

Sheriff Hutton Primary School – SEND Information Report 2025–2026

Introduction

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs.

This information outlines the support and provision you can expect to receive, if you choose Sheriff Hutton Primary School for your children.

Sheriff Hutton Primary School is an inclusive school with equality of opportunity for all children, enabling them to achieve their potential regardless of their age, gender, ethnicity, religion, ability, physical, intellectual or social background.

1 What kinds of SEND are provided for in our school?

At Sheriff Hutton Primary School, we welcome all children, including those with SEND. We make every effort to meet the needs of all pupils, including those with:

- Physical and/or sensory needs
- Cognition and learning needs
- Communication and interaction needs
- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Social, emotional or mental health difficulties

Our school is accessible to all children and adults with physical disabilities via step-free entrances. We ensure that all equipment and resources used in school are accessible to every pupil regardless of their need.

2a) What policies do we have for identifying children and young people with SEND?

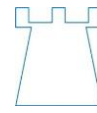
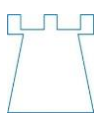
2b) How do we assess their needs?

2c) What is the SENCo's name and how can I contact them?

Identifying and Assessing Children with SEND

Class teachers monitor the progress of all children carefully and discuss each child's development at regular pupil progress meetings. Teachers, supported by the SENCo and leadership team, also observe children's wider developmental and social needs.

If a child is not making expected progress, the teacher will discuss this with the SENCo and may put in place additional support or adaptations. Parents and children will always be involved in these discussions.



If, after a period of support (typically a term), your child still does not make the expected progress or needs ongoing additional support, the SENCo will become formally involved and may identify your child as having SEND. You will be informed at every stage of this process. We use a range of diagnostic and formative assessments to help identify any barriers to learning or development. If you have concerns about your child's progress, please speak to your child's class teacher or contact the SENCo.

What happens next?

If school identifies that your child may need additional support (e.g. booster, catch-up or targeted intervention groups), the following may happen:

- A **My Support Plan** will be created in discussion with you and your child. This outlines your child's strengths, barriers to learning, outcomes, and the support needed to make progress. This plan will be reviewed each term.
- If your child continues to experience difficulties, school will liaise with external agencies for further advice and support.
- If further support is required, school or parents may submit an **Education, Health and Care Assessment Request (ECHAR)** to the Local Authority. If agreed, an **Education, Health and Care Plan (EHCP)** will be developed to provide long-term, coordinated support.

The progress of all children with an EHCP is formally reviewed each year at an **Annual Review Meeting** involving parents, staff, and other professionals.

Who is the SENCo and how can I contact them?

Our school SENCo is Danielle Pearson.

You can contact her by email at senco@sheriffhutton.n-yorks.sch.uk.

Danielle is always happy to speak with parents about their child's needs or answer any questions.

Our SEN Governor is Sally Bellwood.

You can contact her on s.bellwood@sheriffhutton.n-yorks.sch.uk

3 What arrangements do we have for consulting with parents of children with SEND and involving them in their child's education?

At Sheriff Hutton, we take parental concerns seriously and we strive to build good relationships with all parents.

How do we involve parents in supporting their child's education?

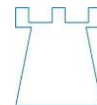
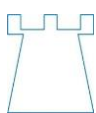
We operate an '**open-door**' policy and aim to work closely with families as partners in their child's learning.

- Parents of children with SEND are invited to **termly review meetings** to discuss progress, targets, and next steps.
- Parents are encouraged to contact class teachers at any time to discuss concerns.
- Appointments can also be made through the school office for longer discussions.
- The SENCo is available for meetings with parents whenever needed.

Your views are vital in shaping the support we provide.

Communication with you about your child's education includes the following as standard:

- Weekly newsletters, Class Dojo messages
- Termly curriculum newsletters outlining the topic and providing details about the planned learning
- Twice yearly parent consultation evenings



- Annual school report
 - Parent workshops to support your understanding of the curriculum and expectations
- Parents are also signposted to relevant support networks e.g SENDIASS, POSCH and NYPACT.

4. What arrangements do we have in place to consult with young people with SEND and how do we involve them in their education?

How do we involve children with SEND in their own learning?

Children with SEND are actively involved in planning and reviewing their own support. Each child has a Support Plan, created in discussion with them, outlining their strengths, challenges, and goals.

The SENCo meets regularly with children to talk about what is working well and what changes might help them further. These insights directly inform the child's support plan and classroom strategies.

The ethos within our school appreciates everyone's uniqueness – that we all have our own strengths and difficulties. Work carried out within classes, assemblies and when issues arise reinforce this ethos. The views of our children are listened to.

