



## FILEY JUNIOR SCHOOL

Widening horizons and reaching our potential. Respecting the world and each other.  
A happy, healthy and positive learning community

### Special Educational Needs & Disabilities Information Report 2025 -2026

Filey Junior School SEND Information Report

**Objective of the Report:** to give an outline and overview of the provision, support, and practices that Filey Junior School can offer to meet the needs of pupils with Special Educational Needs and Disability within our school.

#### What does the term Special Educational Needs mean?

A child or young person has Special Educational Needs Disability (SEND) if they have 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

*SEND Code Of Practice 2015 pg 15*

#### What kinds of SEN are provided for within Filey Junior School?

As a school committed to inclusivity, Filey Junior School welcomes all children. Children with a wide range of SEND are welcomed into school. If a parent of a pupil with an Education Health Care Plan requests a place at the school, early arrangements will be made to assess levels of need; strategies will be sought and staff training provided so that staff can fully understand and make appropriate arrangements for support and provision.

Great care has been taken to ensure that reasonable adjustments have been made to ensure that our school environment, provision and equipment is accessible to all children.

Provision maps and Inclusion Passports are available for staff to provide continuity and consistency across school in supporting pupils in the following areas of need:

[Provision Map for Cognition and Learning \(CL\)](#)

[Dyslexia Provision Map](#)

[Communication and Interaction \(CI\)](#)

Physical and Sensory Needs (PSN) -[Provision Map for PSN](#)

Social Emotional and Mental Health (SEMH) -[Provision Map for SEMH](#)

Staff at Filey Junior School adopt a 'graduated approach' to need and recognise that many pupils have complex needs, many of which do not fit in any one of the categories above, but rather overlap. Observation, detailed assessments and ongoing 'learning conversations' with parents and pupils assist us in tailoring support to fully meet need and help pupils make progress and meet outcomes.

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

**Mrs Angela Grice** is the Special Educational Needs and Disability Coordinator (SENDCo) within school. She is in the process of gaining the National Award for Special Educational Needs Coordination. You can contact her on 01723 513076 or by using email: [agrice@filey-jun.n-yorks.sch.uk](mailto:agrice@filey-jun.n-yorks.sch.uk) If you feel that your child needs additional support within school or has difficulties of which we are unaware, we welcome you to contact school to discuss your concerns as early intervention is paramount in securing positive outcomes.

## What policies do you have for identifying children and young people with SEN?

We adopt a graduated approach to responding to needs. If your child is experiencing any difficulties at school we will let you know at the earliest opportunity so that difficulties can be addressed. Similarly, if you have any worries or concerns, please contact your child's class teacher, in the first instance.

Where a pupil does not make satisfactory progress, despite targeted teaching within class, the pupil may then be identified for additional and /or different interventions aimed at supporting the pupil to catch-up. Interventions are run on a rolling programme, are time-limited and evidence-based. Following initial catch-up intervention periods, if progress remains slow and the pupil is falling significantly behind their peers, support may then be provided through SEND Support, which will provide an enhanced level of support and closer communication between home and school through regular Individual Provision Map (IPM) meetings. High quality teaching in class, differentiated and using curriculum adaptations for individual pupils, is the most important factor in responding to pupils who have or may have SEN.

Pupils are closely monitored by all staff and a graduated approach will be activated. Four types of action are needed to put effective support in place:

1. **Assess** the child's needs in order to put effective support in place.
2. **Plan** support and provision (in consultation with parents) which will meet the pupil's needs and help them make progress.
3. **Do**. The class teacher will remain responsible for the pupil even when this involves working away from the teacher in a 1:1 or group setting.
4. **Review**. Analysis of the support that has been provided to see if the intervention and additional support has facilitated progress and next steps of action are identified.

All pupils have an Inclusion Passport, which records pupils' chronology of support and provision. Additionally, if your child is on SEND Support, Inclusion Passports will also document your child's strengths, barriers to learning, strategies that have been used, curriculum adaptations, targets and parent/child views throughout the duration of their time receiving special educational provision and follows them throughout school and phases. Records of interventions document both catch-up interventions and interventions provided through SEND Support. Inclusion Passports and Records of Intervention are available upon request.

Where a pupil's progress still causes concern and they have fallen severely behind their peers, following consultation and dialogue with parents, it may be necessary to make an Education Health and Care Assessment Request (EHCAR) to the Local Authority, which, if successful, will culminate in an EHCP (Education Health Care Plan) to support your child. Parents can also make a referral for an Educational Health and Care Assessment Request. EHCARs may be made due to any of the areas of need outlined above.

How do you assess pupils' needs and what arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

We hold IPM Meetings every term which involve 'learning conversations' with parents to discuss support and provision through the eyes of all parties, enabling us to gain a more thorough understanding of need. Pupils are warmly welcomed to these meetings which are **additional** to Parent Evenings. Parents' Evenings are held in Term 1 and 2 of the academic year, followed by an open evening in Term 3, where the emphasis is placed upon transition between year groups.

