

SEND Information Report 2026-2027

The following information is part of the Local Authority 'Local Offer' and can be found on the following website.

https://www.northyorks.gov.uk/children-and-families/send-local-offer

1. The kinds of special educational needs for which provision is made at the school?

At Barkston Ash Catholic Primary School, we are committed to providing an inclusive environment where all children feel valued, supported and able to succeed. We have high expectations for every pupil and work closely with families to identify and remove barriers to learning. We support children with a wide range of special educational needs and disabilities. Provision is tailored to the individual child and may include adaptations to teaching, targeted interventions, specialist support and partnership working with external agencies where appropriate. We recognise that every child is unique and that children learn and develop in different ways. Our aim is to ensure that all pupils can access the curriculum, participate fully in school life and achieve their full potential.The school currently provides support for children with needs within the four broad areas identified in the SEND Code of Practice:

Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health
Sensory and/or Physical Needs

We are aspirational for all children and are committed to promoting inclusion, independence, wellbeing and positive outcomes for every learner.

2. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

The SENCO is Mrs Sarah Poulter. You can contact her at school on this number: 01937557373 or by email – spoulter@barkstonash.n-yorks.sch.uk

3. What is special educational needs?

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)' (SEN Code of Practice 2014, 1.8)

4. What is a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments. If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities, it may amount to a disability.

5. What are the arrangements for admissions of pupils with SEND in school?
At Barkston Ash Catholic Primary School, we are committed to providing an inclusive environment where all children feel valued, supported and able to succeed. We have high expectations for every pupil and work closely with families and external professionals, where appropriate, to identify and remove barriers to learning and participation. We welcome all children and aim to ensure they can access the full curriculum and wider opportunities available within school.

If your child has a special educational need or disability but does not have an EHCP:
The regular admission process applies to children and young people with SEND who do not have an Education, Health and Care Plan (EHCP). Information about applying for a school place can be found on the North Yorkshire Council website. It is unlawful for an admission authority to refuse admission to a child who has SEND but does not have an EHCP.

If your child has an EHCP:
Children with an Education, Health and Care Plan (EHCP) are admitted through procedures set out in the Children and Families Act 2014. The school named in the EHCP must admit the child. Children are placed in schools through the EHCP process rather than the standard admissions process.

Parents and carers can request a mainstream school or specialist provision to be named in the EHCP. The Local Authority must then consult with the school and must name it in the EHCP unless:

It is unsuitable for the age, ability, aptitude or special educational needs of the child.
The attendance of the child would be incompatible with the efficient education of others or the efficient use of resources.

6. **What are the areas of SEND?**
There are four broad categories of SEN:

1) Communication and Interaction (C&I)
- Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)

2) Cognition and Learning (C&L)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulty (SpLD). This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing).
- A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.

3) Social, Emotional and Mental Health (SEMH)
- A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;
- Problems of mood (anxiety or depression),
- Problems of conduct (oppositional problems and more severe conduct problems including aggression),

- •Self-harming,
- Eating disorders or physical symptoms that are medically unexplained,
- Attention deficit hyperactive disorder (ADHD),
- Attachment disorder,
- Autism or pervasive developmental disorder,
- An anxiety disorder,
- A disruptive disorder or, rarely, schizophrenia or bipolar disorder.

4) Sensory and/or physical needs (S/PD)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability

7**. What are the different types of support available for children with SEND at Barkston Ash Catholic Primary School?**

At Barkston Ash Catholic Primary School, we use a graduated approach to supporting children with SEND. Most children have their needs met through high-quality teaching and universal provision. Some children may require additional targeted support and a smaller number of children may require specialist provision through an Education, Health and Care Plan (EHCP).

Our approach ensures that support is tailored to individual needs and reviewed regularly to ensure children make progress, feel included and can access all aspects of school life. Support begins with high-quality classroom practice and carefully planned adaptations. Additional support is introduced where needed and reviewed regularly to ensure it has a positive impact on children's learning, wellbeing and participation.

Universal (No Formal Plan)
Universal provision is available to all pupils and includes high-quality teaching that is adapted to meet individual needs. Practical adaptations and reasonable adjustments may be used to remove barriers to learning and support full access to the curriculum. A child's needs may also be identified through wider provision mapping.

Targeted (SEND Support Plan)
Pupils with a SEND Support Plan require additional targeted support to meet identified needs. Support is planned through the Assess, Plan, Do, Review cycle and may include specific interventions, adapted provision or additional adult support. Plans are reviewed regularly in partnership with parents, carers and the child where appropriate.

Specialist (Education, Health and Care Plan)
A small number of pupils may have more complex and long-term needs requiring specialist support through an Education, Health and Care Plan (EHCP). These plans identify specific outcomes and provision, ensuring support is tailored to the child's individual strengths and needs.

8. What are the different types of support available for children with SEND at Barkston Ash Catholic Primary School?		
	What does this mean?	**What might it look like for my child?**
Universal support Quality First Teaching	For children with special educational needs, learning will be carefully planned to support their individual needs to allow them to make progress from their individual starting points. They are supported to do this by the SENCO.	There are many ways learning might be adapted, and it depends on a child's needs. For example: • Using visuals to support your child's learning. • Using speech and language strategies to support your child. • Breaking the learning into small steps for your child.
Targeted support Small group/1:1 interventions and support	Your child's SEN Support plan will detail any extra support needed. We carefully plan additional support as part of the Assess, Plan, Do, Review cycle. Children will sometimes work in a small group or with a teacher or teaching assistant 1:1.	Usually this will be an individual support or small group intervention. For example • A speech and language intervention • A learning-based intervention such as precision teaching. • Social and emotional support like check ins or draw and talk sessions.
Specialist support Individual bespoke support enhanced by external agencies	Sometimes when a child is on the SEN register, we need to work with external agencies who are specialists in different areas of SEN. They help school to identify specific difficulties and plan next steps with school, parents and carers and children.	Some specialists who might work with your child or advise school are: • Speech and language therapists • Educational Psychologists • Learning support teachers Vision and hearing specialist teachers.

9. What types of SEN do we provide for?

Barkston Ash Catholic Primary School provides education and support for all types of needs and disabilities. Below are some of the interventions we offer in school.

Communication and Interaction

Support includes interventions and strategies such as;
Scaffolds, bespoke speech and language programs such as Talk Boost, pre-teaching vocabulary and checklists

Cognition and Learning

Support includes interventions and strategies such as;
precision teaching, additional reading groups, scaffolds, models, checklists, catch up interventions, overlays, bespoke curriculum for personalised learning

Social Emotional and Mental Health

Support includes interventions and strategies such as; mentoring, small group work, therapy-based intervention, Draw and Talk, drop in sessions with the school learning mentor and circle times, counselling sessions.

Sensory and/or physical

Support includes interventions and strategies such as; bespoke sensory and movement breaks, bespoke sensory equipment and tools, bespoke specialist equipment for visual impairments and hearing impairments, large print texts, writing tools and supports. For more information on how the environment and equipment have been modified to provide for pupils with SEND (particularly physical disability) please see the Accessibility Plan.

10. How will my child's learning needs be identified and assessed?

Early Identification
Early identification is a priority at Barkston Ash Catholic Primary School. Staff use observations, assessment, discussions with families and ongoing monitoring to identify additional needs as early as possible. Early support helps us to provide appropriate provision, remove barriers to learning and improve outcomes for children.

Identification
Additional needs may be identified through our regular monitoring of all children. Concerns may be raised by parents, carers, school staff or external professionals. Parents are encouraged to speak to their child's class teacher if they have concerns about their child's development, learning or wellbeing.

Where concerns are identified, the class teacher and SENCO will work together to gather information, discuss next steps and involve parents throughout the process. Agreed actions will be implemented and monitored to evaluate their impact on the child's progress and wellbeing.

SEND Register
Following a period of monitoring and support, the class teacher and SENCO will review the child's progress and discuss outcomes with parents. Where appropriate, a child may be placed on the SEND Register and supported through the Assess, Plan, Do, Review cycle.

A SEND Support Plan will be developed in partnership with parents, carers and the child where appropriate. Parent and pupil voice are valued and form an important part of the planning and review process. Review meetings are held termly to celebrate progress, evaluate support and agree next steps.

Education, Health and Care Plans (EHCPs)
Some children may have more complex needs that require additional support from external agencies. Where a child's needs are significant and long-term, the school may work with parents, carers and professionals to request an Education, Health and Care Needs Assessment.

Throughout this process, the child will continue to receive appropriate support within school. Children with an EHCP have their provision reviewed regularly and participate in an annual review meeting to ensure support continues to meet their needs and promote positive outcomes.

11. What will happen if my child is on the SEN register?
At Barkston Ash Catholic Primary School, we have a whole-school approach to inclusion and believe that every child can succeed with the right support in place. Children on the SEND Register are supported through the graduated approach and the Assess, Plan, Do, Review cycle.

Assess
When a child is identified as having possible special educational needs, a range of information is gathered to develop a clear understanding of their strengths, needs and any barriers to learning. This may include assessments completed in school, observations, discussions with parents and carers, pupil voice and advice from external professionals where appropriate.