Children with SEND may require additional support in articulating their views and aspirations. Targeted work may be undertaken with the class teacher or TA. Some children might find it difficult to express their views verbally; if this is the case then alternative methods are sought, for example by using visual prompts. Children with SEND are involved in setting and reviewing their own learning targets, as outlined on their individual provision maps. These documents are also shared and reviewed with you on a termly basis or more frequently if required.

Pupil views are sought regularly; these are maintained in order to track progress in the level of response as a child gets older.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Can you explain what opportunities are available to enable school to work with parents and young people as part of this assessment and review?

Assessing and Reviewing Progress

Children's progress is monitored continuously by their class teacher and reviewed formally each term.

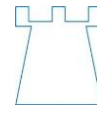
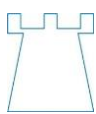
For children on the SEND register, a **termly support plan** sets out individual targets and the support in place. These targets are reviewed and updated each term in consultation with parents and the child.

At the end of Key Stage 1 and Key Stage 2, all children take national assessments (SATs). The SENCo ensures appropriate **reasonable adjustments** are made to support access for children with SEND.

We use an online assessment tracker to assess and track all pupil progress. For children not yet accessing the National Curriculum, we use pre-key stage standards or the engagement model.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do we ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?

Transition Between Phases of Education



Transitions between classes and key stages are carefully planned. Children take part in **transition days** each summer to meet their new teacher and become familiar with their new classroom.

For children who find change particularly challenging, extra visits and transition support are arranged. If appropriate, a transition book is provided for the summer holidays including photographs and information about the new class and topic. On some occasions, where necessary, a child has been invited into school on a training day at the beginning of a new term in order to have prior warning of changes that may have taken place to the building during the holiday period.

When children move on to secondary school, our SENCo liaises closely with secondary SENCos to ensure smooth handover of information and appropriate support. Additional visits or activities can be arranged for children who would benefit from extra transition support. We have good relationships with our main feeder secondary schools and work closely with them to ensure that transition for all pupils, and especially those with SEND, is smooth and handled correctly in order to reduce anxiety for yourself and your child.

We tailor transition packages dependent on the needs and concerns of you and your child and it will always involve a discussion with you to decide together on the best approach. Resources can be provided to help support transition, for instance examples of what the timetable or school planner might look like. Targeted time is allocated by the learning mentor to support children who may be feeling anxious about transition.

7. What is our approach to teaching children and young people with SEND?

Sheriff Hutton is an inclusive school and we make every opportunity to include all children. We work closely with you and your child to aim to meet their needs in the best way possible.

How do staff support children with SEND on a daily basis?

Our small school community means all staff know every child well, allowing us to tailor support to individual needs. Teachers and teaching assistants are experienced in supporting children with a wide range of SEND and engage in regular training to continuously improve their expertise.

Children with SEND are included in all aspects of school life and the curriculum. Lessons are adapted to ensure every child can participate fully and succeed.

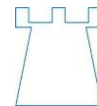
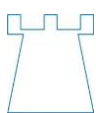
Emotional and wellbeing support is central to our approach and is led by our **Senior Mental Health Lead, Mr Jon Fewlass**. Children can access regular or short-term emotional support whenever needed.

If your child requires an intervention to help them address a specific difficulty, we will always inform you of this and give you the opportunity to discuss with the class teacher.

We aim to always include children with SEND on all educational visits including residential visits.

For the children with more complex needs, a more personalised package of support may be required. For example, children may require sensory breaks in a quiet area, may need more access to the outdoor space or may need a more structured lunchtime.

If a child with more complex needs requires more specialist support, we may seek to involve external agencies from a range of services available to us, including SEND Hub staff, Educational Psychologists or Speech and Language Therapists. We would always discuss this with you and seek your written consent before involving such agencies.



8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

Curriculum and Learning Environment Adaptations

We use a **graduated response** to meet children's needs, providing support that is specific, flexible, and regularly reviewed. Adaptations may include:

- Differentiated teaching and resources
- Targeted support from teaching assistants
- Specialist equipment or IT tools
- Emotional wellbeing support

All interventions are recorded on our **Whole School Provision Map**, which details support available for:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical needs

This Provision Map is available on our school website.

9. What sort of expertise for supporting children and young people with SEND do we currently have in school? How do we ensure that the expertise and training of staff to support children and young people with SEND is current? How do we access and secure further specialist expertise?

The school has an experienced SENCO who supports class teachers and support staff in planning for children with SEND. Our teaching assistants have a wide range of experience in supporting pupils with needs across all categories of SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

When additional training is required, we access support from a wide range of specialists. Specific training is provided as needed for staff members as and when the need arises.

Should we require additional support or expertise to meet a child's needs, and once it has been proven that we are unable to meet this within school, a request for involvement would be made to the Inclusive Education Service.