Every pupil's attainment and progress is rigorously tracked and analysed so that we can respond quickly to pupils who may be at risk of falling behind. There are a number of additional diagnostic assessments we use to help us gain a better understanding of pupil needs and to analyse the impact of interventions that we have put in place. These include:

Reading/ numeracy age assessments

A range of commercially available packages : Sandwell (Numeracy) , YARC (Reading),  
Assessment Profiles - eg SENSORY checklist

In addition, we use informal methods of assessment such as observation and questioning to inform our provision and practices. There are a range of workshops to give parents an insight into what we do within school - maths workshops, ICT/Chromebook workshops. The SENDCo is always available to help and guide parents about methods and resources used within school to support pupils and how this can be reinforced at home and we welcome parents to come and see interventions in practice!

Parents are advised of the impact of interventions at the end of the intervention period.

In Year 6, pupils sit their Standard Assessments Tasks(SATs). The SENDCo and Year 6 staff will ensure that reasonable adjustments are in place so that pupils can fully access tests.

What arrangements do we have for consulting with young people with SEN and how do we involve them in their education?

'Pupil Voice' is now a commonplace practice within our school and an important part of the review process. We encourage pupils to be reflective, to think of themselves as contributors that can affect change. Many projects have been initiated in this way - playground buddy system, clubs, timings of interventions.

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

Staff track pupils' progress very closely, throughout the year, using a range of assessments (outlined above) along with classroom based assessments.

IPM meetings are held at least once a term to discuss pupil progress, support and provision. For pupils with more complex needs,

including those with Education Health Care Plans, Annual Reviews are held to review the progress of pupils towards meeting outcomes outlined in their plans. Outside agency staff and other professionals, from a range of support services, are often accessed to carry out specialist assessments and to ensure that a joint approach is maintained and that support, targets and outcomes remain appropriate and relevant to fully ensure pupils make progress.

Parent/carers also have the option to attend parent and open evenings to discuss and share information. An open door policy is operated, and it is encouraged that parents contact us at any time if there are concerns.

What arrangements for supporting children and young people in moving between phases of education ?

Filey Junior School has robust transition arrangements, particularly for pupils with social and emotional difficulties who may experience anxiety about change. For pupils moving to secondary school, transition usually begins at the beginning of the summer term. Transition activities range from small group work to taster sessions; these run alongside meetings with staff and parents. Transition for Year 2 pupils also starts after Easter. There is close liaison between staff from the infant and junior phases. To ensure continuity, a range of meetings are held to discuss pupils' needs and support they have received so far. Year 3 pupils are proactive in giving a warm welcome to pupils in Year 2 by completing projects and delivering presentations to alleviate worries and promote the positive aspects of moving on from infant school.

What is your school's approach to teaching young people with SEN?

We have consistently high expectations for ALL pupils and endeavour to provide rich, memorable experiences so that each child can find their own strengths and realise their potential. We ensure that all learners are able to develop their own learning styles and make adjustments to provision and practices to help pupils learn in a way that suits them.

We fully understand that high quality teaching within the classroom and an engaging curriculum is the key factor to ensuring children make accelerated progress. SENDCo will ensure this is monitored and effective and that classroom environments and resources are accessible and available to children with SEND and support them fully. This was acknowledged in our recent Ofsted inspection (October 2023) which stated:

*The provision for pupils with special educational needs and/or disabilities (SEND) is a strength of the school. Established processes are in place to identify pupils' needs swiftly. The school provides timely and focused support to individual pupils when it is required. Leaders regularly review this support to ensure that it meets the needs of pupils. In class, pupils with SEND are supported effectively.*

Access arrangements are put into place early so that pupils can access the curriculum and standard tasks/tests (SATs).

Class teachers have regular training opportunities and access to current information regarding SEND developments and use this practically within the classroom setting.

Collaboration and joined up approach is at the heart of our ethos in working to meet the needs of young learners with SEND. The school has strong bonds with a range of outside agencies.

The use of technology is, we feel a strength. The interactive and immediate nature of ICT is highly engaging for pupils with SEND.

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

Resources are carefully selected to support a range of differing needs within school. It is essential that all children are able to access the curriculum and environment and be independent and confident learners. Resources can range from adapted keyboards, videos made by teachers, writing slopes, word mats, number squares, task boards, overlays.

ICT is used extensively within school to support children with SEND and within the first few weeks of entering school, pupils will be given their own laptops to support their learning. Pupils are encouraged to drive their own learning forward and meet their own learning challenges through the use of ICT programs in which they are competing against their own personal records or in friendly competition with their peers. Eg Doodle Maths and Doodle Spelling. In addition, ICT provision also supports greater accessibility - eg speech to text, text readers etc

Access arrangements are put into place early, and recorded on Inclusion Passports, to ensure that pupils can access Standard Assessment Tasks (SATs).