Plan
The class teacher, SENCO, parents and carers, and where appropriate the child, work together to identify priorities and agree outcomes. A SEND Support Plan is developed which outlines the provision, adaptations and support that will help the child make progress and access the curriculum successfully.

Do
The agreed support is implemented by the class teacher, supported by the SENCO and external professionals where appropriate. This may include classroom adaptations, targeted interventions, specialist resources or additional support. Staff monitor the impact of provision and make adjustments where needed.

Review
Provision and progress are reviewed regularly in partnership with parents, carers and the child. Review meetings take place termly to celebrate successes, discuss progress and agree next steps. This ensures support remains relevant, effective and responsive to the child's changing needs.



12. How are children with special educational need or disability taught and how is the curriculum adapted to meet their needs?

At Barkston Ash Catholic Primary School, we have high expectations for all learners and believe every child can succeed with the right support, adaptations and opportunities in place. We are committed to ensuring that children with SEND can access the full curriculum, participate fully in school life and make progress from their individual starting points. Support is tailored to individual needs and reviewed regularly to ensure it has a positive impact on learning, wellbeing and independence.

The school's approach to teaching pupils with special educational needs and disabilities;

- Teachers are responsible for the progress of SEND children in their class and therefore the scaffolding and adaptations within lessons, in order that all needs in the class are met.
- Teachers work with members of the Senior Leadership Team and specialist practitioners to remove barriers to learning and enable SEND pupils to access the curriculum and make progress. External agencies working in school include: Speech and Language Team – Mainstream and Specific Language Impairment, Educational Psychology Service, CAMHS, Autism Team, North Yorkshire hub specialist teachers, Hearing Impairment Team, play therapist, compass phoenix, Occupational Therapist and Family Support Workers.
- Information on individual pupils with SEND is held in the children's individual SEND files which stored electronically on a secure network. Each class SEND cohort is detailed on the school's secure network and paperwork relating to children is saved in their files.
- Children with identified gaps in their learning, learning delay or who require focused teaching are either targeted within class or withdrawn for specialist interventions, e.g. speech and language interventions, social skills groups or reading interventions.
- A learning mentor works throughout the school providing a range of additional support for children with and without SEN. She runs nurture groups and draw and talk sessions.

How the school adapts the curriculum and learning environment for pupils with special educational needs;

We recognise that children learn in different ways and may require different approaches to support their learning. Adaptations are carefully planned to meet individual needs whilst promoting independence, confidence and inclusion.

- All of our learning environments in school are designed to be language rich environments.
- We use visuals in our learning environments – symbols, photos and signs designed to support communication and understanding for all pupils.
- We are careful not to overstimulate our children with very busy classrooms and teachers are aware of children who have sensory or physical needs in their class when thinking about where a child might sit in a classroom.
- Staff support children with hearing or visual issues by liaising with the specialist teachers and adapt their classrooms and resources by following the specialist advice.
- Lessons are planned to utilise visual, auditory and kinaesthetic methods of learning and the resources and objectives used are appropriate for children's needs.
- Teachers and TA's are employed specifically to support children with SEND at appropriate times.
- Children who require comfort breaks/safe spaces are given specific areas of school to access.
- Interventions are provided by school to meet areas of need, e.g. additional literacy & numeracy interventions.
- For more information on how the environment and equipment have been modified to provide for pupils with SEND (particularly physical disability) please see the Accessibility Plan.

13. What other agencies can school use to support my child?

For some children, additional specialist advice may be needed to help us better understand and meet their needs. Where appropriate, and always in partnership with parents and carers, we may seek support from external professionals to help identify barriers to learning, recommend strategies and provide additional guidance.

External support may include:

Educational Psychologists
Speech and Language Therapists
Occupational Therapists and Physiotherapists
North Yorkshire SEND Hub
Hearing and Vision Specialist Teachers
CAMHS
Play Therapists
Compass Phoenix

These professionals work alongside school staff, parents and carers to ensure that support is tailored to the individual child and helps them make progress, feel included and access the full curriculum.

14.. How effective is provision at Barkston Ash Catholic Primary School for children with Special Educational Needs?

At Barkston Ash Catholic Primary School, we regularly monitor and evaluate the effectiveness of our SEND provision to ensure that support is having a positive impact on children's progress, wellbeing, independence and inclusion. We are committed to ensuring that children with SEND are supported to achieve their individual potential and access the full curriculum.

