



SEND Information Report

December 2023

Head Teacher:	Mrs H Albery
SENDCo:	Mrs L Walton
SEN/D Governor:	Mrs C Bantock
Local Authority	North East Lincolnshire

At Yarborough Academy, the staff and governing body are committed to providing an appropriate, inclusive and high quality education to all children. We value the abilities and achievements of all our pupils and are committed to offering everyone the same entitlement to the whole school curriculum by ensuring its accessibility. Everyone will work together as teams to make sure all learners feel welcome and valued, and to ensure that they get the right support to help them develop their talents and achieve their own personal goals.

Under the Code of Practice 2014, SEN/D is categorised into the following four headings:

- **Communication and Interaction** e.g. Autism Spectrum Disorder (ASD), Asperger's Syndrome, speech, language and communication needs.
- **Cognition and Learning** e.g. specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD), global developmental delay, dyslexia and dyspraxia.
- **Social, Emotional and Mental health difficulties (SEMH)** e.g. attention deficit hyperactive disorder (ADHD), eating disorders, attachment disorders and depression.
- **Sensory and /or physical needs** e.g. Hearing impairment (HI), Visual impairment (VI) or Cerebral Palsy

Please click on the link below for information on the new Code of Practice for Special Educational Needs and Disabilities (SEND).

[SEND Code of Practice](#)

Please click on the link below for the North East Lincolnshire SEND Local Offer

[North East Lincolnshire Local Offer](#)

This report is designed to answer frequently asked questions about the schools approach and provision for children with special educational needs and disabilities.

1. Identification and assessment of special educational needs at Yarborough Academy

We aim to identify special educational needs and disability as early as possible. The school makes a decision through discussions and observations with the class teacher, parents/carers, SENDCo, CARE Team and if appropriate other professionals from outside agencies. Alongside this we use assessment consisting of both standardised testing and on-going teacher assessment to inform us of a pupil's progress. Pupil progress meetings are held twice a year, which highlights children of concern and further discussion can be had to determine the cause of limited progress. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When observing pupils in class the SENDCo will use a high quality teaching checklist to ensure universal provision is firstly in place for a pupil. It may then be appropriate to use a neurodiversity profiler to identify the pupil's possible strengths and difficulties.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Our SEND policy can give you the information you need about how we make provision for all pupils with SEND. This policy is available to view on the school website.

Contact details for SENDCo and SEN Governor are outlined below.

	Special Educational Needs Coordinator (SENDCo)	Special Educational Needs (SEN) Governor
Name	Mrs L Walton	Mrs C Bantock
Contact Email	office@yarboroughacademy.co.uk	office@yarboroughacademy.co.uk
Address	Yarborough Academy Yarrow Road Grimsby DN34 4JU	Yarborough Academy Yarrow Road Grimsby DN34 4JU

2. Making provision for pupils with SEND

Quality first teaching ensures the majority of SEND pupils have their needs met. However, in some cases interventions or personalised learning plans (PLP's) will be provided by the academy. If a pupil is identified (via the assessment process) as having SEN/D we work with the class teacher, parents/carers and pupils to determine the additional provision required. This will often be done in conjunction with the SENCo and depending on the needs of the child an outside agency. At Yarborough Academy we follow the graduated response (assess, plan, do and review) as outlined below:

STEP 1: Quality First Teaching (Concern)			
Assess	Plan	Do	Review
Assessments identify that a child is not making expected progress or a specific area seems to be a barrier. Identified by class teacher, SENCO or head teacher during pupil progress	The class teacher will ensure there is targeted provision on the whole class provision map. The class teacher will ensure the high quality	Pre and post teaching and learning within a smaller group. Adult Support Peer Support	Assessments reviewed during pupil progress meetings to evaluate impact of provision.

meetings or in everyday teaching	teacher checklist is in place.	Focused marking Additional support aids/resources made available	
SENDCo may observe in the classroom using the high quality teaching checklist		Differentiation, adaptation and scaffolding.	
Parental/Carer Concern			

Step 2: Child moves onto SEN register (SEN Support)

