



Cononley Primary School

Special Educational Needs Information Report 2024-2025

Our Special Educational Needs Co-Ordinator is Kerrie Davis and you can contact her at school on: 01535 633040 or via email at: kdavis@cononley.n-yorks.sch.uk

Welcome to our Special Educational Needs (SEND) Information Report.

Within, you will find information about how our school makes arrangements so that all pupils have the very best learning opportunities possible. This document should be read alongside our schools SEND Policy which can be accessed below.

Like all schools, we follow the SEN Code of Practice for SEND which is issued by law.

If you would like to read our school's Special Educational Needs and Disabilities Policy, you can find it here:

[Cononley Special Educational Needs Policy](#)

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

To find out more about how the local authority supports pupils with SEN in North Yorkshire, please follow the link to the North Yorkshire local offer and watch the short clip.

NYCC SEND Local Offer



1 - 1 - A lovely clip outlining North Yorkshire's Local Offer

Our School Ethos

At Cononley Primary School, staff, governors, children and parents work together to create a warm, caring, family atmosphere in which pupils flourish and achieve.

Our Mission Statement

At Cononley Primary School we are committed to inspiring and challenging our children:

- To become independent lifelong learners and thinkers.
- To value and respect themselves and others.
- To reach their full potential and become the best possible citizens of tomorrow.

Our Vision and Values

Inspiring and challenging our children:

Our curriculum is rich and stimulating: we provide learning experiences which are challenging and inspiring for our children so that they become creative, independent learners. Everyone is motivated to achieve and achievement is celebrated.

Independent lifelong learners and thinkers:

Our children are provided with the tools to succeed at the next stage of their education and throughout their lives through experiences which develop character, cultural understanding, curiosity, resilience and confidence.

Value and respect themselves and others:

Our children know how to be happy, healthy and safe; they are kind, polite and work cooperatively, recognising that everyone can make a worthwhile contribution.

We set high standards for our pupils and expect them to work to the best of their ability at all times. Our children enjoy taking responsibility; they respect others and their surroundings and work hard to make positive changes within our school community and the wider world.

All children are welcomed at Cononley Primary School and we work hard to provide an inclusive education for all. At Cononley Primary School our aim is to inspire and challenge our pupils to achieve their best and achieve their full potential.

A child is regarded as having Special Educational needs if they have learning difficulties which require additional support and advice different from that already universally in place through high quality teaching within the classroom environment.

Cognition and Learning



We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaptations. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of

interventions. The teachers plan a provision map for each of the children in their class that require additional support and this is monitored by the SENDCo.

[Interactive games and resources for children to enjoy at home.](#)

[British Dyslexia Association Support Booklet](#)

[About Dyscalculia](#)

Communication and Interaction



We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 situation or small group settings. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or Sentences. We have a range of resources which are used to support children's Speech and Language development and we work closely with Speech and Language Therapists.

[Speech and Language resources for families and schools](#)

[Videos to support speech and language difficulties at home](#)

[Libraries for 4 - 16 year olds.](#)

[What is Phonological Awareness?](#)



2 - Visual Supports for Speech and Language at home.



3 - Sharing books to build sentences and vocabulary.



4 - Playtime, 10 minutes a day.

Autism Resources

The National Autistic Society has some really useful resources to support learners with Autism.

[The National Autistic Society](#)

Airedale and Wharfedale Autism Resource is a parent run group supporting children and young people on the Autistic spectrum although no diagnosis is required. AWARE can support families, provide advice and run events.

[Airedale and Wharfedale Autism Resource](#)

SPARKLE

Sparkle is a social support group of parents and carers who have children with autism, Asperger's or an autism spectrum condition, who meet twice a month in term-time for a chat and a drink.

SPARKLE can be contacted at sparkle.skipton@gmail.com

The Curly Hair Project is an organisation that helps people on the autistic spectrum and the people around them, founded by autistic author Alis Rowe. They use cool things like animated films, stories, comic strips and diagrams to make our work interesting and easy to understand!

[The Curly Hair Project](#)



5 - 2 - A video explaining Autism.

Sensory or/and Physical needs



We work closely with outside agencies to provide support for children in our school who have Sensory or Physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

At Cononley Primary school, we endeavor to achieve maximum inclusion for all children whilst ensuring all their individual needs are met.

