



Amotherby School

Special Educational Needs information report

This document is reviewed annually and was last updated in **September 2025**.

*'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'. Code of Practice 6.79*

Other useful links:

- **Amotherby school SEND policy**

You can find a link to our SEND policy here:

<https://www.amotherbyprimary.co.uk/attachments/download.asp?file=255&type=pdf>

- **The North Yorkshire local offer**

The North Yorkshire local offer can be found at:

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

The local offer is North Yorkshire County Council Local Authority's publication of all provision that *'they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.'* Code of Practice 4.1

Key people within Amotherby school:

				
Mrs Lucy Brazier	Miss Kimberley Cooper	Mrs Sophie Jillings	Mrs Clare Swift	Mrs Sara Barnes
Headteacher	SENCo & Assistant Headteacher	SEND Governor	Admin assistant	Admin assistant

Appointments can be arranged with the SENCo by contacting the school office either by phone: 01653693675 or e-mail: admin@amotherby.n-yorks.sch.uk

What kinds of SEND are provided for at Amotherby school?

Amotherby School works hard to tailor provision to individuals in order to ensure that needs are effectively met. We make provision for and meet the needs of pupils with:

- Cognition and learning difficulties.
- Physical and Sensory needs.
- Communication and Interaction difficulties, including autism.
- Social, Emotional and Mental health needs.

Additionally, we cater for children with specific SEND needs outside of these areas according to the individual's needs. We welcome children with an EHCP and will endeavour to meet their individual needs.

What policies do we have for identifying children and young people with SEND?

- To identify and support children with SEND, we use a variety of information and diagnostic tools.
- Monitoring the progress of all children is an important aspect of our work.
- Through careful analysis of pupil progress information, we are able to identify children who may require additional support early.
- Professional discussions with school staff, parents/carers and the child themselves also aid us in identifying barriers to learning and ways in which to address them.
- Strategies will then be put in place to meet the needs of the pupil. These strategies will be robustly monitored to identify whether they are having impact.
- Ongoing strategies used will be included as part of quality first teaching, or a graduated approach and will be recorded on the child's individual support plan. This information will be openly shared with parents and carers.
- If after all of the school's strategies are implemented and the child's progress continues to cause concern, then additional help will be sought. This process will be initiated through a referral to North Yorkshire's Special Educational Needs Hub.

How do we involve parents and carers?

Working collaboratively with families is essential to SEND provision at Amotherby School. With this in mind, any concerns in relation to a child's progress or performance will be raised as early as possible in order to support the child and their family.

- If relevant, a support plan may be created. The support plan will outline how we will address barriers, record the strategies being used to support a child and identify appropriate and personalised outcomes.
- Listening to the views of parents and carers is an important part of supporting children with SEND. Therefore, support plans will include opportunities to record the views of parents and carers each time they are created or reviewed.
- Meetings to discuss support plans will take place formally once a term, but dialogue between families and school to discuss pupil progress will be ongoing throughout the year.
- Home-school books may be used to pass information between school and families.
- Regular parents evening to share information of how to support learning at home.

- Termly SEND coffee meetings
- Termly SEND newsletters
- Parent/carer surveys

How do we involve young people in their education?

Communicating with pupils with SEND and understanding their views is a vital aspect of the SEND provision at Amotherby School.

- When support plans are created or reviewed, the child is always put at the centre of the process and their views are collected and help shape their support plans.
- Subject leaders also obtain pupil voice in relation to their learning and the school curriculum and this will then feed into school practice.
- All children are given the opportunity to reflect on themselves, their needs and their learning during our regular PSHE sessions which are taught throughout the school.
- Informal surveys or pupil voice activities may also be undertaken to collect the voice of the child.
- Children with SEND also hold prominent positions within the school such as taking on the role of school councillor to ensure their voice is heard at a whole-school level.

What arrangements are in place for assessing and reviewing children's progress towards outcomes?

- At Amotherby School, we aspire for all pupils with SEND to make at least expected progress, in line with their peers. This includes progress made with personal targets as recorded on their individual support plan and overall progress against the National Curriculum.
- Assessment information is gathered from a variety of sources. For example, information may be gathered from formal assessments or from work taking place during lessons etc.
- More specific and focused assessment approaches are used to identify precise progress. One of these approaches is the use of The Engagement Model (gradual and small steps to clearly identify progress.)
- Formal reviews take place on a termly basis, generally within meetings concerning individual support plans.
- Ongoing reviews of progress take place more regularly, using ongoing classroom work and specific intervention work to inform future sessions. This forms an 'assess, plan, do, review' cycle, ensuring that any activities undertaken are reviewed carefully before the next steps are implemented.

