Bilton SEND Information Report 2025-2026

Name of the Special Educational Needs/Disabilities Coordinator (SENCO): Anna Baldini



Mrs Anna Baldini

Contact details:

An appointment to see Mrs Baldini can be made via the school office and via telephone on ***01423 502375***

Mrs Baldini leads the Inclusion Team who support children throughout the school.

Our Inclusion Team:

Mrs Gibson EYFS and KS1

Miss Hobson KS2

Miss Womack - Nurture across the school.

The kinds of SEND we provide for at Bilton Grange Primary School.

At Bilton Grange Primary School we provide care, support and guidance for pupils with a large number of different needs and difficulties. This is done using a range of responses depending on the needs of the individual children.

A child is deemed as having Special Educational Needs if he or she has identified needs in one or more area which require provision and advice different or additional from that already in place through quality first teaching within the classroom environment.

A child has learning difficulties if they have:-

A difficulty in learning which is significantly greater than other pupils of a similar age. Has a disability which hinders or prevents a child from making use of educational facilities of a kind provided for children of a similar age in other schools.

Is under compulsory school age and falls within the definitions above, or would do if special educational provision were not provided.

Special Educational Provision means:

Educational provision which is 'additional to or different from' the educational provision provided generally for pupils in mainstream schools.



Children will not be deemed as having a learning difficulty solely because of language difficulties where the language they speak at home is different from the language which they are taught in.

All staff at Bilton Grange Primary School are fully aware of, and have due regard for, the SEN Code of Practice, and are aware of their responsibilities in ensuring that the needs of all pupils are met.

Parents/carers will be involved in all stages of their child's educational journey through school and will be involved in all decisions and planning for next steps to ensure provision to meet any additional needs are in place.

Bilton Grange Primary School strives to be an inclusive school and the range of needs supported in school is wide. These include those children who have difficulties linked with hearing, visual and co-ordination impairments, those children with speech and social interaction difficulties, as well as those children with social and emotional difficulties.

Communication and Interaction



We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 situation or small group settings as appropriate. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources and intervention programmes, including VERBO, which are used to support children's Speech and Language development and we work closely with Speech and Language Therapists.

Speech and Language resources for families and schools

Videos to support speech and language difficulties at home

Cognition and Learning



We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaption to the curriculum. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or developmental coordination disorder (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of interventions. The teachers plan a provision map for each of the children, called an Individual Provision Map (IPM), in their class that require additional support through ordinarily available provision (OAP) and this is monitored by the SENDCo.

Interactive games and resources for children to enjoy at home

British Dyslexia Association support booklet

Social, Emotion and Mental Health Difficulties



For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies such as CAMHS (Child & Adolescent Mental Health Service) and through Early Help if necessary. Children may be given time outside the classroom to undertake calming tasks supported by familiar adults. We teach children specific strategies to help them to identify and manage their emotions through small group or 1:1 interventions where necessary. Using resources such as "Zones of

Regulation", "Starve the Anxiety Gremlin", "The colour monster" or "What to do When you Worry too Much". All children in school are encouraged to identify their emotions and support each other using the Zones of Regulation language. As a school we celebrate World and Children's Mental Health Days and discuss how mental health is important for all.

ASD - strategies to support behaviour at home

Self regulation strategies to support children in school and at home

Place2Be parent information on support children's mental health

Sensory or/and Physical Needs



We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

At YCAT, we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met.

Teachers provide adapted learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

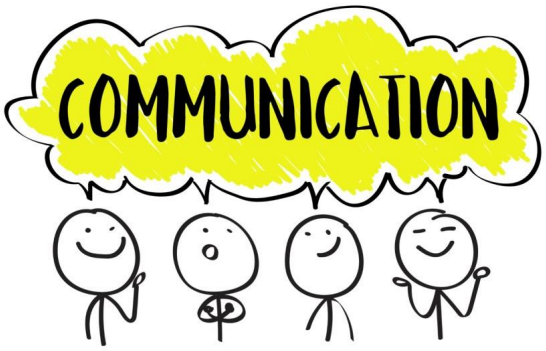
All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times. YCAT schools provide a very nurturing environment for all children.

