Luttons Primary Academy

SEN Information Report

September 2026 – 2027

SCHOOL SENDCo
The interim SENDCo for our school is Miss Jessica Williams. Miss Williams holds the National Award for SEN (NASENCo award) and can be contacted on the school telephone number: 01944738232 or via email: admin.lut@ebor.academy.

Inclusion for All

At Luttons Primary Academy we are committed to providing our pupils with a broad and balanced curriculum, which is accessible to all, celebrates diversity and promotes inclusion. We have a strong focus on high expectations and improving outcomes for all our pupils.

Pupils are fully included in all aspects of school life and all children are equally valued. We are committed to inclusion and ensuring that all children are happy, safe and achieving at school both academically and emotionally.

Every teacher at Luttons Primary Academy is committed to the achievement of every child and through high quality teaching and tailored interventions, all children fulfil their potential. Teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND.

SEND Provision

Special educational provision is educational provision that is additional to or different from that made generally for others of the same age (universal provision). This means provision that goes beyond the differentiated/ adaptive approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services.

All staff at Luttons Primary Academy are committed to providing quality first teaching whilst being committed to providing excellent targeted classroom teaching to ensure that all pupils, regardless of their specific needs, make the best possible progress in our school. Staff use a variety of teaching styles and resources in lessons to support children's learning. All children are equally valued in school and have access to an environment where they can flourish and feel safe. We are committed to the achievement of every child. The school places great importance on the fact that children learn in different ways. Classroom environments are resourced to meet this range of needs.

All classrooms provide:

- Visual Supports, including visual timetables, task plans and communication friendly signs and notices
- Access to multi-sensory and 'hands on' learning
- A Restorative Practice approach
- A proactive approach rather than a reactive approach
- Use of de-escalation strategies
- Use of Sensory Processing strategies
- Use of IT and alternative methods of recording where needed
- Staffing ratios appropriate to the level of support needed
- Positive praise - and lots of it

Specialist professional will work with your child to understand their needs and make recommendations, which may include:
•Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
•Support to reach appropriate outcomes which will include their specific expertise and work towards the ambitions of the young person.

•A group run by school staff under the guidance of the outside professional
•The school may suggest that a child needs some agreed individual support in school. They will offer advice about how the support will be used and what strategies will be put in place. This may include a modified curriculum for some children.
This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

All provisions, whether additional or personalised, will be recorded on an Individual Learning Plan (ILP). ILP's will be compiled with parents/carers which describes the child's individual strengths and needs and the type of support that they will need to help them make progress. An Individual Behaviour Plans (IBP) will be used for children who are receiving additional support with their learning or emotional/behavioural needs. This will be designed around a child's individual needs and will include strategies to support the child in class, during interventions and sometimes at home. Clear steps to success are identified so the parents, child, teachers and support staff are all clear about desired outcomes. It will also include the date when the child's progress will be reviewed.

We use the Education Endowment Foundations 'Five-a-Day principle to support children.



Assessment
In-school tracking systems are used to identify children not making the expected progress or who are working below national expectations. As a school we use Branch Map Assessment Tools to identify gaps in learning and small steps of progression. These children are discussed at pupil progress meetings which are held termly and as a result of these discussions they may receive an intervention.

The progress and attainment of all children is carefully monitored and reported to parents. If a child is provided with any additional and different provision, we carefully monitor the impact by a variety of methods such as; measuring how the intervention accelerated progress over a given period of time. During the planning meeting with parents and, where possible, the child, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured.

All children at Luttons Primary Academy receiving additional or different provision will then have documents in place that are jointly written by parents, the child and professionals as highlighted above.

Attainment of all children is reviewed by the Senior Leadership Team every term at which time provision may be adjusted and put in place to meet identified needs. Further information about each individual intervention will be discussed with parents/carers if a child was to access them.

If a child has been identified by their class teacher and SENDCo as needing a particularly high level of individual support, the school (or the parent) can request that the Local Authority carry out a statutory assessment of the child's needs. This is a legal process, which sets out the amount of support that will be provided for the child.

