


Wistow Parochial CE Primary School SEND information report October 2025	
	<p>At Wistow Parochial CE Primary School it is our aim:</p> <ul style="list-style-type: none"> • For all children to be included in and have access to a broad, balanced and relevant curriculum. • For children to achieve the very best they are capable of. • For children to experience a wide range of activities leading to greater independence and decision making. • For children to be happy and to demonstrate personal development. • For children's needs to be identified early. • For all learners to be well equipped to meet those needs.
This is what we provide in our school	This is North Yorkshire LA's expectations of good practice
Kinds of SEND that are provided for:	
<p>At Wistow Parochial we welcome all children, and we endeavour to do our best to include all children no matter what their needs are. This includes those with needs as categorised by the SEND Code of Practice:</p> <ul style="list-style-type: none"> • Communication and integration • Cognition and learning • Social, mental, emotional health • Sensory and /or physical 	<p>Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p>
Policies for identifying children and young people with SEN and assessing their needs.	
<p>The progress of all children is tracked half termly at Wistow School. If for any reason a member of staff has concerns about a child they will speak to the parents and the SENCo. Parents may also contact the school if they have any concerns.</p> <p>Every child with SEND has an Individual Provision Plan which highlights strategies and support for a child. This includes 1:1 support, group work, interventions and booster or pre-teaching sessions. This is always explained to parents and children. Any desired outcomes and targets are also discussed and recorded on this plan, along with comments from parents, children and a review date.</p> <p>If you have any concerns, first contact your child's class teacher and then the SENCO.</p> <p>Emma Griffiths SENCO or admin@wistow.n-yorks.sch.uk e.griffiths@wistow.n-yorks.sch.uk 01757 268378</p>	<p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-</p> <ul style="list-style-type: none"> • details of any strategies being used to support your child in class; • details of any extra support or interventions for your child • your child's learning targets and their long term desired outcomes • the next date when your child's progress will be reviewed. <p>Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.</p>

Arrangements for consulting with parents of children with SEN and involving them in their child's education.

This is a vital element of our provision and involvement with parents is always encouraged and feedback requested. This may be daily verbally or in a child's planner or home school book. This is adapted for each child to suit their needs.

Steps and progress is shared with parents on a continual basis. Explanations of steps and expected progress are shared in IPP meetings or parents' evenings.

Progress information and any further relevant comments are made to parents in an IPP meeting at least termly, often more frequently if necessary.

The child's view is vital in this process. For children with an Education, Health and Care Plan this is reviewed annually.

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.

This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child's learning at home.

Arrangements for consulting with young people with SEN and involving them in their education.

Wistow Parochial School has a School Council and each class has two representatives. Children's views are a vital part of IPP reviews and any Annual Review.

School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.

Arrangements for assessment and review

All children with SEND are assessed termly according to either EYFS ELGs, Tapestry Cherry Garden or National Curriculum expectations. This may also include Scholastic Reading tests, RWI assessments, PUMA and PIRA and SATS. This builds a detailed picture of each child's progress. This data is then analysed by the school Senior Leadership team and then the whole school staff every term in Pupil Progress meetings. Effectiveness and impact of any interventions, boosters or pre-teaching can also be seen. From this new Provision Mapping can then be undertaken. When necessary changes in provision, interventions and support are undertaken more

All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful

<p>regularly.</p> <p>Each child has an Inclusion Passport/ Chronology of Support which summarises the support given to a them and the impact that this has made.</p> <p>The child's view is vital and children often attend IPP meetings and regularly complete questionnaires about their thoughts and feelings.</p>	<p>for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>
<p>Transition</p>	
<p>Transition is always carefully planned whether between schools or classes. This is adapted depending on the needs of the child and may include:-</p> <ul style="list-style-type: none"> • Extra visits to the new school with a member of staff/ parent • Members of staff from new school or class meeting them in a familiar environment, including on a regular basis • The SENCo of the new school is always contacted by the SENCo or class teacher at Wistow School prior to any move to ensure important information is passed on. 	<p>Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.</p>
<p>School's approach to teaching children and young people with SEN</p>	
<p>At Wistow School we believe that high quality first teaching and support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. Independence is promoted from an early age in the Foundation Stage. Sometimes the following may be needed:-</p> <ul style="list-style-type: none"> • One to one or small group support within lessons is allocated according to need and reviewed regularly. • Booster sessions, • Pre- teaching • Interventions such as- Reading interventions, Speed up, Write Away Together, Nurture groups, ELSA, Lego Therapy, Fine Motor skills, Beat Dyslexia, Paired Reading, SNIP, Squiggle while you wiggle, Neli, Read Write Inc Fresh Start, Listening Skills or 1 to 1. <p>Impact is measured through pupil tracking and other mechanisms which are not quantifiable through data such as self-confidence, independence. Both teachers and TA's deliver the above interventions and pre-teaching. All of these are tracked on whole school provision mapping, and recorded</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons</p> <p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom;

<p>on individual IPP's. These are explained to parents and children prior to them starting.</p>	<ul style="list-style-type: none"> • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>	
<p>As a school we have a series of Provision Maps which show the overall strategies and support that we use.</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
<p>Training</p>	
<p>All members of staff have regular training. This may be specific such as Autism Training or Speech and Language / Makaton when a child with a certain need is about to join the school. It may also be more general such as whole school training about the new Code of Practise, Compass Phoenix Mental Health or Emotion Coaching.</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>
<p>Effectiveness of the provision made for children and young people with SEN</p>	
<p>children with SEND are assessed termly according to either EYFS ELGs, Tapestry Cherry Garden or National Curriculum expectations. This may also include Scholastic Reading tests, RWI assessments, PUMA and PIRA and SATS. This builds a detailed picture of each child's progress. This data is then analysed by the school Senior Leadership team and then the whole school staff every term in Pupil Progress meetings. Effectiveness and impact of any interventions, boosters or pre-teaching can also be seen. From this new Provision Mapping can then be undertaken.</p> <p>This all feeds into individual provision plans (IPP's) which are shared and discussed with parents.</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior</p>

	Leadership Team. Your school will be able to describe how this is undertaken.
Children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN	
All children are actively included in all curriculum and extra -curricular activities. This includes the Year 5/6 Residential. Pupils with SEN also have equal opportunities to have roles of responsibility.	The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.
Support for children with SEN to improve their emotional and social development	
At Wistow Primary school we implement emotional support such as Nurture and have a Home School Link worker who regularly spends time with those children who need extra emotional support. A great deal of their time is spent listening to the children. All staff are Compass Buzz Level 1 trained and two members of staff are Level 3 trained. They regularly work with a number of children who need support. All staff haven also taken part in Emotional Coaching training. All class rooms have a calm corner or regulation station.	Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.
Support from other agencies	
The school is very proactive at involving other agencies to ensure that children receive additional support from an early age. The school involves Early years Specialist teachers, educational psychologists, Autism Support, speech and language therapists, Child and Adolescent mental health Service (CAMHS), NYC SEND Selby Hub, Specialist teachers from the Sensory, Physical and Medical teaching Service are also regularly in school and Occupational therapists when necessary. Parents permission is always asked for first.	The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.
Complaints / Governors	
Our SEN Governor is Ms Nicki Williams. If you are at any time concerned about your child, please contact your child's class teacher first. If any concerns are not answered please then contact the SENCO or Headteacher. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal	There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the

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