How to meet your child's sensory needs

Fine motor skill activities to do at home

[A great range of activities to support physical development to do at home]

How we consult with parents of children with SEND and involve them in their child's education.



We believe that children do their best when staff, parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. You are welcome to contact the school to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. We involve parents through the following methods:

- Discussions with the class teacher
- Regular review meetings
- During parent's evenings
- SEND parent questionnaires
- SEND coffee and catch-up sessions each term
- Comments on the IPM each term
- Meeting with the school SENCO, A Member of the Inclusion Team or Senior Leaders
- During discussions with other professionals
- Multi-agency meetings
- Secondary transition meetings
- Nursery transition meetings
- Annual reviews

Parents/carers are invited to all review meetings including Annual Review meetings, Parents' Evening and are invited to meetings with regard to their child's Individual Provision Map. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service, children's centre and other specialist organisations where specific advice, guidance and support may be required. More information is available by following the link to Parent Partnership Service - **North Yorkshire SEND Partnership**

As we have children with addresses in other Counties we also signpost parents to:

- North Yorkshire County Council's Local Offer
- **SEND parent carer support groups**

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted e.g. enlarged print if requested.

The school office manager, Headteacher or SENDCo will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies such as Early Help. Information, advice and guidance for families of children with SEND are available via the SENDCo and/or links on our website and parents/families who have additional needs are supported by members of the school staff. This may include reading documents, supporting with an understanding of official paperwork (whether from within the school or from other agencies) and possibly, in more complex cases, a referral to Parent Partnership Services, as above. The school office manager will also support parents with online school applications if they do not have access to computer or Internet at home.

What arrangements does the school make for consulting with children with special educational needs and disabilities and involving them in their education?



All children with an EHC plan have the opportunity, annually, to record and contribute to their annual review meeting. Children also have an opportunity (where appropriate) to take part in the meeting.

Other children on the SEND register also have an opportunity to review their targets with teachers every term and are asked their opinion about what has worked, not worked and what they would they to focus on next.

We have a School Council which is made up of representatives from each Key Stage 2 class, voted for by their classmates. ALL children are eligible to serve on the School Council, regardless of special educational needs or disabilities and in recent years several such children have served the Council very well.

All children on the SEND register take part in an online pupil questionnaire to make sure their voice is heard surrounding the provision in place and the school environment. These form a large part of the actions for SEND in the following year, on a strategic level as well as on an individual child level.

The child's voice is at the centre of all provision provided for them across all YCAT schools.

How does school assess and review children's progress towards outcomes?

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. All children are assessed regularly and progress is tracked and monitored internally. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this.

The SENCo liaises closely with the Assessment Co-ordinator, Maths and English Leads to analyse data and individually track pupils who are experiencing difficulties. Class teachers report and discuss any concerns with the SENCo and the Inclusion Team. If further action is deemed necessary, the parents are informed and consulted immediately. Children with SEND may be identified at any stage of this process during their school life.

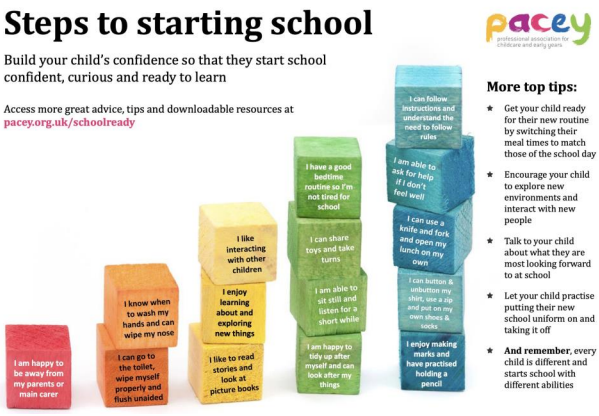
In the Foundation Stage and Years 1 and 2 the assessments used are:

- Baseline assessment at the start of the Foundation Stage year
- Early Years Profile and end of the Foundation Stage year
- Pre Key Stage Assessments
- Termly assessments of progress, summative and formative.
- Annual Teacher Assessment sheets for both core and foundation subjects.
- The end of Key Stage 1 SATs tests - We use these for internal checkpoints only.
- Phonics Screening Check end of year 1
- Progress Indicators for Valued Assessment and Targeted learning (PIVATS)

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?



