@outlook.com">poschcharity@outlook.com</a> )
<b>ELSA</b>	Emotional Literacy Support Assistant
<b>SALT</b>	Speech and Language Therapy
<b>OT</b>	Occupational Therapist
<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>PSHE</b>	Personal Social Health Education
<b>NELI</b>	Nuffield Early Language Intervention
<b>PDA</b>	Pathological Demand Avoidance