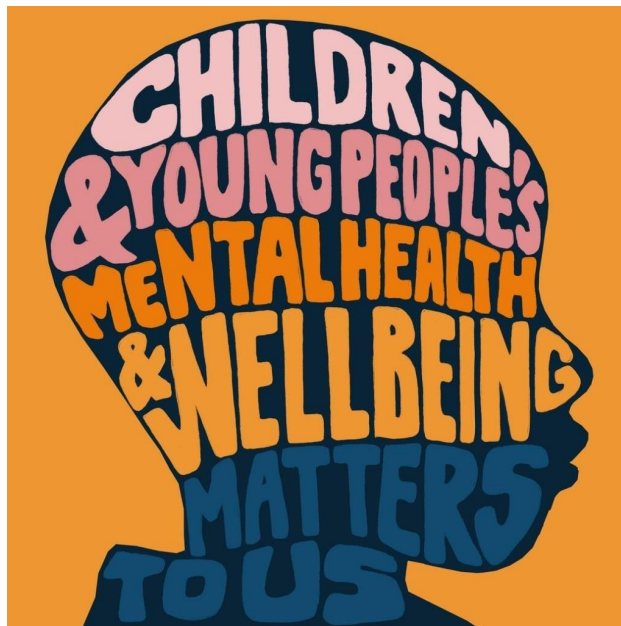
Teachers provide adapted learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times with high expectations in all areas of school life.

[Meeting your child's sensory needs.](#)

[Activities to support your child's physical development](#)

Social, Emotion and Mental Health difficulties



For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies such as SELFA.

[Place2b Parent information on supporting children's mental health](#)

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

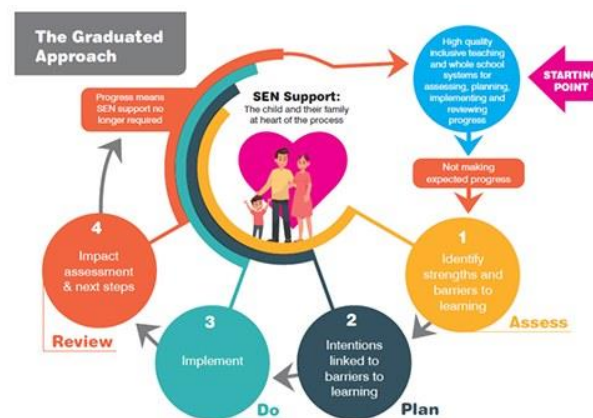
Our SEND policy explains how we identify pupil's who have a Special Educational Need(s) or Disability and you can find a link to the policy on the first page of this document.

At Cononley Primary School, our experienced staff carefully monitor and observe the pupils in their care so that they can quickly pick up on any difficulties that might arise. These could be difficulties with learning or difficulties with social or emotional skills. Early identification and intervention is crucial to ensure the best outcomes for children.

Children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child consistently performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent/Carer
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment through the specialist teacher
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

If a concern arises, teaching staff gather information from the pupil themselves, from parents and carers, from the school Special Educational Needs Co-Ordinator and from specialist teachers. Using all this information helps staff to plan and provide to meet the needs of the pupil.



6 - Assess, Plan, Do, Review

The school follows an **assess - plan - do - review** cycle. Once a pupil's need(s) has been identified, teachers and parents/carers draw up a plan to address the need(s). The plan is carried out by staff in school, by the pupil and by parents/carers, with a set date on which its effectiveness can be reviewed. It might be that the plan involves the pupil taking part in some small group work lead by an adult in school. It might be that an adult spends time working one-to-one with the pupil to help them with the area they

are having difficulty with. Because parents/carers help to draw up the plan, they know exactly what will be happening, how they can help and when the plan will be reviewed.

When needed, the school can call for advice from North Yorkshire Local Authority specialist teachers. We have excellent relationships with our local specialist teachers who work frequently within our school.



7 - 3 - A lovely clip explaining the Graduated Response.

What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?



The school believes that regular contact with parents is vital for children with SEND. At Cononley Primary School, we operate an 'open door' policy. Parents and carers are encouraged to speak with their child's class teacher about any concerns they may have. Class teachers and the Headteacher are usually available at the start and the end of the day for informal communication. If you need to have a private discussion or a longer meeting, please contact the school office to make an appointment at a convenient time.