1 - Useful tips on how to prepare your child to start primary school



We recognise that transitions can be difficult for a child with SEND and we, therefore, we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

The Keystage Lead or/and the SENCo will arrange to visit the pre-school setting and/or arrange to make a home visit. Your child will be able to visit our school and stay for a transition morning and parents will be invited to an induction evening at the school. You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school. Should your child have a disability, the SENCo will meet with parents/carers and any other specialist teachers as necessary such as the Hearing Impairment specialist. An audit of the school will be undertaken with the aim of identifying any barriers that need action to ensure the facility is accessible. A plan will be devised based on the recommendations provided, ensuring that the facility and curriculum are fully accessibly. For detailed information on the steps the school have taken and are taking to ensure the building is accessible for all, please refer to the Accessibility Plan, a copy of which can be obtained from the school office or on our website.

All teachers are teachers of Special Educational Needs and strive to deliver a broad and deep curriculum with the highest of expectations set for all pupils with Quality First Teaching being the facilitator.

Moving to another school:

If you child is moving to another school, we will contact the school SENCo and ensure that he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases, a planning meeting is held at the end of every year with the new teacher. IPMs will be shared with the new teacher and the TAs meet to pass on any relevant information.

Transfer to KS3:

The Upper Keystage 2 team and SENCo will liaise closely with the receiving secondary school with regard to the specific needs of your child. Your child will do focused learning about aspects of the transition to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.



2 - Transitioning to secondary school can be a difficult time for children. Find Your Feet is about helping children cope with this transition and preparing them for any other changes and challenges they will face in life.



3 - An animation talking all about school transition experiences for children with SEND

In Key Stage 2 the assessments used are:

- Ongoing profiles of progress towards objectives in all curriculum areas
- The Engagement Model for Assessment
- Pre Key Stage assessments
- Termly assessments of progress (summative and formative) including the end of Year

- End of Year Assessments Years 3, 4 and 5
- End of year 4 Multiplication Table Check.
- Annual Teacher Assessment sheets for both core and foundation subjects.
- The end of Key Stage 2 SATs tests
- Progress Indicators for Valued Assessment and Targeted learning (PIVATS)

What is the schools approach to teaching and learning for children with SEND?



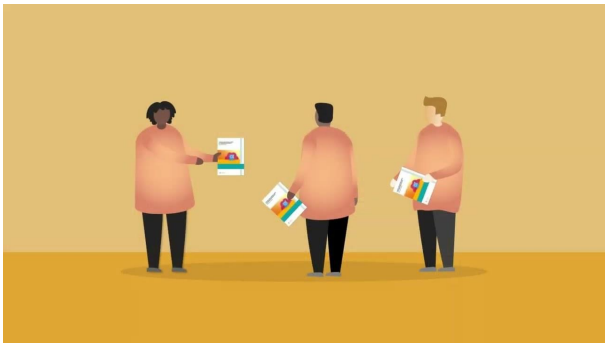
Additional Support

In accordance with the SEND Code of Practice, 2014, the school does everything it can to meet children and young people's SEND. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability. The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);

- High-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. This includes adaptations through Quality First Teaching and use of the EEF SEND 5-a-Day. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join a school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning work for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's Individual Provision Maps (IPMs). Additionally, teachers adapt teaching and learning as appropriate for children with disabilities.

For all children with Special Educational Needs, the class teacher, SENCo and Teaching Assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, adapted tasks, different seating arrangements or extra adult attention.



