Special Educational Needs and Disabilities (SEND) Information Report
The White Rose Federation

Inclusion Team

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Last reviewed on:

Autumn 2026

Next review due by: Autumn 2027

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1 Introduction

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our Trust and school SEND policy on our website under Policies.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

2 Who do I go to for support?

Contact	Role	How can they help?
Rosie Baron rbaron2@wrfed.pmat.academy	**SENDCO (Special Educational needs co ordinator): Rosie Baron** ● 6 years experience as a SEN teacher ● 1 year in this role, covering maternity leave ● 10 years as a Qualified teacher.	● First port of call if you need guidance or advice ● Help you if you have a concern or a complaint
Jess Titterington (on maternity leave) jtitterington@wrfed.pmat.academy	**SENDCO (Special Educational needs co ordinator): Jess Titterington** ● 5 years in this role ● 8 years as a Qualified teacher. ● National Award in Special Educational Needs Co-ordination	● First port of call if you need guidance or advice ● Help you if you have a concern or a complaint
Leader of Looked After Pupils	Suzanne Keeler, Executive Head	
SENDIASS 01904 554312 – York 01609 536923 – North Yorkshire	All SEND areas York www.yorksendiass.org.uk North Yorkshire https://sendiassnorthyorkshire.co.uk	Impartial send advice and support for families.
Autism York Autism Hub SEND and Autism Groups North Yorkshire	www.livewellyork.co.uk 01904 555000 https://www.yorksend.org/parents/send-central https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/send-groups-parents-guide/send-and-autism-groups	
SEMH CAMHS SPA	tewv.nhs.uk 01904 615345 – York	

	01757 211563 – North Yorkshire Single point of access: 0300 013 4778	
ADHD/ND York Carers Centre	yorkcarerscentre.co.uk 01904 715490 – York North Yorkshire further information: https://www.hdft.nhs.uk/services/childrens-services/specialist-childrens-services/autism-assessment/autism-resources-harrogate-north-yorkshire/diverse-perspectives/ North Yorkshire - 01423 885959	
Specialist Teaching Team	Referral made via school. North Yorkshire further information: https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/introduction-send-parents-and-carers/send-hubs	York Local Offer
Speech & Language HDFT SALT	hdf.nhs.uk 01423 542200 North Yorkshire further information: https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/introduction-send-parents-and-carers/send-communication-and-interaction-needs	
Physical/Medical Healthy Child Service	0300 303 0916 york.gov.uk https://www.northyorks.gov.uk/education-and-learning/support-schools/healthy-child-service	
EHCP Support	York SEN Team 01904 554320 yor-ok.org.uk North Yorkshire: https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/education-health-and-care-plans-ehcp	
National Charities	IPSEA, SEND family support, NSPCC, Family Action, Special Needs Jungle	