Other forms of communication:

- Parents/Carers evening in October
- Parents evening in March
- End of year report in July
- Optional parents 'drop in' in July
- Additional review meetings will be planned according to the needs of the individual child, including meetings with the SENCo and meetings with specialist teachers if necessary.

For some children, regular communication takes place on a daily basis through the use of a home/school book or contact with the class teacher before or after school. In addition, we make provision for

additional communication with parents/carers of pupil's who have particular needs, including Special Educational Needs.

- We have planned, termly review meetings at which progress against targets is considered and new targets planned by reviewing the Pupil Overview of Provision (POP). Parents/carers and pupils are encouraged to give their views and contribute to the writing of the POP by supporting in identifying needs, and stating the provision they find is effective along with agreeing to targets being set.
- Additional meetings with specialist staff from North Yorkshire Local Authority or other external agency may also be planned in.

A range of other ways of communicating with parents/carers are also in place for pupils with additional needs and these depend on what best addresses the needs of the pupil and of the family.

- Some parents/carers have a weekly arrangement to meet with the class teacher.
- Some parents/carers have regular e-mail communication with the class teacher.
- For some families, a home-school communication book is used to jot down notes to and from school.

What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?



Cononley Primary School values pupil voice. We have an active school council with link representatives in every class who plan and run whole school events, in addition to contributing to school decision making.

Amongst other things, the school council has suggestion boxes in every classroom.

If a child would like to discuss something during circle time there is a system in place to facilitate this.

In their learning, our pupils with SEND know what their next steps via their target mat and work towards targets that they understand. Class teachers are explicit about how the children can improve their work so that the pupil's maintain control of their own learning progress.

Our pupil's with Special Educational Needs play a key role in planning for their own learning.

Termly they:

- review their POP with parents/carers and teacher and update the information they would like to be recorded there including what they are enjoying, what they know they are doing well at and what they would like more help with
- work with their class teacher to plan new targets together.
- work with their class teacher to review their targets, looking for evidence together to find out how well they have done.

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review



At Cononley Primary School children we aim for our children to achieve the expectations for their year group and at least expected progress from their starting points during their time at our school. Some children may need additional support in order to achieve this.

Children's learning is assessed regularly throughout the year in order to monitor the progress that they are making according to their individual starting points. Monitoring of progress towards identified outcomes will be undertaken by all the adults involved with the provision. Progress will be reviewed on an on-going basis and records/notes kept on the appropriate documents.

Example of such assessments include;

Cognition and Learning- PIVATS 5.

Communication and Interaction- Bradford district Care screening tools

Social Emotional and Mental Health-Boxall Profile, PIVATS 5 PSED.

Autism Education Framework

Neurodiversity Checklist

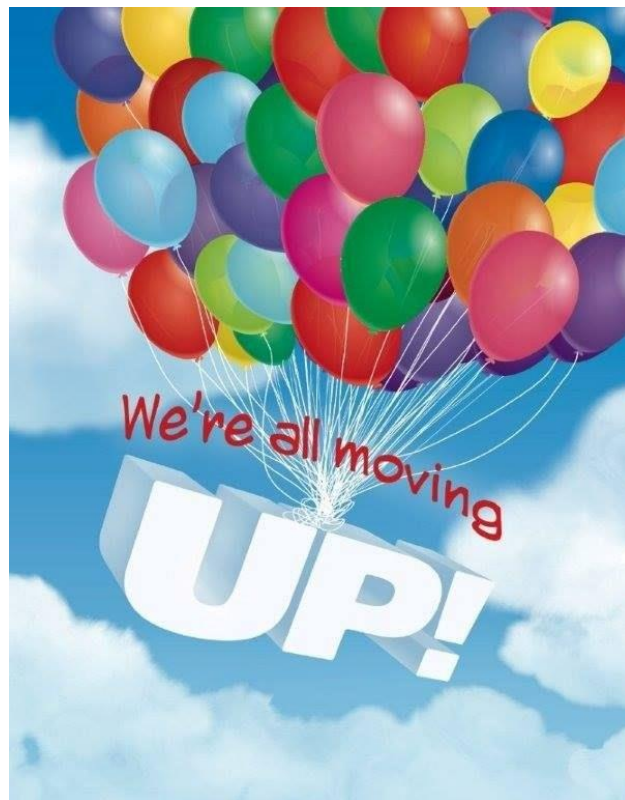
Sensory Profile

Tutoring with the Lightning Squad

If necessary to support accurate and early identification of need, outside agencies will be sought such as Speech and Language, ADYSS Specialist Teacher and support from NYCC hub.

