Pickering Community Junior School

SEND Information Report

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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 Pickering Community Junior School for your child.

What kinds of SEND do we provide for in our school?

Pickering Community Junior School welcomes and values all children including those with SEND. We make our very best endeavours to nurture and meet the needs of all children including those with physical, learning, communication, emotional and social difficulties. We ensure that equipment and resources used are accessible to all children regardless of their needs. Our extra-curricular clubs are accessible to all children, including those with SEND.

What is the SENDCo's name and how can I contact them?

Hello, my name is Mrs Aimee Morris and I am privileged to be the SENDCo at Pickering Community Junior School. I am an experienced teacher and have taught at PCJS since 2014. Currently, I am working towards the NPQSENDCo qualification. My working days are Wednesday, Thursday and I teach in class on a Friday.

Please come and have a chat if you wish to discuss your child's needs. I can be emailed on sendco@pickering-jun.n-yorks.sch.uk or via the school office. You are also welcome to contact me on 01751 472873.

Definition of Special Education Needs (SEND)

The SEND Code of Practice (DfES, 2014) says pupils have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age.

or

b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

The Code of Practice (2014) provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Difficulties
- Sensory and Physical Needs

What policies do we have for identifying children and young people with SEND? How do we assess their needs?

The class teacher will closely monitor the progress and attainment of your child and this will be discussed at regular pupil progress meetings with the senior leadership team and SENDCo. In addition, the class teachers, supported by the SENDCo and the leadership team, carefully monitor all pupils' wider developmental and social needs. Your child's teacher will carefully check your child's progress. If your child has a gap in their understanding and needs extra support to help them make the best possible progress, the teacher will discuss this with the SENDCo and senior leadership team.

Any pupil not making expected progress will be identified and supported, with adaptations or interventions being put in place. The SENDCo will be involved in identifying the best level/type of provision, if necessary. At Pickering Community Junior School, we have a wide range of diagnostic and formative assessments, which we use to help us identify any child's barrier to learning or development.

We will seek your views and those of your child. If, after a term, your child is still not making the expected progress, the Special Educational Needs and Disabilities Co-ordinator will become more formally involved. You will be fully informed at every step and invited to share your views.

If you have any concerns about your child, don't hesitate to contact your child's class teacher in the first instance to discuss your worries.

- **What happens next?**

School may feel that your child has additional needs which means they have been identified by the class teacher as needing some extra support in school, this may be in the form of additional classroom strategies, booster or catch-up groups, interventions or further specialist provision.

For your child this means:

- In discussion with you, a plan may be put in place called an 'All About Me' plan, which is a working document that details your child's strengths, barriers to learning, desired outcomes and the type of support they will need to help them to make progress. This will be reviewed each term as a minimum and entitles you to longer time during parents' evenings to allow the discussions to take place.
- Your child will be added to the SEND register. This is only whilst your child is needing additional support and does not mean that they will remain on the register for their future school years.
- If a child is requiring external support, the SENDCo and class teachers will complete relevant referral forms alongside you to request outside professional support.
- From time-to-time children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to submit an ECHAR (Education, Health and Care Assessment Request) in order to provide the long-term support a child may need.
- School is not the only organisation who can request an ECHAR, parents can also make a request to the local education authority.
- Should an EHCAR be successful then your child will have the support of an EHCP (Education, Health and Care Plan).
- The progress of children with an EHCP is formally reviewed at an Annual Review with all stakeholders involved with the child's education, including the child.

Further information can be found in our Policy for Special Educational Needs and Disabilities which is available on the school website or can be requested from the school office.

This can be found on the school website under the SEND tab.

What are our arrangements for consulting with parents of children with SEND and involving them in their child's education?

At Pickering Community Junior School, we operate an 'open door' policy in which we want to work closely with you in order to support you and your child. Parents and carers are encouraged to speak with their child's class teacher about any concerns they may have. They will be able to discuss any support your child is receiving.

We value and record our early conversations with you, as this enables us to provide support as early as possible for your child. Regular contact with parents is important for children with SEND. All parents can discuss their child's progress and targets at parents' evenings and at review meetings which take place at least three times per year either in person or

over the phone if required. 'All About Me' documents will then be updated and shared with you. For some children, regular communication takes place daily with a home/school book or contact with the class teacher or teaching assistant before or after school.

What are the arrangements at Pickering Community Junior School to consult our young people with SEND and how do we involve them in their education?

Pupil voice is highly valued in our school and we feel that their views are key to their success. Pickering Community Junior School has an active School Council who meet regularly to discuss topics which have come both from adults and children alike.

Child views may be gained via:

- Questionnaires for children to complete regarding a range of topics.
- Questionnaires to gain views prior to a SEND review.
- Regular verbal discussion and consultation with our children (Pupil Voice).
- All About Me plans are initially set up with children and reviewed regularly in conjunction with children and their families.
- Involvement in the planning and delivery of transition into Year 3 and Year 6.