3 What is the definition of SEND?

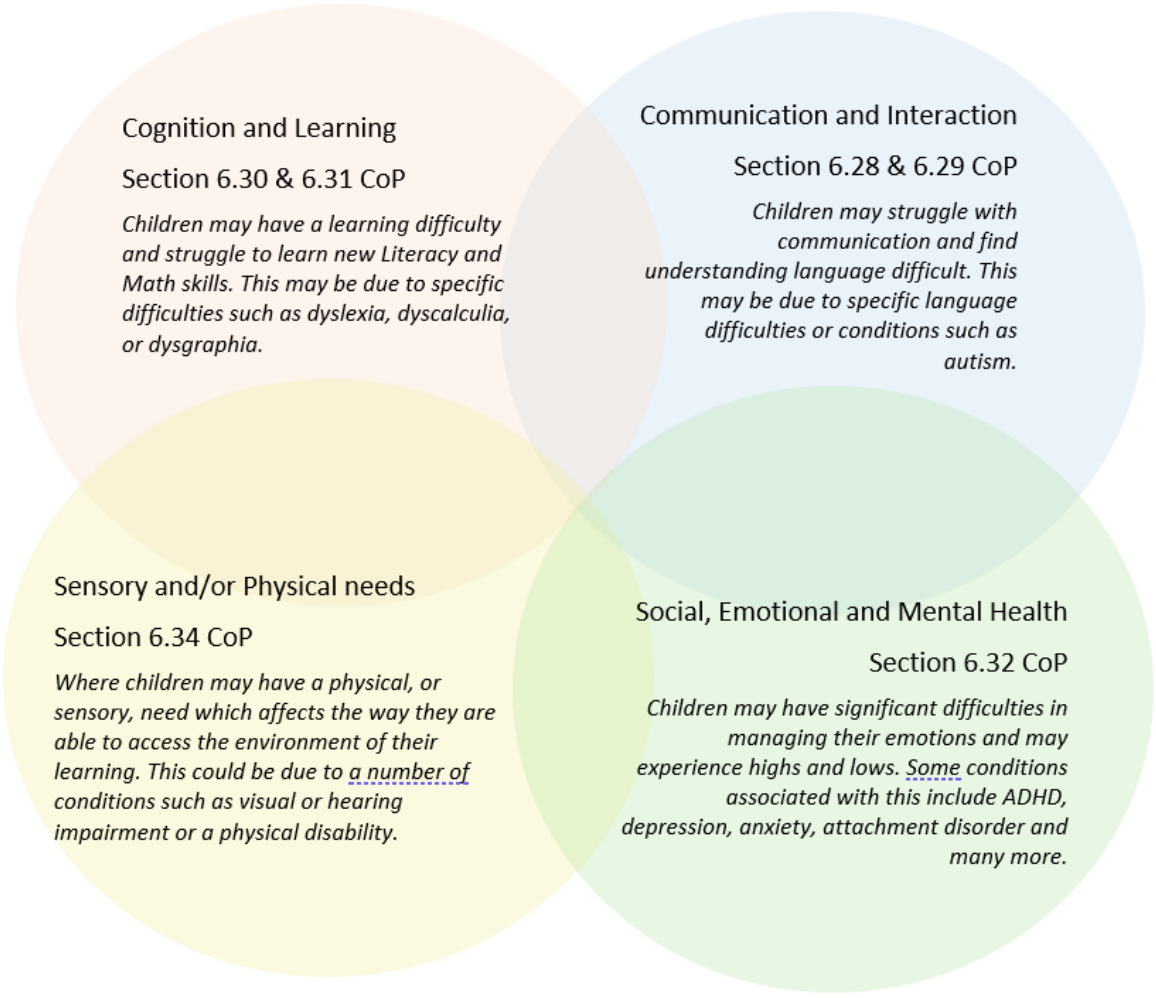
The SEND Code of Practice identifies four broad categories of need:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health difficulties;

- Sensory and/or
- Physical.

These categories are used across Pathfinder Multi Academy Trust. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category, but to provide bespoke provision. We believe that identifying need at the earliest point and then making effective intervention improves long-term outcomes for the child.

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

4 Who will support my child if they have a special educational need or disability?

The headteacher	The headteacher has the overall oversight and responsibility for all learners.
The school's SENDCO	The SENDCO coordinates the provision for those pupils with SEND or with emerging SEND needs.
Teachers including: ● Class teachers ● Form tutors ● Subject specific teachers	All of our teachers receive specialist SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEND.
Support staff	We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to support the delivery of targeted and targeted plus provision.
Other professionals **Examples:** *(Child and adolescent mental health services (CAMHS), education welfare officers, educational psychologists, GPs or paediatricians, occupational therapists, therapeutic practitioners, behaviour support teams, safeguarding services, school attendance officer, school nurses, Specialist Teacher Service, Speech and language therapists, voluntary sector organisations)*	Whenever necessary, we will work with external support services to meet the needs of our pupils with SEND and to support their families.

5 What should I do if I think my child has SEND?

Phase 1	If you think your child might have SEND, raise your concern with the class teacher/school so that the SENDCO is aware. Contact details for the key members of staff are on page 1 of this report.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies, forming the ordinarily available offer. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive targeted support and this will be reviewed using the assess, plan, do, review model.

6 What happens if the school identifies a special educational need?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Next, class teachers/ subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers; or
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