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could

include higher education, employment, independent living and participation in society?



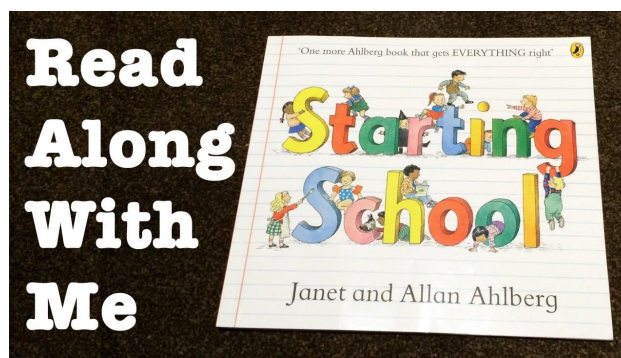
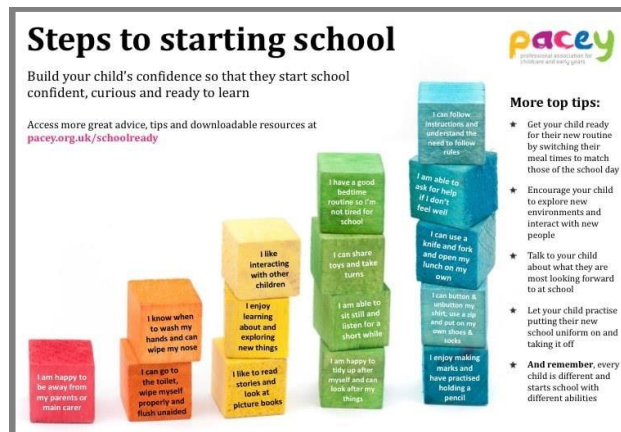
Transition into, within and out of our school is very carefully planned for all pupils.

Children due to start Cononley in reception in September, take part in a series of planned visits to school, as do parents/carers. This gives them the opportunity to meet the teacher, see the school and classroom and ask any questions they may have. It also enables early communication between school and home to take place should a child already be identified as having SEND or should parents/carers have any concerns. Following this, school and home can make any additional arrangements such as additional transition sessions that are felt beneficial.

When moving from one class to another within our school, pupils always visit their new class and spend time with their new teacher. Sometimes, when the needs of the pupil require it, additional visits are planned with the new teacher so that all pupils have every opportunity to feel prepared and safe on transition. For our pupils with SEND, special transition activities may be arranged. Transition meetings are held so that parents/carers, current teachers and new teachers can share information and plan transition activities.

Similarly, when pupils leave our school, careful transition planning takes place according to the needs of the pupil. Visits, activities and meetings take place for all pupils and there may be additional preparation put in place for pupil's with SEND. The school SENDCo may arrange for the staff from the receiving school to attend a review meeting, particularly if the pupil has an EHCP in place. Pupil's POPs are passed

onto the new school in readiness to enable them to understand the pupils needs, current provision and plan for provision when the pupil attends their school. External specialist teachers may be involved in supporting a successful transition process.



What is your School's approach to teaching children and young people with SEND?

All staff at Cononley are committed to providing high quality teaching so that all children can make good progress or better from their starting points. Staff integrate five particular approaches into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates. This is an evidence-based approach, researched by the Education Endowment Foundation with proven impact on teaching and learning.

Class Teachers have responsibility for enabling all pupils to learn.

To achieve this they:

- have high expectations of all pupils
- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- adapt the curriculum/environment to take account of different learning styles, interests, abilities
- ensure that all children can access tasks / activities with the greatest level of independence possible
- monitor individual progress and ensure current provision is effective with good levels of progress evident
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on POPs and discuss these with pupils and share them with parents.