What are the arrangements for assessing and reviewing children's progress towards outcomes? What opportunities are available to work with parents and young people as part of this assessment and review?

- Your child's progress is continually monitored by their class teacher.
- Your child's progress is reviewed formally every term and a formal assessment given in reading, writing and maths.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in. Other assessments may be used to monitor progress, such as The Boxall Profile which can be used to assess the emotional and behavioural development of children aged 4-18. The school also has a number of other assessments that may be used to assess a wide range of need.
- If your child is not yet working at age related expectations, a more sensitive assessment tool may be used which shows their level in more detail and will also show smaller but significant steps of progress. PIVATS (Performance Indicators for Value Added Target Setting) is one example that we may use.
- At the end of Key Stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally. The SENDCo will ensure that reasonable adjustments are made to enable your child to access these tests. Some children may be assessed using the Pre-Key Stage standards or The Engagement Model if they are not yet working at the level required for the Standard Assessment Tests.

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

At Pickering Community Junior School, we are committed to the inclusion of all learners. We recognise that not all disabilities are visible. The school's admissions policy is in line with the LA admissions criteria which does not discriminate against pupils with Special Educational Needs or Disabilities. Information will be requested from the previous education provider and provision put in place as appropriate and as discussed with parents. We make every effort to ensure that our broad and balanced curriculum, school site, and our resources, are accessible to all learners, including those with SEND. The building has had some modifications made to it in order to accommodate the needs of children who have a degree of physical ability. There are ramps to facilitate access to the bottom playground, school hall and all of the steps are marked with yellow paint. There is a toilet/changing room/hygiene room available to physically disabled pupils. Our school building is fully inclusive and we have high fencing around the perimeter of our school field and entrance to make our site more secure. Equipment and resources used are accessible to all children, regardless of their needs. A copy of our school accessibility plan can be found on the school website or by request from the school office.

We can offer a wide variety of personalised targeted support through a graduated response and a process of 'Asses, Plan, Do, Review'. This means that support for your child will be built up over time in order to respond to your child's developing needs effectively. These interventions support the specific needs of your child. Interventions are delivered by highly skilled teaching assistants or teachers and are carefully monitored in order to ensure that they help to accelerate your child's progress.

Interventions are recorded and pre and post assessments are completed. Targeted provision in school is for children with:

- Cognition and learning needs
- Communication and interaction needs
- Social, mental and emotional health needs
- Physical and / or sensory needs

SEND Strategy and Use of Inclusive Mainstream Funding (IMF)

We are committed to delivering an inclusive education in which all pupils, including those with SEND, can thrive, achieve, and participate fully in school life. To support this commitment, we publish will publish our SEND Strategy, from 31st December 2026, on the school website, outlining our approach to identifying need, removing barriers to learning and ensuring high-quality provision for all learners. The school utilises Inclusive Mainstream Funding (IMF) to enhance the support available for all pupils, including those with identified SEND needs. This funding may be used to provide additional staffing, specialist interventions, targeted

resources, bespoke provision, training for staff and adaptations to the learning environment. The deployment of IMF is carefully planned and regularly reviewed to ensure that provision is responsive to pupil need and delivers positive outcomes.

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

Ensuring provision for children with SEND is appropriate and relevant is taken very seriously at Pickering Community Junior School. We are strong advocates that all teachers are teachers of children with SEND and therefore it is a whole school responsibility to ensure that these children's needs are met. Our provision is co-ordinated by our SENDCo who is currently completing the NPQSENDCo qualification and attends network meetings to ensure that school practice is current and in line with national and local policy. Updates and information are cascaded to wider staff on a regular basis.

The school is committed to continuing professional development and has a training plan for all staff to improve the quality first teaching and learning of children including those with SEND. Staff receive on-going training for high quality teaching strategies and SEND issues, provided both in-house and by external providers which are relevant to the needs of the children in their class and the wider school community. We work closely with our local SEND Hub and Health teams for specialised guidance and expertise as required.

How do we evaluate the effectiveness of the provision made for children with SEND?

The effectiveness of our SEND provision is evaluated by:

- Monitoring and evaluating the progress of children during interventions.
- Focused analysis of the progress of children with SEND via regular assessment.
- Targets are created and reviewed termly.
- Learning walks and pupil interviews to evaluate the effectiveness of our universal and personalised provision.

The governing body evaluate the work of the school by:

- Monitoring data regarding vulnerable groups of learners.
- Challenging the leadership through informed questioning.
- Undertaking learning walks in school with a focus on SEND.
- Meeting with parents and pupils.
- Ensuring that continuing professional development takes place for all staff, including training, regarding SEND.

Who is the School Governor for SEND?

Our School governor for SEND is Mrs Ruth Weetman, she is a champion for pupils with SEND and has a background in health provision. Mrs Weetman meets with the SENDCo at least termly and then feeds back to the Governing body. Mrs Weetman will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity or left behind because they have additional needs.

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

Pickering Community Junior School is committed to inclusion. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are equipped to meet the challenges of education, work and to achieve positive outcomes in life. The school runs many clubs and activities as part of our broad and balanced curriculum in which all children are encouraged to participate. We work very hard to make all reasonable adjustments to ensure that children can participate in all areas of school life. Educational visits including residential are accessible and encouraged to all children. Extra risk assessments, arrangements and planning will take place as required on each individual basis.

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

Pickering Community Junior School is commited to its motto of 'To Care'. The school values are Tolerance, Ownership, Community, Aspiration, Resilience and Empathy, these values underpin everything that we do and the way that we treat each other. Our PSHCE (Personal, Social, Health and Citizenship Education) lessons focus on health, keeping ourselves safe and strategies for emotional well-being. Our school behaviour policy supports and encourages children to reflect and make the right choices. Our staff have an expertise in listening to pupils in order to explore the reasons and triggers for any emotional and social difficulties. Although, from time to time a child may need a high level of individual support, our aim is always to help children to be more independent within lessons.

Some pupils may need additional support with their emotional and social development. We have many therapeutic programmes which support well-being and develop skills for recognising and managing emotions. This may be through 1:1 time with a trusted adult or through recommended interventions from the specialist teaching team at the local SEND Hub. We use the Boxall Profile to assess children's diagnostic and developmental needs, set targets and plan provision. Should further support be needed we will refer to the local SEND Hub for support from the SEMH (Social, Emotional and Mental Health) team, Compass Phoenix (a health and wellbeing service) or CAMHS (Children and Adolescent Mental Health Services). We closely monitor incidents using our safeguarding system CPOMs which enables us to identify patterns and trends and provide targeted support quickly. We liaise closely with parents to ensure that support offered at school is supported at home.

Pickering Community Junior School has previously undergone whole school training in Emotion Coaching. This approach is built on developing relationships and understanding and supporting behaviour. It offers practical strategies and techniques for identifying and managing emotions and mental health. We have also completed the National Nurturing Schools Programme and have achieved Nurture School status, all staff have received training linked to this programme.

Pickering Community Junior School has a zero-tolerance policy on bullying. We promote diversity within our school community. However, we recognise that some groups of learners, including those with SEND, may be more vulnerable to bullying (both as the perpetrator or the victim). Any concerns around bullying should be reported to the Assistant Headteacher or the Headteacher who will investigate and take the appropriate action quickly. Arrangements may include social story work to aid understanding, or one to one or small group work using recommended programmes. This would take place alongside liaising with parents. A copy of the school Anti-Bullying Policy can be found on the school website or upon request from the school office. We have a robust safeguarding policy in place and we follow LA and National guidelines.

How does our school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children with SEND and supporting their families?

Sometimes it will be helpful for school to request some additional support from an outside agency. Pickering Community Junior School has established excellent working relationships with professionals from the following agencies:

- The Educational Psychologist
- Healthy Child Service
- Early Help Team
- Sensory, Physical and Medical Team
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Paediatricians
- Specialist Teaching Team (The SEND Hub)
- CAMHS (Children and Adolescent Mental Health Services)
- Young Carers
- The Police
- The Medical Education Service
- Place2Be
- Other local schools that our children may transition from / to

Professionals from all of the above agencies regularly support staff and children in school. To find out more about the North Yorkshire SEND Local Offer please visit our website.

How do we support pupils moving between phases of education and preparing for adulthood?

When a child joins Pickering Community Junior School information will be shared with school staff once provided by their previous school, including information about any special educational needs or disabilities if the child is on the SEND register. If additional transition is required to support the child as they join our school then this will be arranged, this may be in the form of additional visits either during or after the school day, a taster session in school or staff spending time with the child in their previous setting. Parents, the child, and the previous school if appropriate will be consulted with and involved in the planning of any additional transition requirements. This procedure will also be repeated for those children leaving our school. We will liaise with the next school and request their involvement and support for the child and the family, personalised transition plans will then build from this point. For those children that leave us to join another setting such as secondary school or moving into specialist provision education the transition programme may take place over a number of months and be supported by staff from both settings whilst the child develops relationships with new staff and becomes familiar with their new setting. Pupil and parent voice is crucial to the success of transition between schools and we understand this, communication between all parties will take place throughout the whole transition process.

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

If you are unhappy about the provision for your child in school then please discuss with the class teacher or SENDCo in the first instance and they will try to work collaboratively to find a solution.

If you have reason to complain about part of your child's education or the action of another adult, then please follow these procedures. The Headteacher should be informed in all instances of a complaint being made. The Headteacher will attempt to solve the problem and all concerned parties will be kept informed of developments. Our full complaints procedure can be viewed upon the school website.

The SEND Information, Advice and Support Service (SENDIASS) provides independent support and advice to children and families. They can be contacted on 01609 534611.Last reviewed: September 2026
Next review due: September 2027