

Leeming RAF CP School SEND information report

January 2026

Link to [SEN Page and SEND Policy](#)

The North Yorkshire local offer can be found at: [SEND Local Offer | North Yorkshire Council](#)

School Offer	North Yorkshire Offer
The kinds of SEN that are provided for:	
At the heart of our school is a continuous cycle of planning, teaching and assessment, which takes account of the wide range of abilities of all children. In order to help children who have special educational needs and disabilities, the school will adopt a graduated response that recognises a continuum of need in accordance with the DFES Code of Practice, 2015.	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.
Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO (mainstream schools)	
The named SENDCO for our school is Natalie Wiltshire. She can be reached on the school telephone number. (01677 422675) All children at our school have access to universal provision which is personalised, targeted support through quality first teaching. If a child requires further support, they are added onto a support strategy for their class/year. These are updated regularly (at least termly) depending on the duration of the intervention or support and how the child progresses. If your child is receiving extra support, you will be informed of this by your child's class-teacher. Individual provision maps (IPMs) or individual SEMH plans are used for children who are receiving additional support with their learning or behaviour and included on the SEND register. These will be reviewed on a termly basis.	The name and contact number of the SENDCO 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:- - 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.

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These plans include provision and strategies to support the child in class, during interventions and sometimes at home. Clear steps to success are identified so the child, teachers, support staff and parents are all clear about desired outcomes. The plan may also include background and medical information, previous assessment information, progress notes and attendance data. Statutory assessments/EHCAR forms are requested when a child requires additional provision above the school's basic SEN offer, e.g. 1:1 support, to enable them to progress. Please speak to the Headteacher or SENDCO if you have any questions about this. Evidence of SEND need and the additional offer and support school is making are needed before a request can be submitted. Reports from external agencies are also helpful.	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.
Arrangements for consulting parents of children with SEND and involving them in their child's education	
IPM/IBP documentation is discussed and shared with the child, parents, class-teacher and SENDCO. Plans are evaluated regularly by the class-teacher and amended when necessary. New targets are usually set at least every term in line with the recommended assess, plan, do, review cycle. Our school communicates regularly with parents in the following ways: - At the beginning / end of the school day - IPMs / IBPS, emails - Settling in meeting - During Parent Teacher Consultation evenings – in which pupil progress is discussed and targets shared and discussed - Annual reports and transfer reports - Seesaw online learning platforms which are updated regularly - School arranged review meetings, or meetings requested by parents - Information booklets - Open mornings or drop ins – parents are invited into school to observe and get involved in their child's learning - Achievement assemblies every Friday afternoon - Informal class opportunities (e.g. drop-ins) - Regular newsletters	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. 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:

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- Class messaging – outlining topics and associated vocabulary at the beginning of each term - Staff emails are also shared to aid communication. - Doodle home learning platform is personalised for each child dependent on their learning stages.	- 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 assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review	
Regular, on-going assessments, provide class-teachers and support staff with day-to-day successes and next steps. Insight is used by teachers periodically to document key learning, support with identifying pupil gaps, and to track progress. SEN assessments or other recommended development trackers are used to show smaller steps of progress for children that will make less progress than their peers. This may be due to medical issues or severe learning needs. Information from these assessments will be shared at regular intervals with parents, including through review of IPM targets and/or termly SEN reviews/SEN reports. Children with an EHCP will also have an annual review to discuss and share progress against short- and long-term targets and outcomes. Pupil and parent voice is a key and central part of these reviews. Typically, formal assessments take place each term and in KS2 are often in the form of tests. We are currently using Rising Stars termly assessments – PIRA and NTS in English. This enables us to gain an age standardised score. In maths we are using White Rose termly assessments in Maths to assess and monitor children's attainment and progress. In upper KS2 we may also use past STA papers or NTS. Alternative arrangements regarding access and/or which age papers are used in some exceptional cases. Test information is always used alongside teacher assessment to give an overall view of each child's attainment and progress. Insight and the Rising Star paper analysis is also used to identify children not making expected progress or that are working below national expectations. These children are discussed at team meetings and may access pre teaching sessions or receive an intervention or catch-up programme.	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 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.

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The SENDCO may also use diagnostic screening tools e.g. for Dyslexia, Dyscalculia and other tests with some children.	

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Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society	
When a child is moving schools, the SENDCO will contact the child's new school with the relevant information. A bespoke pathway for transition may then be created depending on the child's needs. Transition visits are arranged for pupils moving to High School. Children who are moving to another Primary school are encouraged to visit. An 'All about me book' is completed by the child for the receiving school. Children will also access enhanced pastoral support either via familiar TAs.	Your SENDCO 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.
The approach to teaching children and young people with SEN	
Adaptive teaching and responding to children's needs is central to daily teaching and staff have accessed significant training over the past two years. A variety of strategies and scaffolds are used to ensure all children have equal access to the curriculum. All children at our school have access to universal provision, which is personalised, targeted support through quality first teaching. The children are involved in every aspect of the evaluation of their learning and we constantly seek ways to gain their voice. If a child requires further support, they are included on a Support Strategy overview for each class. These are updated regularly (at least termly) depending on the duration of the intervention or support and how the child progresses. If your child is receiving substantial extra support, you will be informed of this by your child's class-teacher. Consultation is made with the latest research to ensure we are using evidence-based interventions, e.g. those recommended by EEF. We favour time limited interventions with clear assessments for start and finish points. This is the responsibility of class teachers to gather and oversee. TA support is available (depending on the needs of the children) during certain lessons in which children have particular difficulties. For example, this enables more target group work during Mathematics and English.	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. 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: - 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;