We evaluate the effectiveness of our provision through:

Standardised assessments to measure progress and improvement in key skills such as reading, spelling and comprehension.
Baseline assessments and ongoing monitoring of children's development and progress, including speech and language development in Reception.
Analysis of assessment information and pupil progress data.
Lesson observations, learning walks, book scrutiny and classroom monitoring.
Reviews of SEND Support Plans and interventions to ensure support is effective and responsive to children's needs.
Feedback from pupils, parents and carers.
Feedback from intervention staff, teachers and external professionals where appropriate.
Regular monitoring by the SENCO and Senior Leadership Team.
Annual reporting to Governors on the progress, outcomes and provision for children with SEND.

Pupil voice is an important part of our evaluation process. Children are encouraged to share their views about the support they receive and contribute to review meetings where appropriate.

This ongoing monitoring allows us to celebrate success, identify next steps and continuously improve the support we provide for children with SEND.

How do you involve parents and carers?

We recognise that parents and carers know their children best, and we value the important role they play in their child's education. We work closely with families to ensure every child receives the support they need to thrive.Our teachers and SENCO are always happy to answer any questions you may have about your child's provision.

- There are 2 parents' evenings throughout the year. Some children also have special arrangements such as home/school communication booklets or email contact with the SENCO.
- All children get an end of year report.
- A review meeting is held every term for pupils on the SEN register. You are invited and encouraged to share your thoughts, wishes and questions at the review meeting. Parents/ carers are invited and, if they are unable to attend at the allocated time, every effort is made to arrange an alternative date and time that is convenient for everyone. During the review meeting parents/carers share their thoughts about how the child is progressing both in and out of school. Targets are discussed and agreed on together and our review form clearly shows what action school will be taking (additional intervention/resources/support etc.) and recommended actions for parents/carers (e.g. regular homework routine/suggestions of games or activities to use at home etc.).

15. How will we support your child when leaving this school or moving to another class or school?

At Barkston Ash Catholic Primary School, we recognise that transitions can be significant milestones for children and their families. We aim to ensure that all transitions are carefully planned and supported so that children feel confident, secure and ready for the next stage of their education.

When moving classes within school

We work closely with children, families and staff to ensure a smooth transition between year groups. Information about children's strengths, needs, successful strategies and any SEND support plans is shared between staff to ensure continuity of provision and a smooth transition.

- Children have opportunities to visit their new classroom and meet staff before the move takes place.
- Information about children's strengths, needs and successful strategies is shared between staff.
- Additional transition arrangements may be planned where required.
- Visual supports, photographs and social stories may be used to help prepare children for change.
- Teaching assistants provide additional support where appropriate to help children feel confident and secure.
- When moving to another school
- Where a child transfers to another school, we work closely with the receiving setting to ensure information is shared effectively.
- Relevant records are transferred promptly.
- The receiving school's SENDCo is informed of any additional support arrangements.
- Additional visits may be arranged where appropriate.

Transition resources and social stories may be developed to support individual children.

We recognise that moving to secondary school can be a significant change for some pupils. We work closely with receiving schools and SENDCos. Additional transition visits may be arranged. Information about successful strategies, adaptations and support is shared. Children are supported to develop confidence, independence and self-advocacy skills to help them prepare for the next stage of their education. We believe that effective transition supports children to feel safe, included and successful as they move through school and into the next stage of their learning journey

16. How do we handle concerns from parents of children with SEN about provision made at the school?

At Barkston Ash Catholic Primary School, we work closely with parents and carers and value open communication. We believe that strong partnerships between home and school help us provide the best possible support for children with SEND. We encourage parents and carers to discuss any concerns as soon as they arise so that issues can be addressed promptly and effectively.

Class Teacher
The first point of contact for any concerns is your child's class teacher. They know your child well and are often able to address concerns quickly through discussion and collaboration with families.

SENCO
If concerns continue, parents and carers are encouraged to contact the SENCO, Mrs Sarah Poulter. The SENCO will work alongside families and school staff to review the situation and consider any further support or actions required.

Headteacher
If concerns remain unresolved, they may be referred to the Headteacher for further discussion and investigation.

Governing Body
Parents and carers may also contact the Governing Body if they wish to raise concerns. Correspondence can be addressed to the Chair of Governors via the school office.

SENDIASS
Parents and carers can also access independent advice and support from SENDIASS North Yorkshire. SENDIASS provides impartial information, advice and support for children and young people with SEND and their families.

https://sendiassnorthyorkshire.co.uk/

17. Information on where the local authority's local offer is published.

A link to the school's and Local Authority's "Local Offer" can be found on the school website. To locate the Local Authority offer follow

https://www.northyorks.gov.uk/children-and-families/send-local-offer