•We would meet together to complete an Education Health and Care Plan Request (EHCAR) which is paperwork used to assess the individual level of need. It is designed to be a process, which keeps children at the centre of the assessment and involves parents/carers and all agencies working with the child.
•After the school has sent in the request to the Local Authority (LA), the LA will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will write an Education and Health Care Plan (EHC Plan).
•The EHC Plan will outline the number of hours of individual/small group support the child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for the child.
•The additional adult may be used to support the child with whole class learning, run individual programmes or run small groups including the child. The child will remain a part of the class, under the direct responsibility of the class teacher.
•This type of support is available for children whose learning needs are severe, complex and lifelong.
The assessment for additional/personalised support is broken down in Bandings 1-6. Each pupil is placed at the banding level that meets the description of their need – the SENDCO will be able to discuss this in more detail with you. This would mean that they may need:
• Extra help from a teaching assistant in class
• Small group or individual support in or out of class
• Alternative resources.
If a pupil/student continues to have difficulty even with this additional support and intervention in place, we will seek advice from outside agencies such as:
• Health professionals
• Primary Mental Health Workers (PMHW)
• Visual/Hearing Impairment teachers
• Educational Psychologists
• Speech and Language Therapists
• Physical and Medical Disabilities Teachers
• Pupil Referral Services

External Agencies
Sometimes it will be helpful for school to request some additional support from an outside agency. Luttons Primary Academy has established excellent working relationships with professionals from the following agencies:

- Educational Psychologist
- Early Help and Health Visitor
- Educational Social Worker
- Sensory, Physical and Medical Teaching Team
- Speech and Language Therapist

- Physiotherapist
- Occupational Therapist
- Paediatrician
- Be U North Yorkshire– Specialist Support for Autism
- Portage support

School would only contact an outside agency after consultation with parents. We will take the advice and implement it in order to meet the individual needs of our children and will provide the resources required to develop understanding and learning for particular children's needs.

We have an accessibility policy that can be found on our website:

Admission Arrangements

Where a parent would like to discuss a child with a disability or SEND coming to our school, we would encourage a meeting with the SENCo and head teacher so that we have a shared understanding of how we can best meet their needs.

Four Broad Areas of Need

The Special Educational Needs Code of Practice (SENCOP) 2014 identifies the 4 broad areas of need.

1. **Communication and Interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autistic pupils can experience difficulties with language and communication, affecting play and social interaction. Children with SLCN benefit from communication-friendly environments and visual supports. A referral to speech and language therapists may be appropriate. We promote early intervention to remove barriers to progress as soon as possible. Makaton can support children who are pre-verbal to develop vocabulary and interact with their peers and Augmented Alternative Communication (AAC) can support some pupils with SLCN to express their wishes and needs.

Communication and Interaction Interventions

- Pre teaching vocabulary
- Delivery of individual speech and language programmes
- Talking Partners
- Talk Mats
- Communication in Print
- Colourful Semantics
- Nellie

2. Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Children with cognition and learning needs can be supported effectively by evidence-based strategies in the classroom, including effective questioning, scaffolding, pre-teaching, and overlearning opportunities. Effective use of technology can support pupils with cognition and learning needs in the classroom.

Cognition and Learning Interventions

- Rapid Catch Up phonics interventions
- SEND Little Wandle Scheme of Work
- Phonics Interventions
- Pre teaching vocabulary and concepts
- 1:1 reading
- Handwriting and sentence development boosters
- Precision teaching (bespoke to child's needs)
- Numicon
- Use of specialist equipment
- Pixl Therapy Interventions

3. Social, Emotional and Mental Health

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Our school teams gather a holistic understanding of needs and barriers to learning to help inform decision-making and the accurate identification of need. Daily check ins and approaches such as the Zones of Regulation can support children to feel safe, calm and happy in school and make expected progress.

Social, Emotional and Mental Health Interventions

- Playtime support plans
- Lunchtime Nurture Club
- Peer Buddies
- Emotional Scales
- Visual Timetables
- Task Plans
- Sensory Circuits
- Access to the Sensory Space
- Zones of Regulation

4. Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum than for those with a single sensory impairment. Specialist teachers and other professionals such as physiotherapists may be involved and can advise on provision and support in school.

Some children and young people with a physical disability (PD) require additional ongoing support and adjustments to access the opportunities available to their peers, including the use of auxiliary aids. Schools should take the necessary steps to ensure that pupils with a disability are not treated less favourably than other pupils. For pupils with sensory needs, sensory supports in class or short sensory breaks during the school day may be necessary.

- Busy Finger / fine motor resources
- Handwriting groups – multi sensory or alternative methods
- Delivery of 1:1 Physio and OT programmes (under guidance of Hospital therapists)
- Use of sensory resources
- Sensory profiling

Social, Emotional and Mental Health Development

At Luttons Primary Academy we take emotional support for the children extremely seriously. The School's Pastoral Lead meets regularly with children to support listening to the views of the children and triangulates with the SENCo and Safeguarding Leads to ensure the safety and wellbeing of all pupils. Our provision is regularly reviewed, evaluated and, if necessary, improved. The school also follows 'My Happy Mind' to support social, emotional and mental health development of our children. The parent platform is also available to support families.

Although, from time to time, children may need a high level of individual support, our aim is always to help children to be more independent in lessons. This may be supported by the use of visual timetables, individual visual timetables, prompt boards, peer support and/or mentors. All classrooms have an interactive emotional check in using Zones of Regulation.

Identifying Special Educational Needs

Luttons Primary Academy uses the definition of SEND and disability as set out in the SEND Code of Practice 2014 and Equality Act 2010.

Our school recognises the importance of early identification and aim to ensure that robust measures are in place to highlight children who are at risk of falling behind or who are facing difficulties in any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

a) Review of skills and attainment when pupils join school, reviewing information from any previous settings or agencies as appropriate.

b) Termly tracking of all pupils to monitor rates of progress and attainment. Slower progress does not always indicate a special educational need, but it should be monitored and addressed by teachers and school leaders.

c) Concerns raised directly by Parent/Carers, school staff or other agencies.

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including:

a) Attendance
b) English as an additional language
c) Family circumstances
d) Economic disadvantage

Luttons Primary Academy acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can mask an unmet need and further assessments may need to be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support, the class teacher will review current arrangements to meet the child's needs within daily practice and consider any further modifications and adaptations that should be put in place to support good progress. At this point, a child may be placed onto the 'monitoring' register. The SENCo may become involved at this point to offer support to the class teacher whilst monitoring and evaluating current provision but not directly with the child. Parent/Carers will be fully informed and involved in decisions where additional support is deemed necessary.

Meeting the Needs of Pupils with SEND

When it is evident that a pupil may require higher levels of support than that available from everyday teaching, our schools will offer it. The school SENDCO will become involved at this point. Parent/Carers will be consulted and notified when their child needs additional support and intervention.

This may mean that they need:
a). Overlearning opportunities and immediate feedback/same day interventions.
b). Pre-teaching of key vocabulary.
c). Additional resources to support their learning in class.
d). Additional support from technology and alternative methods of recording, verbal and/or visual prompts.

If a child continues to have difficulty after intervention or has a high level of difficulty, we will seek advice from outside agencies as appropriate. These may include:

a) Health professionals
b) CAMHS referral
c) Specialist teachers and Learning Hub referrals
d) Educational Psychologist
e) Speech and Language Therapists
f) Ebor SEND specialists

A child considered to have a Special Educational Need (SEN) will be placed on the SEND Register. At this point an Individual Learning Plan (ILP) will be developed with the SENDCO and class teacher. The pupil, Parent/Carers and all professionals involved contribute to planning provision and reviewing progress.

This four-part cycle of 'assess, plan, do, review' is known as the Graduated Response and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and improve outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise. This response accounts for pupil needs that change over time.

The Graduated Response

ASSESS: Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with Parent/Carers, the teacher and the pupil. It may draw on assessments and reports from external agencies involved with the pupil. The SENDCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs outlined above:

a) Communication and interaction
b) Cognition and learning
c) Social, emotional and mental health difficulties
d) Sensory and/or physical needs

Luttons Primary Academy recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary needs.

PLAN:

We will use the information from the assessment to plan support that will be offered. This will:

a) be outcome focused, with the desired benefit or difference from any intervention clearly identified to support the evaluation of the impact of any provision. SMART targets (specific, measurable, accepted, realistic and timed) will ensure smaller steps of progress are accurately captured and recorded.
b) be based on evidence-based interventions to support progress towards these outcomes.

c) be done with Parent/Carers and the pupil to reinforce and contribute to progress outside of the school
d) give details of the role and input of external agencies when they are involved with a pupil
e) be recorded in school
f) be shared with teachers and support staff so that they are fully aware of the outcomes sought.

DO:

Class teachers, with the support of the SENDCO, will be responsible for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offered and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

If an intervention takes place outside of the classroom, there should be effective feedback liaison between staff, so that any required refinement of the support can be managed, and the intervention can be clearly linked to work in class.

REVIEW:

Support in place will be reviewed at least two times per year. Parents/carers will have the opportunity to discuss their child's progress with the school at least three times a year. Depending on the level and complexity of need this review may be included in the cycle of Parent/Carer consultation meetings. The impact of any additional support offered will be reviewed at least termly in school.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies, a separate review meeting will be arranged so that all key parties can contribute. For an Education and Health Care Plan (EHCP), we are obliged to carry out an annual review on behalf of the Local Authority.

At review meetings, the following will be considered:

a) Impact of each element of intervention towards the identified outcomes;
b) Pupils' response to the support and view of their progress where this is applicable;
c) Views of Parent/Carers, specialist agencies
d) Next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of Parent/Carers, the SENDCO will make a referral to external support.

