

The Ribblesdale Federation of Schools SEND information report

Date: January 2026	Review Date: January 2027	Contact SENDCo: Alison McGregor sendco@ribblesdalefed.n-yorks.sch.uk or via the school office email addresses Long Preston: Giggleswick: Hellfield: SEND Governor: Laura Boyd
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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'.

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 SEND 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 SEND.

The North Yorkshire local offer can be found at:

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

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To be read in conjunction with our SEND Policy which is available on our websites

Governors should describe:

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
1 What kinds of SEN are provided for in your school?	
<p>Children and young people (CYP) with a wide range of SEND are welcomed into the schools. If a parent of a pupil with an EHCP requests a place at the school, the Executive Headteacher and SENDCo will assess whether the school can meet the needs of the child. If their needs can be met, the CYP is welcomed and strategies put in place to meet needs in the classroom.</p> <p>All staff across the Federation are committed to providing quality first teaching so that all children can make good progress with their learning regardless of their ability and baseline level upon entry.</p> <p>All staff are made aware of the circumstances around each child on roll and how this may require our provision and practice to be adapted to accommodate their particular need. We have teaching assistants in each school who work closely with the class teachers and are able to deliver individual intervention and support programmes to provide additional learning support as stated in our school's provision map. Our pastoral system and links with outside agencies allows children with special educational needs to feel looked after socially and emotionally.</p>	<p>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.</p>
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?	
<p>Children who have been identified through screening, assessment, school tracking and Pupil Progress Meetings as needing additional support will have their information recorded on a Support Plan which will be produced in collaboration with school, parents and where appropriate, the child. This will include the child's strengths, their difficulties, and strategies to be used in order to support the child, any additional interventions put in place, their learning targets and a review date.</p> <p>The SENDCo for the Ribblesdale Federation is Mrs McGregor and she coordinates all of this information. The e-mail address for the SENDCo is available on the Ribblesdale Federation website. Where we feel that something additional or different is needed to support your child because they have SEND, initially the class teacher will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual support plan or an individual education plan. Children with SEMH needs have an individual support plan. This will include strategies, details of any support, the learning targets and outcomes involved along with a review date. All staff have been trained in strategies to support children with SEMH needs, including the 5 point scale.</p> <p>Most pupils will benefit from SEND support, and the advice from outside agencies, but some pupils who need high levels of support, or who have complex needs will need to be referred for assessment towards an education, health and care plan (EHCP).</p>	<p>The name and contact number of the SENDCo 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"> • details of any strategies being used to support your child 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. <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>
3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?	
<p>We communicate regularly with parents more than once a term, through parent consultations to discuss how well their child is doing and listen to your views. For pupils with SEND it is often desirable that there is more frequent communication and this can be both on a formal and informal basis. It is really important that parents and school work together closely so that we can make the best decision about need and provision for your child. Where appropriate, we also include the child's hopes, personal goals and interests.</p>	<p>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 views. 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</p>

	set to ensure progress.
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?	
<p>Children who have been identified through assessment, school tracking and Pupil Progress Meetings as needing additional support will have their information recorded which will be produced in collaboration with school, parents and where appropriate, the child. This will include the child's strengths, their difficulties, and strategies to be used in order to support the child, any additional interventions put in place, their learning targets and a review date.</p> <p>School will obtain the views of all children (pupil voice) to shape provision in school. We have school councils across the Federation and staff ensure that all children's views and aspirations are listened to and discussed whilst being supported to achieve their aspirations as far as possible. We also have provision across the Federation to support children emotionally through staff who have been trained to use a variety of strategies to develop these resources and skills.</p>	<p>We discuss the child's hopes, personal goals and interests. On-going communication with school may include:</p> <ul style="list-style-type: none"> • 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.
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	
<p>Progress towards individual targets on the child's support plan is considered 5 times per year and notes about the impact of intervention and support added to the support plan. We monitor your child's progress using our school tracking system and also through feedback in class. Children's needs and achievements are regularly discussed at staff meetings along with personal targets, and overall progress on the National Curriculum to ensure they are, at least, in line with required expectations.</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>
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	

Transition arrangements/review are made with parents and the receiving school in the year before transfer to enable a smooth transfer. Staff from the receiving school will be invited to attend. Transition meetings and visits are arranged for the pupil and they are accompanied by a well-known member of staff from school. This arrangement is led by the pupil's needs and by what is felt necessary, on an individual basis. Transition information is also supplied in writing to the receiving school via the online collection system.	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.
7. What is your School's approach to teaching children and young people with SEN?	
<p>All children are taught with their peers and with their own year group/cohort, unless different arrangements have been made in consultation with staff, outside agencies and the parents. Sometimes, we feel it may be helpful for children to have some additional support within lessons or support, through specialised intervention sessions, outside the classroom in order to aid progress. Details of interventions (what, when, delivered by whom etc) are added to the child's support plan, individual behaviour support plan or EHCP. Parents are kept informed of these arrangements and the child's progress.</p> <p>Following the SEND Code of Practice, any children in school, who have SEND and are looked after by the LA would also be included in all the arrangements outlined.</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"> • 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?	
All staff across the three schools are committed to providing quality first teaching so that all children can make good progress with their learning regardless of their ability and baseline level upon entry.	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

<p>All staff are made aware of the circumstances around each child on roll and how this may require our provision and practice to be adapted to accommodate their particular need. We have teaching assistants in each class who work closely with the class teacher and are able to deliver a range of intervention and support programmes to provide additional learning support as stated in our school's provision map. Our pastoral system and links with outside agencies allows children with special educational needs to</p>	<p>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.</p>
<p>feel looked after socially and emotionally. We will be able to describe to you 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. Care plans, health care plans, behaviour support plans and risk assessments are completed for those children who require them.</p>	
<p>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?</p>	
<p>Across the Federation we are able to offer a range of interventions to support the needs of all children, either provided by teachers or teaching assistants.</p> <p>Interventions may be delivered in the classroom or another teaching space depending on the programme and could be on an individual or small group basis (either similar age or similar need)</p> <p>Length of time for each intervention varies, but parents are kept informed of their child's progress and all staff at school work closely together to support this additional learning to be incorporated back into the classroom to reinforce the work done and to continue supporting a pupil's confidence and achievements.</p> <p>Programmes put in place are delivered according to need and the school endeavours to incorporate new training through centrally organised courses, bespoke training and network meetings for all staff. The services of staff from the SEND Hub and Early Help can be called on for support.</p>	<p>All staff endeavour to receive regular training to enable them to meet a range of SEN through in-house training or through the guidance of outside agencies/specialists</p> <p>We use our SEN funding to meet a range of need. However, if a pupil has particular needs and we feel we have exhausted its repertoire, specialist support will be sought promptly.</p>

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?	
<p>The progress and attainment of all children is carefully monitored and reported to parents. We track pupil progress on an individual basis and also each cohort or particular groups. If your child is provided with additional and different provision/interventions, we will carefully monitor the impact by a variety of methods. Notes about the impact of intervention and progress made towards targets will be recorded on the child's support plan. When choosing intervention strategies, we look at the evidence of effectiveness and how this relates to the needs of your child.</p> <p>Teaching and learning is regularly monitored and evaluated by subject coordinators, our School Education Adviser, HT's and Governors across the Federation in order to inform practice and report to the Governing Board.</p>	<p>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.</p> <p>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'. 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 Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
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?	
<p>All children are actively included in a wide range of curriculum and extra-curricular activities, including school visits and represented in positions of responsibility e.g. the school council and sports teams etc</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 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.	
<p>All children are aware they can talk to any member of staff if they wish to discuss an issue. This will be recorded on CPOMs and followed up. Some of the interventions implemented are for emotional support, by staff trained on Thrive and PACE approaches and the 5 point scale, and these strategies are used across all curriculum sessions and any support from</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>

outside agencies. Individual children may have an SEMH support plan which is reviewed at least termly. Advice is sought from outside agencies such as Early Help, the SEND Hub and SELFA. Parents may be signposted to the Healthy Child Team or Early Help, and a referral may be made to access further support. Individual children may be assigned a key adult in school, e.g. a member of staff who 'checks in' with the child throughout the day.	
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?	
The Federation has established working relationships with professionals from outside agencies such as Early Help, paediatricians, speech and language therapists and specialists from the SEND hub. Involving outside agencies is done in collaboration with parents/guardians and past experience shows that having other professionals to consult and advise staff, allow us to enhance and customise our provision whilst providing additional information for parents and families.	The Local Authority offers a range of specialist support and outreach services, accessed via the SEND Hub that 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.
14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.	
Any complaints are best dealt with by talking to your child's class teacher or the Executive Headteacher initially, to see if any concerns can be addressed. We have a SENDCo who works across the Ribblesdale Federation (Mrs McGregor) and SEND Governor (Mrs Boyd). We adhere to the NYCC Complaints procedure, which is on each school website, and any communication towards a formal complaint needs to follow the measures outlined in this document.	There must be a designated governor for SEND in the school and complaints about SEND 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.
15. How accessible is the school environment?	
Our school buildings are fully wheelchair accessible. Each school entrance can be accessed via a ramp and outdoor areas can also be accessed via a level surface or ramps. Giggleswick has a classroom on the upper floor but this can be accessed via a lift. Each of our schools have a disabled toilet with wheelchair access.	

16. What are the admission arrangements for children with disabilities?	
All governing boards are required by Section 324 of the Education Act 1996 or the Children's and Families Act 2014 to admit to the school a child with an education, health and care plan (EHCP), formerly a statement of special needs (SEN), which names the school. This is not an oversubscription criterion and relates only to children who have undergone statutory assessment and for whom an EHCP has been issued. If this school is oversubscribed after the admission of children with an EHCP then the oversubscription criteria will be applied to other applicants.	
17. What steps do we take to prevent pupils with disabilities from being treated less favourable than other pupils?	
Children with disabilities are given full access to the curriculum. Adaptions are made so that they can take part in all curriculum and extra-curricular activities. On admission to school and regularly throughout their time in school, assessments are made for children with disabilities to identify and provide the support they may need in school. These are monitored by the SENDCO during her regular monitoring of provision in school.	
18. What facilities do we provide to help children with disabilities in our school?	
Arrangements will be made to provide help to children with disabilities on a need-by-need basis. This will be considered in discussion with school, parent/carer, child (if appropriate) and health care providers and agencies involved with the child and or family.	