Assess	Plan	Do	Review
<p>Analysis of standardised assessments to pinpoint specific need. SEN teacher toolkit or neurodiversity profiler could be used to assess strengths and needs if needed.</p> <p>SENDCo or CARE team observations in class.</p> <p>Discussion with SENCO to complete move onto SEN register, identifying the primary area of need:</p> <ul style="list-style-type: none"> - Cognition and learning - Communication and Interaction - Social, emotional or mental health - Sensory/or physical <p>Attendance Check</p> <p>Parents/carers and pupils involved and their views gained to help create profile.</p>	<p>SEN provision completed on whole class provision map to identify specific evidence based interventions, provision or resources.</p> <p>OR personalised learning plan (PLP) in place with either reasonable adjustments or SMART targets in place.</p> <p>Parents/carers involved during special grown-ups evening, SEN Termly update or at agreed time to support provision planning.</p>	<p>Interventions to be delivered as drawn up on timetable.</p> <p>PLP reasonable adjustments and SMART targets to be actioned.</p> <p>Monitoring of interventions by SENDCo.</p>	<p>Formative and summative assessments used to evaluate the impact of intervention.</p> <p>Discussed with parent/carers during student led conferencing, SEN Termly update or at agreed time to support provision planning.</p> <p>PLP reasonable adjustments and SMART targets to be reviewed at least termly.</p>

Step 3: SEN Support- Personalised Learning Plan/Outside Agency Involvement

Assess	Plan	Do	Review
<p>Appropriate referral made for outside agency support. The following agencies may be used:</p> <ul style="list-style-type: none"> - Specialist Advisory Service (SAS) - Educational Psychologist - Child Development Centre (CDC) - Speech and Language Support - Occupational Therapist - Compass Go - Access Pathway to identify correct support or assessment 	<p>A PLP will be drawn up by the class teacher, supported by the SENDCo taking into account pupil and parent/carer views and any recommendations from outside agencies.</p>	<p>PLP actions to be delivered on a daily basis alongside identified interventions.</p> <p>Staff may be supported with training from outside agencies.</p>	<p>Review meetings will take place with all professionals involves, parents/carers and pupils.</p> <p>Formative and summative assessments will feed into this.</p>

Step 4: Request for Education Health Care Plan			
Assess	Plan	Do	Review
<p>At least two cycle of personalised learning plans will have been implemented and reviewed. A request for an EHC plan will be discussed with all during a review meeting.</p> <p>If agreed the SENDCo will begin to collate paperwork to move forward with the assessment.</p>	<p>EHC Plan to be drafted and submitted</p>	<p>Implement the EHC plan using outside agencies and identified training.</p> <p>EHCP outcomes to be broken down onto personalised learning plan.</p> <p>If inclusion assistants are providing a high level of support outcomes will be evidenced in an individual PLP folder.</p>	<p>Termly reviews with parents, pupils and outside agencies.</p> <p>Annual Reviews for school, pupils, parents/carers and LA.</p>

3. Involving parents of pupils with special educational needs and disability at Yarborough Academy

At Yarborough Academy we value the contribution of information from parents/carers and consult with them at numerous times throughout the academic year: -

- Parents/carers are offered the choice of a student led conference slot or a joint student led conference/SEN appointment once a term, where the progress and attainment of pupils is discussed along with the sharing of specific provision and interventions for SEND pupils. Parents/carer will also be asked to contribute to personalised learning plans.
- During the Summer Term a transition SEND meeting is held for both the existing and new class teachers along with parents/carers and the SENDCo to ensure a transparent and smooth transition.
- Organisation of additional meetings with parents/carers of pupils with SEND when necessary. These typically involve sharing information, meeting with outside agencies, organising additional provision and gaining parent/carer views.
- Opportunities for parents/carers to request a meeting with their child's class teacher, CARE Team or the SENDCo.
- Some pupils require home-school diaries/communication.
- Inviting parents/carers into school regularly e.g. coffee mornings and the annual SEND pop up event.
- Sharing of newsletters and up to date information from the local authority.
- Annual parental voice questionnaire.