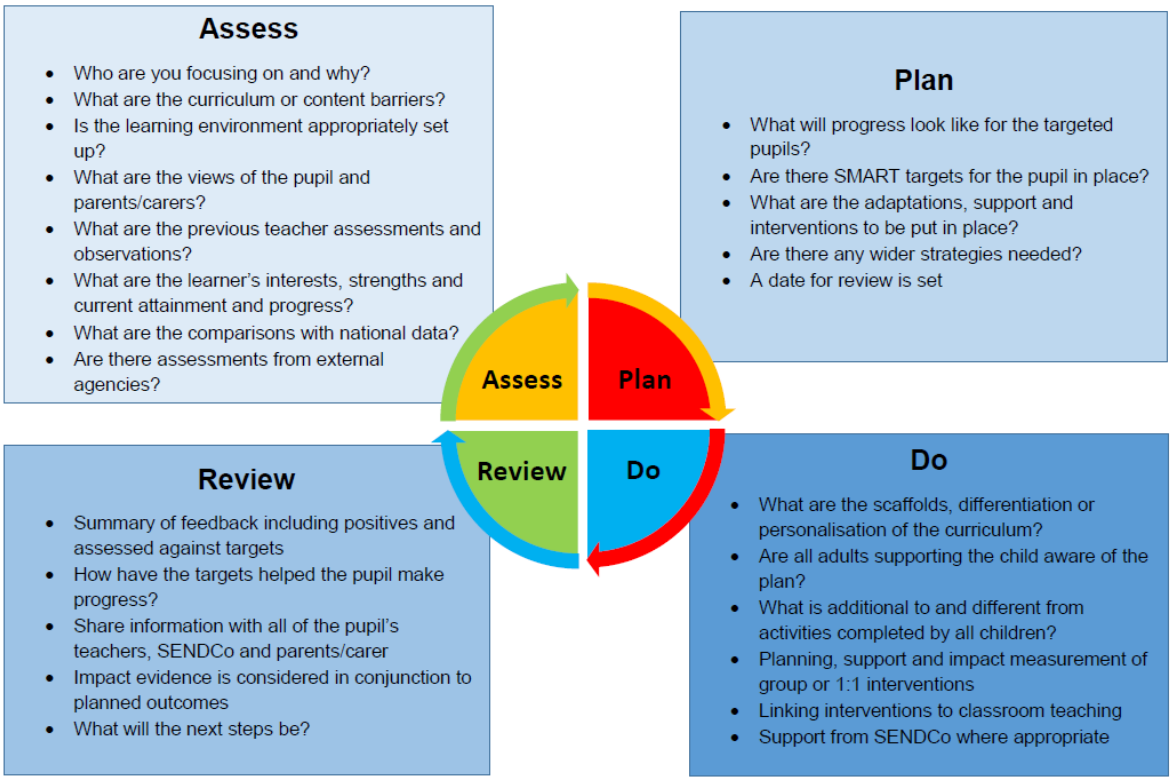
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our Universal Offer, or whether something different or additional is needed.

This then helps determine the 'different from' or 'additional to' support / provision that is needed.

7 How will the school measure my child's progress?

We will follow the 'Graduated Approach' to meeting your child's SEND needs.

The Graduated Approach is a 4-part cycle of **assess, plan, do, review.**



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENDCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle repeats.

8 How will I be involved in decisions made about my child's education?

We monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers and, when deemed necessary, specialist teachers, will help to ensure that they are able to reach their full potential. Below is a list, not definitive, of monitoring process examples:

Academic reports	Highlighting and recording strengths and areas to develop.
Meetings	Set clear outcomes for your child's progress, review progress towards those outcomes, discuss the support we will put in place to help your child make that progress.
Progress meetings and reviews	Held in year groups, phases, departments to review all pupils progress and attainment.
Teacher and parent meetings	Annual meetings to review monitoring of pupil progress and development.
Informal monitoring	Phone calls, emails, conversations between colleagues, parents and/or school leaders.
Watch list	A formal recording of pupils with emerging needs.
SEND register	A formal record of pupils and need.

Assess, Plan, Do, Review cycle	A statutory and formal process to monitor and review which often includes professionals, families, young people and agencies.
EHCP and EHCP Reviews	An annual statutory review for pupils identified as having SEND and requiring an Educational Health Care Plan.
Individual Support Plans	School-based plans that set out support and do not need a formal diagnosis.
Graduated Response	The Trust's established tiers of support.
The National Framework	A tiered approach of Targeted, Targeted Plus and Specialist support.

9 How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and their individual needs.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

10 How will the school adapt its teaching for my child?

The school uses a Graduated Approach and the first stage of the Graduated Approach is the 'Universal Offer'.

Universal Provision **Ordinarily Available Offer** All schools, every classroom, every teacher, all children	• A broad and balanced curriculum. • Quality first teaching underpinned by Teacher Standards. • Behaviour policy is known, understood and implemented by all, consistently and fairly. • Adaptive teaching or modified tasks as required – reasonable adjustments will be made based on the school's professional judgement. • The class teacher is accountable for the progress of the pupil within the mainstream class. • High expectations for children's involvement and engagement with their learning. • Appropriate use of questioning, modelling, scaffolding and explaining.
Targeted Provision	• Plans that identify specific needs, support and outcomes. • SMART targets that support the child. • Schools may seek professional advice for some children.