Where personalised packages are required, both class teachers and TAs are fully involved with the specialist expertise from NYCC SEND Hub teams in supporting the child. Parents and children are also involved in the process at all stages.

10. How do we evaluate the effectiveness of the provision made for children and young people with SEND?

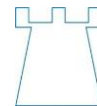
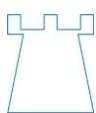
Evaluating the Effectiveness of SEND Provision

The effectiveness of SEND provision at Sheriff Hutton Primary is evaluated through:

- Monitoring progress and outcomes for SEND pupils
- Learning walks, lesson observations, and pupil voice
- Feedback from parents and carers

The **Governing Body** also monitors SEND provision by:

- Reviewing data and outcomes for vulnerable groups
- Visiting school and meeting with staff and pupils
- Ensuring regular staff training and development



11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

Inclusion in All School Activities

Sheriff Hutton Primary School is committed to being a **fully inclusive school**. All children are encouraged to take part in the full range of school activities, including clubs, educational visits, and residential trips.

Where necessary, **reasonable adjustments and risk assessments** are made to ensure all children can participate safely and successfully.

12. How do we support children and young people with SEND to improve their emotional and social development?

Supporting Emotional and Social Development

We pride ourselves on providing a caring and supportive environment for every child. Emotional wellbeing is prioritised through:

- Support from our **Wellbeing and Mental Health Lead Jon Fewlass**
- Peer **Wellbeing Champions** in Key Stage 2
- Regular wellbeing check-ins and targeted support where needed

We have a clear **Anti-Bullying Policy**, focused on prevention and early intervention, available on our school website.

The inclusive, open ethos of our school supports the emotional and social development of our pupils. This is further enhanced by our school values. In addition, PSHE and RSE lessons focus specifically on this area and targeted work is carried out by class teachers and TAs as required.

We hope that pupils feel they can talk to members of staff about issues that are troubling them. We are a caring and nurturing staff and take our pastoral role very seriously.

13. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

Working with Other Agencies

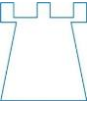
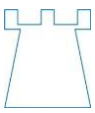
We have strong partnerships with external professionals, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- The Healthy Child Team
- The Sensory, Physical and Medical Team
- Prevention Services
- Paediatricians

These professionals work with our staff, pupils, and families to ensure that each child's needs are met.

North Yorkshire Council SEND Local Offer

You can find more information about services and support in our area on the **North Yorkshire SEND Local Offer**, available via a link on our school website.



Admissions for Children with SEND

Our admissions process is open to all children. The **Admissions Policy** and **Accessibility Plan** can be found on our school website. If you would like to discuss your child's needs before applying, please contact the school office on 01347 878441.

14. What are the arrangements for handling complaints from parents of children with SEND about the provision made?

Complaints Procedure

If you have any concerns or complaints about SEND provision, please contact the **Headteacher** in the first instance. The school will work with you to resolve the issue as quickly as possible.

Our full **Complaints Policy** is available on our website.

Headteacher – Mrs Bev Stell

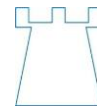
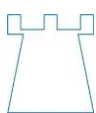
Tel – 01347 878441

Email – headteacher@sheriffhutton.n-yorks.sch.uk

Chair of Governors– Mr Richard Crabtree

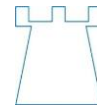
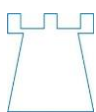
Tel – 01347 878441

Email – cofg@sheriffhutton.n-yorks.sch.uk

**APPENDIX 1**

The world of Special Educational Needs is full of jargon! Please find below our attempt to explain some of the acronyms you may come across.

Acronym/ Abbreviation	Meaning
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs Coordinator
NYCC	North Yorkshire County Council
TA	Teaching Assistant
EP	Educational Psychologist
SpLD	Specific Learning Difficulties
C+I	Communication and Interaction
SEMH	Social and Emotional Mental Health (formerly Emotional and Behaviour)
SENDIASS	Special Educational Needs and Disability Information Advice and Support Services (formerly Parent Partnership Services)
EHCP	Education Health and Care Plan (formerly Statement of Special Educational Needs)
EHCAR	Education Health and Care Plan Assessment Request



DCD	Developmental Coordination Delay
ASD	Autistic Spectrum Disorder
FASD	Foetal Alcohol Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
POSCH	Parents of Special Children – a charity/support group for parents and carers of children with SEND (poschcharity@outlook.com)
NYPACT	The parent and carer forum for North Yorkshire http://nypact.org.uk/
ELSA	Emotional Literacy Support Assistant
IES	Inclusive Education Service
SPA	Single Point of Access (means of requesting additional support for children)
SALT	Speech and Language Therapy
OT	Occupational Therapist
CAMHS	Child and Adolescent Mental Health Services
CDC	Child Development Centre