In addition, the SENCO may signpost parents of pupils with SEND to the local authority Parent Partnership service (SENDIASS- Tel: 01472 326363) where impartial advice, guidance and support can be given. Parents/carers are always invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on provision plans for their child.

Notes of early discussions and meetings will be added to the pupil's records and shared with parent/carers if requested in order to build a timeline of support.

4. Involving pupils with special educational needs and disability in their education at Yarborough Academy

Pupils are consulted and their views sought through various tools depending on their age and ability. Children with SEND are asked about their own strengths and weaknesses when class teachers are completing termly SEN updates. Pupils complete questionnaires about their learning and school life each year.

Involvement will be tailored to children and take into account their preferred methods of communication. This may include:

- Giving children time to consider their views
- Allowing children to choose a friend to help them share their strengths and weaknesses
- Using clear and ordinary language
- Dedicating time in meetings through a child centred approach to hear their views
- Using different recording formats for views
- Ensuring staff are trained to support pupils during discussions

We will make sure that assessments include the wishes and feelings of the child, their aspirations, their strengths and weaknesses, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include their attendance at a person centred review.

5. Assessing and reviewing the progress of pupils with special educational needs and disability at Yarborough Academy

All children are continually assessed through various checks by class teachers. Pupil progress meetings are held twice a year which involves the SENDCo in order to specifically look at the progress for those pupils with SEND. Standardised test scores are looked at along with a summary of formative assessments made by the class teacher.

Following this class teachers meet with the SENDCo to plan personalised learning plans or specific interventions. Personalised learning plans may be reviewed between every 6-12 weeks depending on the nature of the desired outcomes. Some pupils with SEND may have more frequent reviews if they are required.

Reviews can involve the pupil, the family and other professionals where this is appropriate.

Review meetings are used to:

- Discuss what is working well and not so well
- Find out if the provision is suitable and being delivered as planned
- Review how far the children have progressed towards outcomes
- Discuss the support needed
- Share advice and information
- Identify next steps, actions and responsibilities

6. Transitions between settings and phases of education

At Yarborough Academy we recognise that transitions can be difficult for a child with special educational needs and steps are taken to ensure that they are planned carefully. Across the school transition meetings take place to share information for every child each year. Parents/carers of pupils with SEND are also invited to attend transition meetings to ensure a smooth handover.

If a pupil is transitioning between settings the SENCO, class teachers and support staff can visit other settings if necessary to establish background information and to find out what works well. If a pupil can be helped through a phased transition then this can be arranged if seen as appropriate. If the child would be helped by a book/passport/social story to support them, then one can be made for them.

Before a move to secondary school, the receiving SENDCo is invited to attend all transition meetings. For Year Six's that need extra support for transition to secondary school, additional visits can be organised and supported by our staff.

7. Teaching pupils with special educational needs at Yarborough Academy

All children in school receive quality first teaching and are continually assessed by the class teacher.

We can also support pupils with SEND through other various means:

- High levels of differentiation and adaptation in class by the class teacher.
- Pre and post teaching
- Use of technology
- Visual aids including the use of Widgit software
- Specific evidence based interventions, resources and additional learning opportunities are identified via the year group's provision map.
- Personalised learning plans (PLP's)
- Neurokind Plans
- Inviting and arranging times for external agencies to come into school to work with pupil's
- Additional adult support

8. Curriculum and learning environment for pupils with special educational needs

At Yarborough Academy we know that children learn best when they feel safe, loved and nurtured. This is why our CARE approach goes hand in hand with our curriculum and gets the best out of children's brains. We have organised all our curriculum topics to ensure there is spaced repetition of each subject objective throughout the year. This is to aid long term retention as learning is a change to long term memory. We want our children to be literate, numerate and curious about the world around them. Our curriculum enables a depth of learning for all pupils. A love of learning, thirst for understanding and opportunities to exhibit high quality work are central to the education of our children. For those pupils with SEND a variety of learning opportunities and styles are provided daily. Scaffolding, visual aids, technology and support are used when appropriate with our SEND pupils. Teaching assistant and Inclusion Assistant support will be given when necessary to pupils to address their specific needs. It is important that we develop pupil's independence and we promote the use of learning buddies, working walls and resources to also support pupils with SEND.