How do we support our pupils through transitions?

- In conjunction with the class teacher, the SENCo will develop a personalised plan for transition. This process will include staff members from the receiving school, parents and families and, of course, the child involved.
- Transition will include the careful dissemination of sensitive information to effectively prepare the child and their family for the new setting. This will include sharing of knowledge about the child, strategies that have worked successfully and those that have not.
- Additional work to support the transition process will be planned according to each individual's need.
- Where needed, a 'longer transition' period may be used in order to allow for the best chance of success for the pupil and their family.

- The child will be carefully consulted throughout the transition process, in order to allow them to feel involved and to tailor the transition to their needs.
- All children receive a transition booklet containing key information about their new class.
- PSHE sessions focus on change and how to adapt in different situations.

What is Amotherby school's approach to teaching children with SEND?

- Successfully supporting a child within the classroom setting is a high priority of supporting children at Amotherby School. This is referred to as 'quality first teaching'.
- First and foremost, we strive to use identifying strategies and tools to support a child within the classroom setting to ensure an inclusive approach to teaching. These strategies will be reviewed and adjusted depending on their success.
- Within the classroom setting, it may also be appropriate to support the child with additional adult support.
- In addition to the quality first teaching and, on occasion, some additional support, it may be appropriate for the school to consider further support.
- Where this is the case, careful consideration about the nature of the support, its frequency, how it will be reviewed will take place.
- This additional work may include: More regular additional adult support in the classroom environment or Intervention groups that may take place outside of the classroom with an adult.
- Where this additional work takes place, your child's class teacher, in conjunction with the SENCo, will discuss the purpose of the work with you and seek to gather your views.

What kind of adaptations are made for children with SEND?

- At Amotherby school, every child is unique and will have support that is tailored to their needs.
- We regularly apply the assess, plan, do and review cycle to ensure our approaches to the curriculum and learning environment are as effective as they can possibly be.
- Personalised adaptations are implemented, recorded and reviewed through SEND support plans.
- Where appropriate, adaptations are also made based on risk assessments and this is then fed into individual care plans.
- We consistently promote quality first teaching and also add additional classroom strategies and alterations to work to ensure every child is able to access our diverse curriculum.
- In some cases, specialist equipment or facilities may be implemented to support your child. These will be implemented and monitored by the SENCO to ensure maximum impact.

What sort of expertise do we currently have in school?

- The staff at Amotherby school receive timely and informative training on a regular basis. This includes training to ensure that all adults working with children develop their understanding of the different areas of Special Educational Needs alongside the strategies that can be implemented to support different children.
- In addition, training for individual members of staff is delivered to ensure they have the expertise to support specific children and their needs. When appropriate, this training can then be disseminated to other adults working within the school.
- A number of staff are trained in delivering specific intervention programmes such as phonics, number stacks, speech and language and reading interventions.

- Where further specialised expertise is required, we might feel it necessary to make a referral. The referral is generally made by the SENCo or the Headteacher with the support of parents and carers.
- For Emotional Health and Wellbeing support, referrals might be made to Compass phoenix, the Healthy child team or CAMHS.
- The SENCo completed the NASENCo award in September 2024.

How do we evaluate the effectiveness of the provision?

- The effectiveness of provision is evaluated in a variety of different ways. This can include detailed analysis of assessment, discussion between children, teachers and parents/carers as well as reviewing classroom provision.
- Assessment information can be gathered in a number of ways and can be varied according to a child's age or specific needs. For example, information may be taken from formal assessments or from work taking place both in the classroom and during external interventions.
- More specific assessment approaches may be used to identify progress, this can include using the engagement model.
- Regular reviews that involve both children and their parents/carers take place termly. This provides opportunity for reviewing the progress made and the individual support plans effectiveness.
- These strategies form an 'assess, plan, do, review' cycle, ensuring that any planning and activities undertaken are reviewed carefully before implementing any future planning or activities.
- The senior leadership team regularly reviews the quality of teaching across the school to ensure that the provision in classrooms is high quality and meeting the needs of the children.