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Support in the classroom via adaptations and/or additional adult support
- Focused withdrawal support from the classroom, (Small group/1:1 tuition)
- Adapted offer for children during unstructured times to reduce sensory distractions

This support may be provided by Teachers, Teaching Assistants, SENDCo or external agencies. The role of staff supporting children is:

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty promote the inclusion of all children in all aspects of life at school.

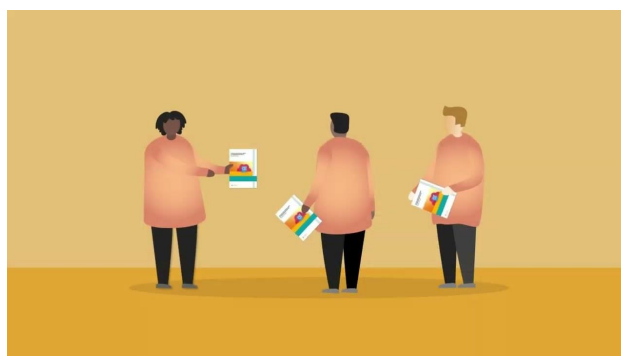
What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?



We believe that all teachers are teachers of SEND. We have adopted the Education Endowment 5 a Day approach (see above) to ensure that all children are able to achieve their full potential. All staff have high expectations. Your child's POP (Pupil Overview of Provision) outlines our strategies, approaches and interventions. For some children, further adaptations may include the use of Behaviour Management Plans, Risk Assessments and / or Education Health and Care Plan.

The SENDCo works closely with Subject leaders to support adaptations to their subject curriculum areas to meet the needs of pupils with SEND. The school employs the guidance provided by the Education Endowment Fund, the '5 a day' Principle. Subject Leaders work hard to ensure all teachers are supported in how best to make adaptations to ensure learning for all in their subjects, striving for all to make good levels of progress across all subjects.

We make effective adaptations to the curriculum and learning environment to meet the needs of all pupils. For example, by rearranging the layout of a classroom. Sometimes, further adaptations are necessary for more specific needs such as partially sighted or hearing impaired pupils. These are often specific to individual children and are addressed accordingly. When necessary, care plans or risk assessments are in place for individual pupils. Our school is proud of its close-knit, family ethos within which all staff members know and care for the specific needs of the pupils.



What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the

expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?

Cononley Primary has skilled teachers and teaching assistants who support both individual and groups of children throughout school. 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. Staff receive regular training in different areas of SEND. Parents and carers are involved and come into school to share the in-depth knowledge they have of their child's Special Educational Need. The school also has a qualified SENCO (NASENCO) who is currently studying SpLD Dyslexia with AMBDA/ATS.

We are prompt at requesting additional training, advice and support from external agencies in order to help children with SEND achieve their full potential.

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

At Cononley Primary School, the effectiveness of our provision for children with SEN is evaluated using:

- Assessment for learning (ongoing, day to day assessments within each lesson)
- Progress against the SMART targets on the POP
- Progress data from summative assessment
- Pupil and parent's feedback

Specific learning or behaviour targets will be set for children with SEN. Ongoing (Assessment for Learning) and Summative (at the end of a unit of learning) assessments will be made and the class teacher will use this information to plan next steps in learning. The targets and interventions planned to achieve the targets are recorded on POPs and are tracked through Pupil Progress meetings each term. If children succeed in achieving their targets, we know that our teaching has been successful.

We offer a broad and balanced curriculum which is planned to suit the needs and interests of individual cohorts. All staff are equipped to adapt lessons and use different strategies so that every child is able to learn at their own pace and in their own way. Children with SEND in a full range of curriculum and extra-curricular activities. Additional resources (including additional members of staff) are sourced and provided as required, to support individual needs. Risk assessments are completed and adjustments made so that children can be included in curriculum activities.

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

All of our pupils have the same opportunities within school as each other. Provision is made for all pupils to take part in extracurricular activities, trips, school productions and sporting events by carrying out risk assessments if needed and ensuring adaptations are in place to ensure engagement by all.

We pride ourselves on the provision we make to ensure children with SEND can take part in everything we have to offer.

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

At Cononley Primary School, we support pupils emotional and social development in a variety of ways. All pupils participate in PHSE lessons and circle time activities, in addition to whole school assemblies which include issues such as relationships, bullying, differences and tolerance.