9. Specialist services and expertise available at Yarborough Academy

The school contracts the services of the Local Authority's Specialist Advisory Service Team (SAS) and contracts the services of an Educational Psychologist for more detailed assessments and solution focused support. The school draws upon the advice and recommendations given from these services and uses it when planning interventions, additional provision and personalised learning plans. We also work closely with speech and language therapists and provide opportunities for teaching assistants to sit in on 1:1 sessions so this can be replicated for pupils between sessions. We contract the service of an independent speech therapist who works with pupils and staff once a month to assess individual's needs, deliver therapy and provide school staff with appropriate targets and resources for individuals to continue therapy between visits. Our CARE Team lead also works closely with Compass Go to support children's social, emotional and mental health needs.

The school also regularly liaises with occupational therapists, paediatricians and visual and hearing impairment teams.

The school has a pastoral team which is led by CARE Team lead who has a wealth of experience and expertise in supporting children and their families with social, emotional and mental health needs.

10. Staff Training at Yarborough Academy

At Yarborough Academy all teachers are responsible for SEND provision in the school.

- SENCO qualification is held by the SENCO
- Team Teach training is delivered to all staff
- SEND code of practice is regularly shared with teaching staff
- Specialist Advisory Service (SAS) provide training on various interventions
- SEMH training delivered by our CARE Team lead
- Continuing professional development is addressed upon the needs of the staff and whom they are currently working with. The SENCO acts upon this and organises appropriate CPD.

Example of staff CPD for Autumn Term 2023

Date	Training
17/11/23	Wellcomm Training
16/11/23	Team Teach Training (new staff)
2/11/23	Training from complex health care team - Tracheotomy in school
20/9/23 22/11/23	Autism and Wellbeing Project
17/10/23	Early Years SEND Network Forum
11/10/23	Making Sense of Autism
4/10/23	SMART target writing to measure progress more effectively training
27/9/23	SENDCo alliance meeting
13/9 and 18/9	1.1 BUSS (Building underdeveloped sensorimotor systems)
6/9/23	Staff Meeting - Removing barriers for our SEND learners

11. Support for social and emotional development at Yarborough Academy

All staff support pupils in their emotional and social development throughout their time at Yarborough Academy. However, we also have our YA Care Team consisting of the Learning Mentor, CARE Team lead, Early family CARE practitioner and a therapeutic intervention practitioner who provide additional support to individual children, supporting them through issues such as family separation, low self-esteem, friendships difficulties, anxiety etc.

The YA Care team support teaching staff with training and specific guidance for children in their classes. They also run a system in which staff can refer children in for a variety of needs. These children are looked at by the team and are allocated to specific interventions or groups. Both the learning mentor and CARE Team lead also work with parents to support their children.

We also work closely with the Educational Psychologist, Compass Go and with Young Minds Matter (YMM) to support children with specific social and emotional difficulties.

Parents and families can also be signposted through the 'Early Help' process for support from Family First Practitioners, which may include a referral to the family hub.

12. Additional activities available to pupils with special educational needs at Yarborough Academy

All children are included and invited to participate in curriculum and extra-curricular activities if appropriate. During lunchtimes staff are made aware of pupils who may need additional support and we make the learning mentor's room and other indoor areas available for pupils that need to use this. If a pupil requires specific 1:1 support over lunchtime then this is carefully planned and organised with the member of staff.

13. How SEND provision is evaluated at Yarborough Academy

When additional support, intervention or personalised learning plans are drawn up they are recorded on a provision map. These explain what additional support SEN pupils are receiving in order to address their barrier to learning. Each term these provision maps are reviewed. Personalised learning plans are reviewed between every 6-12 weeks depending on the individual's needs. During either of these types of reviews the class teacher, pupil and parent/carer will look at what has or has not worked and the progress made. This will then inform their next steps. At times this may be done in consultation with the SENDCo. The information will be shared with parents/carers if they are unable to attend review meetings.