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GTA/ATA support is evidenced on class-teachers' planning and aims to support groups across the ability range, therefore encouraging independence in some lessons.	- 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; - how they will be monitored closely to make sure they are helping your child to make accelerated progress.
How adaptations are made to the curriculum and the learning environment of children and young people with SEN	
The school values of We Care, We respect, We do our best are in every classroom. Our school has quality first teaching and differentiated lessons which cater to the need of every child. Pre- or post-teaching may also be used to target specific pupils. Catch up strategies or interventions are identified on Support Strategy overviews and each child's IPM/IBP (if they have one). They have clear objectives and outcomes and focus on accelerating pupil progress. They also specify adjustments to the environment and resources that may be necessary. These are shared with the child's parents. These may be delivered by well-trained Teaching Assistants, monitored closely by the Class Teacher and SENDCo. Regular discussions ensure that skills are reinforced/transferred back into the classroom and built upon. Regular assessments and close monitoring enable staff and pupils to evaluate the effectiveness of interventions. Relevant care plans, Health care plans and risk assessments are implemented for children who have a high level of need in discussion with Parents and relevant professionals.	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. 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.
The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured	
All staff receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants have regular generic training and specific training to meet individual needs as necessary. If a pupil has particular needs and the school has exhausted its repertoire, specialist support is sought promptly from relevant professionals or via the SEN Hub.	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

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	school has exhausted its repertoire, specialist support should be sought promptly.
Evaluating the effectiveness of the provision made for children and young people with SEN, including how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN	
We pride ourselves on an inclusive approach to all areas of life in school, and always seek creative solutions to enable SEND pupils to have equal access to all that we offer. Our most recent Ofsted inspection identified SEN as a particular strength of the school. Middle leaders are expected to consider and evaluate the SEN offer in all Curriculum subjects Our school has previously successfully achieved Level 3 of the Inclusion Quality mark. This shows our ongoing commitment to inclusion, equality and SEND. Recently, we were awarded the Autism Inclusion Award by the National Autism Society for our high-quality provision for pupils with Autism. Our inclusive approach for all children with SEND was praised.	The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying	
Due to the nature of our school and its turbulent population, we take emotional support for the whole family extremely seriously. Pastoral support is central to our daily offer and all staff recognise the importance of ensuring its place is key to our daily practice. Every class across school has access to TA support so that SEMH or pastoral needs can be prioritised e.g. nurture start, responsive pastoral support. Nurture groups and ELSA informed groups are available for pro-active support. Please see our website (SPP and Pastoral pages) for further details. Our provision is regularly reviewed, evaluated and improved. We also have links to SSAFFA and Family Outreach Workers (Early Help) as well as a service children's champion for the local area. Referrals for support may also be made to outside agencies including Compass Phoenix and the Emotional Resilience team.	Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

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Every Phase has an experienced ATA (with additional training, see below) whose role includes a specific brief to offer pastoral and transitional support to pupils who are vulnerable (especially with service-related issues). A proportion of their weekly time is allocated for this work. Thus, enhanced pastoral support is embedded within teams among staff familiar with the pupils they are supporting. This helps to address the need for both proactive and responsive pastoral provision. In addition to, and alongside, general pastoral support, we prioritise addressing specific Mental Health challenges faced by pupils. Our Mental Health lead (DSMHL) is the SENDCO who champions this provision. All staff have received recent Mental health training from Compass Buzz. All staff are Level 1 trained and some pastoral staff have completed Level 2/3. Coverage includes input on anxiety, loss, low mood, resilience, separation anxiety, emotional regulation, body image, LGBTQ+. Some pastoral staff have also completed additional training on loss and bereavement.	
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector	
External agencies work alongside our school to enhance our provision. These include: SEN Hub team including specialists for SEMH, Cognition and Learning and Communication and Interaction, Education Psychologist (EP), Speech and Language Therapists (SALT), SSAFA, Social Care, CAMHS, Medical Specialists, Occupational Therapist (OT), Child Protection Officers and Early Help under Social Care, Paediatricians, Hearing and Vision Support, and Early Years Advisory Teacher. SENDIASS is also available for parent support: http://sendiassnorthyorkshire.co.uk/ Within our school, we have experienced TAs delivering speech and language programmes to children across school and delivering nationally recognised interventions such as Lego therapy, Number Stacks, social skills & Success @ Arithmetic. If school feels your child may benefit from support provided by an external agency, we will inform you in a timely manner.	
Arrangements for handling complaints from parents of children with SEN about the provision made at the school.	
The named SEND governor for our school is Simon Moss. The Chair of Governors is Cian Gilbey	There must be a designated governor for SEN in the school and complaints about SEN should follow the

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Our Headteacher is Robert Campbell. All complaints should follow the General Complaints procedure, available here.	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 school.

Appendix - Core Guidance from SEN Code of Practice

The SEN Code of Practice, point 6.79 states:

'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 SEN. 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'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

6.81 Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.

6.82 In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible.