SEND Information Report

Beverley St Nicholas Primary School

December 2025

Equality and Diversity

Beverley St Nicholas Primary School is committed to:

• Promoting equality and diversity in its policies, procedures and guidelines.

• Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g., age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).

• Delivering high quality teaching and services that meet the diverse needs of its children and its workforce, ensuring that no individual or group is disadvantaged

Our Definition of SEND

Special Educational Needs and Disabilities is described in the Children and Families Act 2014 as:

- A child or young person who has a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Areas Of Need Used To Categorise Children With Special Educational Needs Are:

- Cognition and Learning (this includes: Dyslexia, Dyscalculia, Moderate Learning Difficulties, poor processing skills, poor auditory or visual memory and low cognitive ability)
- Communication and Interaction (this includes: Speech & Language and ASD)
- Social, Emotional and Mental Health (this includes: behaviour, ADD, ADHD and ASC)
- Sensory and Physical (this includes: Hearing Impairment, Visual Impairments, Physical Disabilities, Dyspraxia or specified medical needs)

Our Aims For Pupils With SEND

Our aims for pupils with Special Educational Needs and Disabilities are the same as for all other pupils; to provide a broad and balanced curriculum and a high quality education. We have high ambitions for our SEND pupils and set supportive targets that stretch them.
We are an inclusive school and we will support pupils to ensure their integration and curriculum entitlement. We value personal and social development and this is central when planning our provision.

What does this look like at our school?

Your child's class teacher is the first port of call should you have any concerns regarding any possible special educational needs or disabilities.
Our school SENCO has overall strategic responsibility for our children with SEND. She can be contacted via the office or by e-mail: bsnsenco@bevstnicks.co.uk

Our SEN Link Governor: Rebecca Clark
Contact via the School Office

All children can expect a fully inclusive, well adapted education at our school, some children may need additional support during their time with us and a few children will need more precise individualised support.

The Kinds Of Special Educational Needs For Which Provision Is Made

Beverley St Nicholas Primary School is a mainstream school catering for children from 3-11 years of age. We value the abilities and achievements of all pupils. We believe that every child, regardless of any additional needs, has the right to a broad and balanced curriculum. We have successfully supported children with ADHD, autism, hearing and visual impairments, physical difficulties, social and emotional challenges and cognitive difficulties, as well as with a range of medical conditions.

Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

- We track the progress of every child so that we can quickly identify any concerns
- We have termly meetings involving senior leaders and class teachers to look more closely at those children who have not made expected progress. This may lead to further assessments carried out by our SENCO. Appropriate measures are put in place to enhance the provision for these children.
- If a class teacher or teaching assistant has a concern about a child, they can at any time alert the SENCO who will work with the teaching team, you, the child and where relevant outside agencies to identify any issues and deal with them as quickly and effectively as possible.
- If you are worried that your child may have any Special Educational Needs or Disabilities, you are encouraged to speak to the class teacher or to contact our SENCO. If we have any concerns, we will contact you.
- Edukos Trust has established a High Needs Panel which looks to support schools and children in relation to SEMH needs by giving advice and signposting ways to support children.
- If we feel that advice from another agency would be helpful in better understanding your child's needs, we would consult with you first. We do not discuss children with other agencies without first gaining a parent's consent.

Information about the school's policies for making provision for pupils with special educational needs whether or not a pupil has an Education, Health and Care Plan (EHCP), including — (a) how the school evaluates the effectiveness of its provision for such pupils.

- Wherever possible assessments are completed prior to an intervention and repeated following an intervention, this is so that the success can be monitored and adaptations made as necessary. You will be informed if your child is participating in an intervention and invited to discuss their progress once it has been completed.
- Children identified as having a Special Educational Need, have a 'termly support plan' (TSP) meeting.
- If there are outside agencies involved in supporting your child's educational progress, then the SENCo will also attend the TSP meeting if requested. All key people are invited to attend and contribute to the meeting. A key element of the meeting is evaluating the progress made and how effective the provision has been to enable this. We welcome any assessments and observations that outside agencies have that may contribute to this, as well as the teacher, yours, and your child's views.
- Children who have an Education, Health and Care Plan also have an annual review of their EHCP.
- All provisions are recorded using the school's internal data system. This enables individual children's progress to be matched to the provision they have received as well as the progress of groups and cohorts of children to be tracked and evaluated.
- We have a Governor with responsibility for SEND (Rebecca Clark), who meets with the SENCO to review aspects of provision and reports to the full governing body.

The School's Approach to Teaching Pupils with Special Educational Needs

Class teachers plan lessons according to the specific needs of all children in their class. They use a variety of groupings, learning styles, a range of activities and resources to support children in making progress. The class teacher will ensure that all children are carefully assessed so that gaps in knowledge and skills and barriers to learning can be identified quickly and teaching planned to overcome them. Each child will be regularly re-assessed to make sure they are making progress and to adapt the interventions planned for them.

Teaching Assistants work under the direction of a class teacher. They sometimes support children to be able to access the whole class work and sometimes lead interventions or 'catch-up' programmes for small groups or individuals, e.g. to help them improve their knowledge of phonics, spelling or arithmetic. Sometimes the class teacher works with small groups or individuals for a short period while the teaching assistant supports the rest of the class in their independent work.

A small number of children with SEND have more bespoke, individual support from a teaching assistant who is specifically employed to support such children for a number of hours per week following programmes planned by the class teacher, following advice from specialist services.

Even if your child has a teaching assistant that works closely with them, it is the class teacher that is responsible for your child's learning and progress. The teacher and teaching assistant will work as a team to meet your child's needs. In addition to this, if your child is participating in an intervention, the class teacher will be aware of their targets and will create opportunities for your child to overlearn these within the classroom.

The school has a Special Educational Needs and Disabilities Co-ordinator (SENCo) whose role is to oversee the day-to-day operation of the school's SEND policy and co-ordinate the assessment of and provision for children with SEND. They advise class teachers and teaching assistants on the graduated approach to providing SEND support, liaises with parent(s)/carer(s) and with specialist services and ensure that the school keeps the records of all children with SEND up-to-date. The Head Teacher has overall responsibility for the education of all children in the school. The Head Teacher and SENCO are responsible for ensuring the school's SEND policy and procedures are implemented.

How the School Adapts the Curriculum and Learning Environment for Pupils with Special Educational Needs

We have a creative approach to the curriculum and place great emphasis on learning outside of the classroom. We incorporate trips, visits and visitors to provide the children with real experiences to enrich their learning. We have a strong focus on our careers curriculum and this is also used to enhance learning. When planning, teachers will take into account the needs of individuals within their class and make reasonable adjustments. If there are outside agencies involved, their advice will be maximised to ensure the best for your child. There may also be times when it is considered more appropriate for a child to be working on their Termly Support Plan targets rather than on the class objectives. If so, opportunities will be built into the week, whilst ensuring a broad and balanced curriculum is still intact. There will be a graduated response to your child's needs and the resources allocated will be proportional. This means that in the first instance it is usual to put resources, strategies and support in place at a school level and to assess the progress made with these additional arrangements in place. If the progress made is not considered to be adequate, in consultation with you, referrals may be made to outside agencies. All additional support that your child is receiving will be documented at the termly support plan meeting, which you will be invited to attend and contribute to. These take place in October, February and June.

Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.

All activities that are available to a year group are usually accessible to children with special educational needs. We make reasonable adjustments on an individual basis. The extra-curricular activities on offer vary depending on the year group and the time of the year, information is sent out to parents in advance. We endeavour to offer a range of activities to support individual needs, support for play times, lunch times and entering and leaving school is allocated on an individual basis, according to need.

Support that is available for improving the emotional and social development of children and enhancing their wellbeing.

We pride ourselves on being a caring and supportive school with one of our key values being nurture. We believe that children need to feel happy, secure and safe in order to meet their potential. We have four teaching assistants who are qualified as ELSA's. One of these is also our nurture TA. In addition to this we have a nurture manager who supports children from across the school. Our nurture team works with individuals and small groups on activities tailored to suit their emotional needs.

In addition to this in the afternoons we run a nurture provision which is accessed by children from across the school - this is called the Ark. The Ark provision is designed to offer a more tailored and supportive learning environment for children. We understand that each child is unique, and their educational experience should reflect their individual strengths, interests, and requirements. Therefore, their timetable will be varied and specifically adapted to better suit their current needs. Children will access this provision for up to four terms.

If a child is exhibiting challenging behaviour, we will seek to identify the causes and look to adapt the environment, learning and other possible contributing factors to alleviate some of the behaviour. We use a variety of reward systems focusing on incentives that matter to the child. We have interventions in school that focus on feelings and managing anger and make use of the Boxall Profile to help us to identify areas in which children may need support.

Where relevant we will work with you as parents to identify needs of the family as a whole. This may involve completing an Family Help Assessment. This enables a holistic view to be sought and relevant referrals made to other agencies which may be able to support your child as well as your family. This may lead to a TAF (Team Around the Family) meeting which draws together all of the involved agencies to enable a coordinated approach.

For children with medical needs, we use medical care plans. As part of this, children's needs are identified, and necessary intervention and support is planned. It is common for parents of children with significant medical needs to meet with the class teacher when their child moves to a new year group and as and when there are changes to a child's plan. We also use the school nurse and other medical professionals to provide staff training on specific medical needs.

Graduated Response Stage

This is when the school's SENDCo and class teacher will work with you to provide a Termly Support Plan (TSP). This will help to identify the category of need. We will look at the outcomes you and your child want and the additional support that can be put in place to support these outcomes. Your child will continue to have targets that will be reviewed termly alongside parent consultation meetings.

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching and SEN provision in lessons through quality assurance processes.
- Identifying and tracking the progress of children/young people that require support to catch up by quantitative and qualitative data including ongoing assessment.
- Identification of children/young people requiring SEN support and initiation of "assess, plan, do,

review" cycle as listed on their IEPs with specific 'learner led' targets and strategies listed.

- Consideration of application for Education, Health and Care Plan and if required an assessment requested.
- All children/young people identified as requiring SEN support, or with an Education, Health and Care Plan are placed on our Record of Need.

Involving Parents, Carers and Families

The school holds two parent/carer consultation evenings and provides a detailed written report in the summer term for all children. This means that each term teachers will give you an idea of your child's progress in relation to age-related expectations, enabling you to better understand where your child fits within the 'national picture'. When reporting progress, we will also talk to you about your child's starting point for that academic year or Key Stage; it is important to recognise that your child can be making 'good progress' in relation to this starting point but still be working below age-related expectations.

Some children who need additional support with their learning will have a Termly Support Plan (TSP) which will be reviewed termly and the review and new targets will be shared with parents/carers. Parent/carer consultations and TSP review meetings are a good opportunity to hear how you feel your child is getting on although the short time slots can mean that a separate appointment at another time might be better.

The school operates an 'open door policy' which allows for more regular updates and also the opportunity for parent(s)/carer(s) to liaise with other appropriate staff either in person or via email through the office. For a few children who have an external agency involved or those with an Education, Health and Care Plan (EHCP) the parent(s)/carer(s) will be involved in annual review meetings.

Pupil Participation

We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners and express opinions and make choices. All of our SEND pupils have One Page Profiles that are produced in discussion with individuals to enable them to identify their strengths, areas for development, preferred ways of learning and what support they feel they need.

How The School Evaluates The Effectiveness Of Its Provision For SEND Pupils

Pupil progress will be reviewed with parents during TSP review meetings which are usually run separately to parent consultations. Reviews take place each term and last for around 30 minutes. Additional check-in meetings will take place when requested by a parent / carer or by the school.

At the meeting, outcomes and targets previously agreed together will be reviewed. Information will be shared with parents about how pupils are progressing in class, including their personalised support and any information gathered from test results or assessments.

The SENCo works alongside school leaders to undertake monitoring of our SEND procedures and provision to check its effectiveness. This includes observing lessons, looking at work in books, team teaching around effective support for SEND pupils and monitoring the progress made on our assessment systems.

Additional Support For Learning That Is Available To Pupils With Special Educational Needs

If your child is on the SEND register they will have some additional provision or intervention to help meet their needs. All schools have a 'notional' SEN budget to help meet this additional provision. This could be extra maths, reading, writing, and spelling or phonics groups. The level of support they get will depend on factors such as their overall progress and attainment compared to their class or age related expectations.

We will also look at barriers to learning and more specific difficulties. Your child may need additional adaptations and specialist equipment such as reading overlays, fiddle toys, sensory aids or adapted writing materials.

Specialist intervention programmes may be provided such as 1 to 1 coaching, speech and language groups or physical therapy programmes. Some pupils may follow a more personalised curriculum and have additional 1 to 1 adult support. Additional equipment and support may be secured through Education, Health and Care Plan funding.

Support Staff Deployment

Support Staff are deployed in a number of roles:

- In class support (group or one-to-one)
- Delivering interventions for groups and individuals outside of the classroom
- Lunch and break time supervision of specific individuals
- Creating practical resources and provision for individuals and groups, such as visual timetables, individualised behaviour systems, speech and language, social interaction, etc.

Dyslexia

Dyslexia is a learning difficulty that affects about 10% of the population; some more severely than others. It predominantly affects the skills needed to read with fluency and accuracy and it affects spelling ability. We offer dyslexia friendly classrooms with additional access to adjusted reading materials for pupils with identified needs.

We have dyslexia friendly guidelines, for use in our classrooms.

We offer 1 to 1 and small group, specific interventions known to work well for dyslexia. This includes reading catch up programmes.

We provide dyslexia friendly resources such as coloured filters to help access text and coloured paper for writing.

Speech and Language

Speech, language and communication needs are widespread and affect many pupils in different ways. Language difficulties are also thought to be a strong predictor of later problems with Maths and English. We believe that early intervention to address speech and language difficulties is vital and we work closely with Speech and Language Therapy services. We also promote a range of well founded teaching techniques to promote talk in the classroom that involve different ways of grouping and assigning talking roles. Additionally, interventions including Talk Boost are used to develop and extend vocabulary.

School Arrangements For Supporting Pupils Between Phases Of Education.

We understand that transitions can be particularly difficult for pupils with special educational needs. We work closely with our feeder nurseries and our local secondary schools to ensure that transition is as smooth as possible.

We will visit children in their nursery setting to get to know their needs. If your child has an EHCP at nursery, a transfer review meeting will take place before they start at primary school.

We arrange additional support for transfer to secondary school such as extra visits and meetings. Children with EHCP plans will have transfer review meetings during the autumn term of Year 5.

If your child is moving schools to a new primary school, or transferring from another primary school, then we will always endeavour to talk to the relevant staff and ensure all support needs are in place.

Contact Details of the SEND Co-ordinator.

	Special Educational Needs and Disabilities Coordinator (SENDCo)
Name	Linda Fraser
Contact number	01482 862882
Contact email	bsnsenco@bevstnicks.co.uk
Address	Holme Church Lane, Beverley HU17 0QP

Our Inclusion Team is made up of:
- Elizabeth Hobbs (Edukos Trust SENDCo)
- Terri Turton (Head Teacher)
- Jenny Hamlyn (Nurture Manager)
- Vicki Galbraith (Nurture TA)

We work very closely as a team and any one of us would be happy to talk to you about your child and to further explore with you what we can offer as a school.

Staff Training In Relation To Children And Young People With Special Educational Needs

- Regular training is disseminated to staff as part of the annual planned staff meeting timetable.
- Training given by the SENCo and other professionals has included:
  - Talk Boost (SaLT)
  - ASD (Cath Murdoch)
  - Behaviour (Team Teach)
  - Attachment Disorder (Helen Hatton)
  - ACES – Helen Hatton
  - Autism(Educational Psychologists)
  - ADHD - Educational Psychologist
  - Trauma Informed Practice
  - Nurture training (Nurture UK)
  - Boxall Profile Training

- Support from outside agencies deliver whole school staff training when appropriate. Visits and observations provide opportunities for supported recommendations to be made
- Liaison meetings with the Head Teacher and Nurture staff are held on a monthly basis.

The SENCo has undertaken the Post Graduate Certificate in Special Educational Needs Coordination at Sheffield Hallam University – Completed August 2018. Another member of staff is undertaking the NPQ SEND qualification and will finish this training during the current academic year - Jonny Horsley our Deputy Headteacher.

This year inclusion features on our school development plan for this year and we will be focusing on working with other schools within the trust in order to further enhance our practice. We will also be focusing on parental involvement.

Complaints Procedure
If a parent has a complaint about the SEND provision in school then they are to follow the school's policy and guidelines. The process is as follows:
- Try to talk directly to the teacher, SENDCo or Headteacher
- If you are unhappy with the outcome then put your complaint in writing to the Headteacher

- The Headteacher will investigate your complaint and reply to your letter, inviting you in to discuss the matter further.
- After the meeting, if you are still not satisfied with the outcome, then put your complaint in writing and follow the school complaints procedure which is available on request or on the school website

INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED.

https://www.eastriding.gov.uk/local-offer/