If a child's needs are complex or severe, we may suggest a statutory assessment of the child's needs through the Local Authority. This will require evidence of a graduated response to meeting need already in place in school and at least two review cycles need to have been completed.

This may then lead to the development of an EHCP (Education Health and Care Plan), a statutory document developed with the Local Authority, in consultation with Parent/Carers, the class teacher, SENDCO and other professionals which outlines the child's needs and what provision must be made available.

Partnership with Parents

We believe that good communication between parents and school staff is essential, so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. If Parent/Carers have would like more information, or have concerns about their child, they should speak to the class teacher in the first instance. For children with SEND, an appointment with the SENDCO and class teacher can be arranged. Appointments can be booked through the school office.

All Individual Learning Plans are discussed and produced with the child, parents, class-teacher and SENDCo and once in agreement the plan is implemented. Plans are evaluated regularly by the class-teacher and amended if necessary.

For some children, regular communication with parents takes place through the use of:
• home/school book
• contact with the class teacher before or after school.
• School arranged review meetings, or meetings requested between parents and staff through the school office.

These communication systems are in addition to:
• Parent Teacher Consultation evenings – in which pupil progress is discussed and targets shared and discussed
• Annual reports
• Weekly newsletters

Partnership with Pupils

At Luttons Primary Academy all children are equally valued in school and access an environment where they can flourish and feel safe. We have a whole school team committed to inclusion who ensure that all pupils are happy, safe and achieving at school both academically and emotionally. We listen to children's views in order to ensure provision within school supports their views and aspirations.
Each child's views are recorded on entry to and on exit of all interventions as 'pupil's voice'. Should outside agency support be requested, the pupil's voice is recorded on the application form to ensure the child's views are taken into consideration.

Pupil Voice can be gathered in different ways depending on the needs of the child

- Conversations with children
- Observations of the child
- Voice gathered from Pastoral sessions
- Voice gathered through visual aids

All children at our school are equally valued and access an environment where they can flourish and feel safe. All children are fully included in all aspects of school life. All children are welcome to join in all extra-curricular activities with support being made available if required.

Transitions

At Luttons Primary Academy we have transition programmes in place for all pupils. Those with SEND are given additional support with transitions as appropriate.

Transition reviews for children with SEND are organised before moving schools. Staff from the receiving school are invited to transition reviews. If they are unable to attend, the SENDCo will contact the child's new school with the relevant information. Transition visits are arranged for pupils moving to another school. Additional visits can be arranged should these benefit your child.

Staff Development

As a school we understand the need for additional training for school staff when working with children with SEND needs. The school accesses training from a range of providers including:

- The Local Authority
- NHS
- Ebor Academy Trust

Training is provided to match the needs of the school and its pupils.

The Local Offer

The Local Authority (LA) local offer for North Yorkshire

The local offer provides useful information for children and young people with special educational needs and disabilities (SEND) and their families. It provides help to families, individuals, groups and organisations to find information so they have more choice and control over what support is right.

The local offer covers services available within:

- education, such as nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention workers;
- health, such as local doctors, paediatricians, school nurses and therapists;
- social care, such as respite services and children's disability services; and
- support and services in the voluntary and private sector across North Yorkshire.

The local offer is intended to help you make informed choices about things that are important to you, such as:

- where to live;
- transport;
- social activities;
- options after school, such as continuing your education, apprenticeships and supported employment; and
- making the transition from services provided for children to those for adults.

The North Yorkshire local offer can be found at:
https://www.northyorks.gov.uk/children-and-families/send-local-offer

Complaints

Should parents of children with SEN have any complaints about the SEN provision they should follow the school's general complaints procedure. It is always best to approach the class-teacher or the Head of School 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.

Mrs L Robinson – Executive Headteacher
Emma Trotter - Assistant Headteacher
Karen Thompson– Chair of Governors.
Miss Jessica Williams – Interim SENDCo

School contact number :- 01944 738232

Parent Partnership, North Yorkshire

A parent partnership coordinator can be contacted through North Yorkshire's education offices or on 01609 536923. The parent partnership coordinators offer impartial advice and support which could include making a home visit to listen to any concerns families may have, or attending

meetings with them. They can also be able to put families in touch with other organisations or parent support groups.
The Parent Partnership Service will work closely with independent supporters locally commissioned by the Council for Disabled Children to provide advice and support for parents of children and young people with special educational needs through the statutory assessment and Education, Health and Care Plan processes.

SENDIASS, North Yorkshire

The SEND information, advice and support service (SENDIASS) provides free and impartial information, advice and support for children, young people and young adults (up to 25 year old) with special educational needs and / or disabilities as well as their parents or carers.

https://www.northyorks.gov.uk/send-information-advice-and-support-service