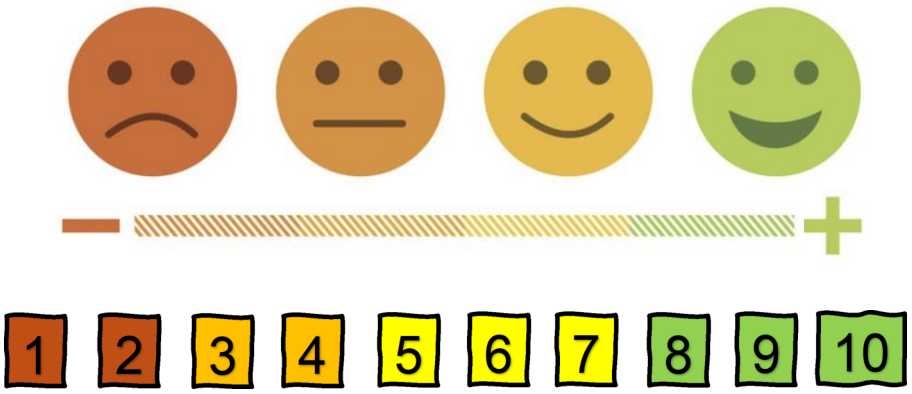
4 - A video describing the 5 a day principles we use in school

For most children where necessary, the class teacher and SENCo will make more detailed arrangements for a programme of support, including an Individual Provision Map (IPM) when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be shared with staff and parents. There may be some direct input and advice from a specialist teacher or other professional involved.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child are laid out in their Plan.

1 to 10 scale with emotions



What adaptations are made to the curriculum and the learning environment of children with SEND?

The school provides a comprehensive range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions/supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child.

For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through adapted work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisations aids (task ladder, visual timetables etc), large print documents, coloured backgrounds to interactive whiteboards, coloured paper workbooks, coloured overlays and/or paper, pencil grip aid, seating supports, and others as needed. We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods) Eg. Little Wandle Rapid Catch Up, Reciprocal Reading, Handwriting Intervention, NCETM Ready to Progress, Fine and/or Gross Motor Skills, Social

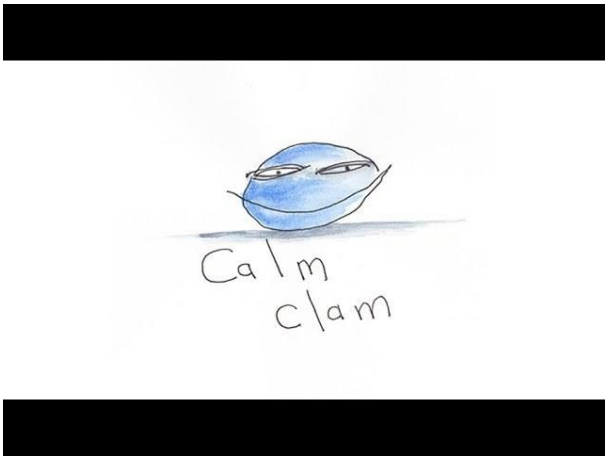
Skills or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include focused activities working on their individual targets as set out in their EHCP.

We have a range of ICT programmes for pupils with SEND, laptops and I-Pads are available to support learning.

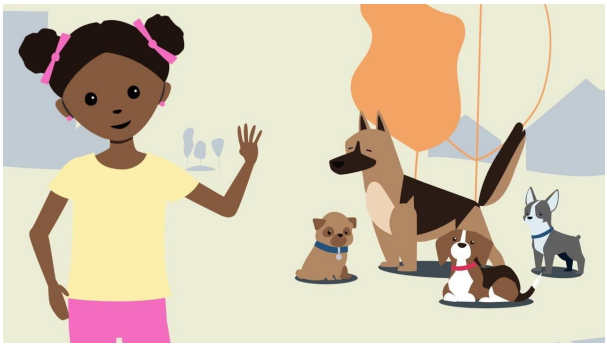
Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

How can you help your child at home?





5 - How to support children who have spelling difficulties with their spellings at home



6 - Ways to encourage maths into your child's life at home



7 - How to say those sounds (phonemes) right!

What training have the staff supporting children with SEND had or may they have?



School provision:

- Teaching Assistants (TAs) working with either individual children or small groups;
- TAs offering support for children with emotional and social development;
- Class Teacher support where appropriate;

- Volunteers and parent helpers work with small groups to support reading in school;
- Specialist Teacher Services.

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

Examples of Staff Training

- Safeguarding Training
- YCAT termly SEND Cluster
- ADys Specialist Ltd weekly SEN advisor support
- North Yorkshire termly SEND Cluster meetings
- Annual Prevent Training
- SEND Strategy Days
- Specialist Teacher Training
- SALT Training
- ASD Training
- PDA training
- Makaton Training

Examples of other Provision delivered in school:

- Educational Psychology Service;
- Specialist Teacher Support;
- Sensory support for children with visual needs;
- Parent Partnership Service;
- SALT Speech and Language Therapy. (SALT)
- Family Support Services

- SENDIASS SEND Information, Advice and Support Service (SENDIASS)
- Social Care
- Paediatricians – accessed via school nurse and/or GP's

Health Provision delivered in school:

- School Nurse,
- Occupational Therapy;
- Visual Support;
- Child and Adolescent Mental Health (CAMHs)
- Teachers and TAs receive a range of training as part of their continuing professional development (CPD) and to respond to the needs of the individual children they are working with. Many members of staff have basic training in Early Identification of Dyslexia, Dyscalculia, Specific Learning Difficulties, Autism Spectrum Disorder (ASC) and speech and language difficulties. Other training includes assessing reading and running records, Paediatric First Aid Training; social stories and social skills. Other TAs have received very specific training from specialist teachers and outside agencies.

How do you evaluate the effectiveness of the provision made for children with special educational needs?

All SEND children have either: an Education, Health and Care Plan (EHCP) and/or a Individual Provision Map (IPM). All of these are reviewed regularly, as laid out above.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice 2015;

The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged

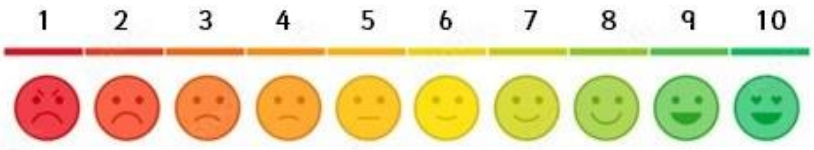
to be effective. The SENCo meets with the SEND Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENCo produces an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. The cost of all such provision is calculated, based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENCo to ensure that the effectiveness and efficiency of provision is maximised.

Progress Measuring:

Teachers, learning support assistants and pupils all contribute to this measurement of progress.

We understand that this can be subjective and that progress can be measured in different forms therefore, this information is then used alongside other data such as pupil voice, work evidence and observations to ascertain progress against the SMART target.



8 - We like to use the scales for children to communicate where they feel they are with the targets set in their IPMs and how they feel they are at the end of the term. This helps us measure progress using the child's voice.

How will my child be included in activities outside the classroom, including school trips?



Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, adaptations to the activity (eg through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Head Teacher/ trip leader and/or the County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and the County Council.

Before and after school care is available at Bilton Grange Primary School from 7:30 am until school opens and from 3:15 pm until 6 pm during term time (inline with wrap around care guidance) and is run by The Hive. Further information can be obtained from the school on 01423 502375.

There is a huge range of after school (and some lunch-time) clubs at Bilton Grange Primary School throughout the year, varying on a termly basis. We are able to offer most of these at no cost, although a small number may incur a small cost. Many of these clubs are provided by School staff, but a number of trusted outside providers are also used. The costings from these clubs can be obtained from the providers.

What support will there be for my child's overall well-being?



The well-being of all our pupils is very important to us and we have a robust Child Protection Policy in place, which follows both National and the YCAT Trust Guidelines. We recognise that some pupils with SEND may well have Emotional, Social and Mental Health Development needs that will require support in school. We are an Anti-bullying school and we have a robust Behaviour Policy in place (all policies are available on the school website or via request from the school office). We also offer an in school nurture group to support the development of these needs on a tailored basis as needed.

We aim to make sure all children have equal access to school life including activity clubs, lunchtime play activities and the opportunity to undertake roles of responsibility within the day to day life of the school. We ensure all pupils in the school have a 'voice', e.g. through pupil questionnaires, the school council and pupil contribution to review meetings. All children contribute to the planning and reviewing of their learning targets and are encouraged to share their ideas and opinions. Further details of our curriculum can be obtained from the school prospectus on the school website or from the school office. For further information on the administration of medicines please see the school's SEND policy and medical policy for details.