What sort of expertise for supporting young people with SEN do you currently have within school? How do you ensure that the expertise and training of staff is current? How do you access and secure further specialist support?

As part of the commitment Filey Junior School has to the continued professional development of all staff, teaching staff and teaching assistants have regular training opportunities to update their knowledge and skills through both in-house and externally run training courses. Mrs Angela Grice is in the process of gaining a NPQSENCO award. Mrs Kayleigh Fordyce and Mrs Alita Butcher are our accredited Thrive Practitioners.

Filey Junior School has fostered close relationships with a range of outside agencies and local SEND HUB who regularly provide advice and training within school.

How do you evaluate the effectiveness of the provision made for children and young people with SEN?

We continuously monitor provision, through learning walks, book scrutinies, observation, pupil tracking alongside parent and pupil voices, with a view to evaluate and enhance provision at all times. The SEN Governor is proactive in school and regularly participates in audits and initiatives taken to evaluate provision. Pupils join us during some learning walks and along with Pupil Voice this gives us a 'child's eye view' of our offer.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who

do not have SEN?

There are many clubs and extracurricular activities on offer within Filey Junior School. We encourage pupils to 'widen their horizons' by trying new experiences; finding new interests and discovering their own strengths...from unicycling, stilt walking to balancing on tightropes!

The playground offers an extensive variety of exciting opportunities to develop team work, motor skills, exploration, trial and error!

How do you support children and young people with SEND to improve their social and emotional development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Staff have a strong commitment to developing the emotional needs of all children, but particularly children with SEND; it is important that pupils develop positive self-image and self-esteem. Staff are aware and understand that children with SEND are more vulnerable to different forms of abuse (Keeping Children Safe in Education) and have named Key Workers as key points of contact, who provide additional small group 'keeping safe' sessions.

A range of social and emotional programmes within school further serve to promote positive ethos. Success is celebrated in class and whole school assemblies with reward charts and prizes. Instances of bullying are quickly dealt with. Annually, pupils are proactive in creating displays around school participating in whole school projects to coincide with anti-bullying week. Daily PHSE lessons give pupils time to reflect on a variety of issues to develop their 'inner self' and a range of visitors promote keeping safe and wellbeing initiatives on a rolling programme, ensuring key messages are regularly revisited.

Social Emotional Support Plans are put into place if a pupil requires additional support; this ensures that all staff are aware of 'triggers' and employ the same strategies to support the pupil.

This year we have introduced a new environment. The Intervention Suit is a space which is ideally suited to smaller, targeted interventions where pupils can access a range of interventions from maths, literacy and SEMH provision. The larger room caters for small groups where targeted, purposeful provision is run by trained THRIVE practitioners. We have embedded Thrive approaches in school with two members of staff gaining an accredited Thrive Practitioner qualification. You can read more about Thrive approach here:

[☰ Thrive Approach at Filey Junior School](#)

Extra pastoral support consists of:

Playtime buddies at lunchtime

Adult mentoring/Key worker approach

Reflection time/PSHE work

Transition activities

Circle of Friends

Range of lunchtime activities to develop: team building, develop interests, self-esteem

### **SEMH Interventions**

THRIVE

Lego Therapy

Socially Speaking

It's good to be me

It's OK to be Me

Talkabout interventions

Mindfulness

Anxiety Gremlin

The Big Red Beast

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary services organisations, in meeting children and young people's SEN and supporting their families?

If, within school, we feel that a pupil needs additional expertise, we will contact you to discuss this further and to obtain your consent to make a referral. We work closely with a range of agencies and are committed to securing the best possible support and intervention to help pupils progress. Referrals are predominantly made to Inclusive Education Service SEND Hub : this consists of a panel of specialists from a range of fields who collaborate and operate a joint working approach, committed to helping pupils in the region access appropriate provision and support.

During reviews with all relevant parties, if it is felt that pupils still struggle to meet desired outcomes and targets, despite additional intervention and support from outside agencies, then an Education and Health Care Assessment Request may be made.

#### **Useful Websites:**

[SEND information for parents and carers | North Yorkshire Council](#)

[SEND Local Offer | North Yorkshire Council](#)

[SEND Information Advice and Support Service \(SENDIASS\) | North Yorkshire Council](#)

[Ladder of Intervention for pupils with SEMH](#)

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

Complaints are rare, but we are very eager to ensure that parents and children are happy about the support and provision received within school. In the first instance, it is advisable to consult with your child's teacher and/or SENDCo. If this does not lead to a resolution, please feel free to make an appointment with the headteacher to further discuss your concerns.

**Mrs Carla McAleese is the Governor for SEND** within school. 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 governing body (see the complaints procedure on the website).