Every classroom, some students	• Children are likely to have barriers to learning which schools will endeavor to remove through the assess, plan, do, review cycle. • Support is additional to and different from the universal provision. • Additional, time limited provision in the form of small group intervention to accelerate progress and enable pupils to close the gap.
Specialist Provision Few Students	• Specialist intervention and advice as commissioned by the school • Long term, complex needs and/or disabilities reviewed in line with the Assess, Plan, Do Review approach. • Some provision may be accessed off site as commissioned by the school. • SMART targets (Specific, Measureable, Achievable, Relevant, Time-bound) Bespoke provision as agreed through the Assess, Plan, Do, Review approach.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials
- Moving through the stages of the Graduated Response

Further adaptations may also be made. This table is an example of the type of adaptation that may be beneficial to your child. This is not a definitive list.

Communication and Interactions	Cognition and Learning	SEMH	Sensory and/or Physical
wellcomm Speech therapy Time to talk Colourful semantics Visuals Alternative methods of communication (Makaton)	Precision teaching Pre teach Phonics interventions (Bug Club) Visuals Small group intervention	ELSA Drawing and Talking Check ins regularly Slow starts Access to break out spaces	Sensory circuits Sensory aids eg wobble cushions weighted cushions Timetabled sensory breaks OT target boards OT intervention Specialist teacher advice for VI and HI Uniform adaptations

11 How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of any specific intervention periodically
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using Insight tracking to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

12 How will school make sure my child is included in activities alongside pupils who don't have SEND?

Sometimes pupils have needs that extend beyond SEND. We identify the needs of students by considering the wider context or the greater picture, not just the special educational needs or disability of the child.

- Consideration will be made for any young person who has or may have a disability or specific circumstances.
- Reasonable adjustments can be considered and implemented. The SEND Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation.
- Further bespoke plans such as risk assessments or behaviour support plans.

These adjustments are designed to remove barriers to learning, trips and experiences in school.

13 How does the school make sure the admissions process is fair for pupils with SEN or a disability?

All Pathfinder Schools follow the admissions criteria determined by the Local Authority. This ensures the process is transparent and inclusive of all.

City of York admissions policy

North Yorkshire admissions policy

14 How does the school support pupils with disabilities?

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. Please refer to the school's Accessibility Plan for further information.

15 How will the school support my child's mental health and emotional and social development?

We provide support for pupils to develop their emotional and social skills by encouraging students in the following ways:

- Pupils with SEND are encouraged to be part of the school's leadership teams
- Pupils with SEND are also encouraged to be part of clubs to promote teamwork/building friendships
- Providing additional pastoral support
- Monitoring engagement of send pupils in trips, clubs and extra- curricular activity
- Monitoring and acting upon incidents of bullying

16 What support is in place for looked-after children with SEND?

The SENDCO will work with the lead for Looked After Children, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils with send and who are looked-after or previously looked-after, will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

Any SEND support will be monitored by the Virtual School and its effectiveness discussed at termly PEP (Personal Education Plan) meetings.

17 What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we aim to:

- Provide clear information about each new year
- Provide visits and transition days

- Provide parent information events

Between schools

When your child is moving on from our school, we will:

- Share any SEND records with the new school
- Practising with a secondary school timetable
- Learning how to get organised independently

18 What support is available for me and my family?

If you have questions about SEND, or are struggling to manage, please get in touch to let us know. We want to support you, your child and your family. Please see the contact details on page 1.

19 What should I do if I have a complaint about my child's SEND support?

Should a parent feel that there is a need to raise a complaint, the school's Complaints Procedure should be followed.

Where a family raises an appeal against the outcome in an EHCP assessment, the school will provide the tribunal with factual information and documentation.

20 Supporting documents

A range of further information is available on our website. You may find the following documents helpful:

- Equality Information and Objectives Policy
- Child protection and safeguarding policy
- Behaviour Policy
- Accessibility Plan
- Attendance policy
- SEND policy
- SEN & Disabilities Code Of Practice 2015
- Pathfinder Ordinarily Available Offer (Graduated Response)

21 Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams.

Annual review – an annual meeting to review the provision in a pupil's EHC plan.

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services.

Differentiation – when teachers adapt how they teach in response to a pupil's needs.

EHC needs assessment (EHCNA) – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan (EHCP) – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.

Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area.

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.

SENDCO – the special educational needs co-ordinator.

SEN – special educational needs.

SEND – special educational needs and disabilities.

SEND Code of Practice – the statutory guidance that schools must follow to support pupils with SEND.

SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEND.

SEND support – special educational provision which meets the needs of pupils with SEND.

Transition – when a pupil moves between years, phases, schools or institutions or life stages.