CAMHS Resources - Downloads

This is a collection of downloadable self-help guides that we really like and hope may be useful to you. Some are aimed at adults but the ideas and suggestions in them can still be relevant for young people and parents. If you click on the image it will automatically download the PDF from its source and the credit will link to the originators main website.

CAMHS Resources - Videos

These are videos on a wide range of topics that provide information about mental health and well-being.



How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting their families?



School's 'open door' policy ensures that you can feel confident when you approach school with any concern that we will endeavour to support in any way we can which can include referrals to a range of targeted services such as family support, counselling. Referrals can be made where it is felt necessary to a variety of different agencies and specialists.

Parents are involved during the whole process and once a referral has been sent, updates are given regarding appointments or assessments that are consequently given. Regular meetings can be made to discuss the progress with all agencies involved together, discussing current progress and next steps.

As a school we work closely with any external agencies we feel are relevant to supporting individual children's needs within our school including:-

- Specialist schools
- Health services including school nurse and health visitor,
- CAMHS (Child and Adult Mental Health Services),
- clinical psychologists,
- community paediatricians,
- speech & language specialists,
- occupational and physiotherapists
- Children's Social Care Services including Children & Families Well Being Service,
- family support agencies
- Educational psychologist
- Specialist advisory teachers

What arrangements do you make in relation to the treatment of complaints from children and their parents/carers with special educational needs concerning your provision made?



Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SENCo/Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors.

A copy of the school's Complaints Procedure is available on request from the school or on our school website.

Where can I find the contact details of support services for the parents of children with SEND?

General information regarding SEND can be found on the school website, including the SEND policy.

SENDCo: Mrs Anna Baldini

Headteacher: Mrs Sian James

SEND Governor: Mrs Elizabeth Adams

IPSEA (Independent Parental Special Education Advice)

https://www.ipsea.org.uk/



9 - North Yorkshire Parent Partnership information

Information

You may find the answer to some of your questions by looking through the information on our web pages, via social media channels and through workshops and courses. We have some downloadable resources. If you can't find the answers to your questions, you can get in touch by phone, text or email – **you choose** which works best for you.

Advice

We provide impartial information and advice about what the law says, the local authority's policies and procedures and about the policy and practice in local schools and other settings. We do not take sides or tell you what to do, we will help you get the information you need to make your **own choices**.

Support

We can help you by **listening** to your views and concerns and working with you to explore your options. We can help you with preparation for meetings, with letters, forms and reports and support you to have the confidence to **express your views**.

SENDIASS North Yorkshire (Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND).

Our service is **free, easy to access and confidential**. We can help children, parents and young people take part in decisions that affect their lives.

We offer information, advice and support to:

- Children and young people (up to 25 years) with SEND
- Parents and carers of children with SEND
- Practitioners (who might be supporting children, young people or parents to access our service)

For more details visit: www.sendiassnorthyorkshire.co.uk or email info@sendiassnorthyorks.org

Education

We can talk to you about any **questions or concerns** you have in relation to your child's Special Educational Needs, including choice of educational setting. We can discuss with you how to raise your concerns and help you to find **positive ways to communicate** with schools and the local authority.

Rights

We provide information and can help you to understand what the law says and what your rights are, enabling you to make informed choices.

EHC Plans

We have lots of information and advice around EHC plans, how to request, and what happens next within our web pages. We can support you to get your views across and fully **participate in the process**, including at Annual Reviews and with disagreements.

Where can I find information on where the local authority's local offer is published?

All Education Authorities give information about what they can provide for you and your child.

The Children and Families Bill was enacted on the 1st of September 2014. This means that, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. The local Authority refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area by offering details on the context of schools and the provision for children with SEND therein. The local offer you need to look at is North Yorkshire.

North Yorkshire Local Offer - https://www.northyorks.gov.uk/children-and-families/send-local-offer