How are children with SEND enabled to engage in all aspects of school life?

- Our children are encouraged to play an active role in their education both within and outside the classroom environment.
- We are an inclusive school and work hard to ensure every child in our care gets the most out of their learning and experiences during their time at Amotherby school.
- Across classes, key stages and whole school learning, children are encouraged to work collaboratively with all members of the school community.
- We promote tolerance and understanding and enjoy celebrating our unique qualities.
- All children are provided with the opportunity to take part in wider curricular activities such as school trips and clubs and support will be put in place to ensure your child can access these activities regardless of their needs, ethnicity, gender or ability.

How do we support children with their emotional and social development?

- Emotional and social development is very important to our school. We use a range of strategies and interventions to address and develop emotional and social needs.
- Through work in classrooms, we undertake regular and effective PSHE sessions, targeted at addressing human values, life skills and promoting an inclusive environment where children can explore and build on their emotional and social skills.
- Alongside these planned opportunities, occasions for responsive work is also catered to in reaction to any additional needs and issues that may arise on an individual or class basis.

- Our school is proud to offer interventions in order to support individual children and their specific needs, whether this is a short-term arrangement or a long-term intervention will depend on the child and their developing needs. These interventions are delivered by 1:1 or through small group work with a trained adult.
- When necessary, outside agencies may also be involved in order to provide the best support to our children and their families.
- You can find a link to our Anti-bullying policy here:
<https://www.amotherbyprimary.co.uk/attachments/download.asp?file=87&type=pdf>

How do we use external services to support our children?

- As a school, we are constantly striving for the best for all our children.
- We understand and promote the importance of working collaboratively with outside professionals in order to provide high-quality support for our pupils and their families.
- We believe that working with other professionals, can help us in establishing a comprehensive understanding of our children and that their expertise and advice helps us to amend classroom practice and provision to suit the needs of our pupils accordingly.
- These outside agencies include; (but are not limited to) Educational psychologists, health care professionals, speech and language therapists, specialist teachers and health and wellbeing services. Any intervention via these agencies is preceded by a referral from the SENCo, class teacher or Headteacher and agreement from a child's parent/carer is obtained via open discussion.
- During these discussions, the family will be made aware of the purpose of seeking additional support and advice, ensuring they are able to make informed decisions about their child/children.

What are the arrangements for handling complaints from parents of children with SEND regarding provision?

- The designated Governor for SEND is Sophie Jillings.
- Any complaints made about SEND provision should be completed by following the complaints procedure in our complains policy.
- At Amotherby school, we pride ourselves on our good relationships with the families we work with. However, if an issue does arise, we would always encourage any concerns to be raised with the class teacher initially.
- Additionally, an appointment can be made with the Headteacher to discuss further concerns.
- If you feel that this meeting does not satisfactorily resolve the issues you have raised, a formal complaint can then be made in writing to the Chair of Governors (Stewart Morris.)
- You can find a link to our complaints procedure here:
<https://www.amotherbyprimary.co.uk/attachments/download.asp?file=261&type=pdf>

If you wish to discuss any aspect of Special Education Needs at Amotherby School, or your child's provision, please do not hesitate to arrange an appointment with either with the SENCO (Miss K Cooper) or the Headteacher (Mrs L Brazier.) All appointments can be made through the office via telephone (01653 693675) or via e-mail (admin@amotherby.n-yorks.sch.uk)

Where to find additional information and support:

- For more information regarding arrangements for the admission of disabled pupils, please see the school's accessibility plan:
<https://www.amotherbyprimary.co.uk/attachments/download.asp?file=63&type=pdf>
- The SENDIASS service (A confidential and impartial service for families):
<https://sendiassnorthyorkshire.co.uk/>
- The school's Intent statement for SEND:
<https://www.amotherbyprimary.co.uk/attachments/download.asp?file=92&type=pdf>
- The Children's and adult Mental health service (CAMHs):
<https://www.nhs.uk/mental-health/children-and-young-adults/mental-health-support/>
- Compass Phoenix (Emotional wellbeing and mental health support):
<https://compass-uk.org/services/compass-phoenix/>
- The go-to (wellbeing and mental health resource):
<https://thegoto.org.uk/>

All policies mentioned within this document are also available on our school website:
<https://www.amotherbyprimary.co.uk/page/?title=Policies&pid=38>