The whole school employs the Emotional Zones of regulation, providing consistency for children throughout school.

Socially Speaking Groups are offered.

Worry box is in place in the old hall for all children to access.

Where deemed necessary, children may have additional small group/1:1 support for specific areas of need that have been identified that may be necessary in certain times such as support with changes in their life for example.

We work hard to ensure that each child understands they can speak with their chosen trusted adult in school should any problems arise.

The school also has a robust incident reporting system, enabling any patterns in behaviours to be identified early, allowing further investigation and intervention of support to be put into place.



Please see Cononley's Wellbeing Strategy available on our webs for further details.

[Cononley Wellbeing Strategy](#)

Below is a link to a collection of downloadable self-help guides that may be useful to you. Some are aimed at adults but the ideas and suggestions in them can still be relevant for young people and parents.

[Child and Adolescent Mental Health Services \(CAHMS\) Downloadable Resources](#)

These are videos on a wide range of topics that provide information about mental health and well-being.

[Child and Adolescent Mental Health Services \(CAMHS\) Videos](#)

Further links for support;

[The Go To for Healthy Minds in North Yorkshire](#)

[Young Minds Parents Helpline and Webchat](#)

[Anna Freud - Anxiety](#)

[GR8 Minds - Children's Mental Health Service](#)

[Compass Phoenix](#)

[ELSA - Separation Anxiety](#)

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

Sometimes it will be helpful for school to request some additional support from an outside agency. Cononley has established excellent working

relationships with professionals from the following agencies:

- The Educational Psychologist & Early Years Support Service

- Healthy Child Team
- Sensory, Physical and Medical Teaching Team
- Speech and Language Therapist
- Paediatrician
- LA Inclusion Hubs (support from specialist teachers for Specific Learning difficulties, Speech Language and Communication difficulties, Social Emotional and Mental Health difficulties)
- ASCOSS – Autistic Spectrum Condition Outreach Service
- Young Carers
- CAMHS
- Brooklands School Outreach

Professionals from all the above agencies regularly support staff and children in school. School would only contact an outside agency after consultation with parents.

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

If you are not satisfied with the provision made for your child in school regarding SEND your first point of contact is always with the person responsible, Class Teacher.

Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the SENDCo and or Head Teacher then ask for a school Governor representative. If you do not feel that the issues have been resolved, we will arrange a meeting with the Chair of Governor's who can be contacted via the school.

Further information on the school's complaints procedure is available on the school website.

Please click [here](#) to see Cononley's complaints procedure or alternatively a printed copy can be provided from the school office.

Information on where the local authorities Local offer is published and additional useful contacts.

North Yorkshire Education Authority

also gives information about what they can provide for you and your child. There is some very useful information available so if you would like to find out more, please click on the following link:

[North Yorkshire SEND Local Offer](#)

SENDIASS North Yorkshire, is a service for parents and careers of children from 0-25years with special educational needs and/or disabilities (SEND) in addition to young people themselves. It is impartial, which means it is not biased and gives confidential information, advice and support that is arms length to the Local Authority.

Tel: [01609 536923](tel:01609536923)

Email: Info@sendiass.org

[SENDIASS](#)

Independent Parental Special Educational Advice (IPSEA), offers free and legally based information, advice and support to families of children with SEND. It is a registered charity (number 327691) operating in England.

[IPSEA](#)

Childline

Childline is yours – a free, private and confidential service where you can talk about anything. We're here for you online, on the phone, anytime.

Childline is there to help anyone under 19 in the UK with any issue they're going through.

You can talk about anything. Whether it's something big or small, their trained counsellors are there to support you.

Childline is free, confidential and available any time, day or night. You can talk to them:

- by calling 0800 1111
- by email_
- through 1-2-1 Counsellor

Whatever feels best for you.

[Childline](#)

Dyslexia Network Plus

DNPlus is a local association in North Yorkshire to support people with dyslexia, dyslexic type difficulties and other specific difficulties with literacy and numeracy. It is run by volunteers and based in the Hambleton and Richmond area, but is open to anyone in the region who is prepared to travel.

Telephone: 0845 22 60 240

[Dyslexia Network Plus](#)

Skipton Extended Learning for All (SELFA)

SELFA is a charity providing out-of-school activities for disabled, disadvantaged and vulnerable children in Skipton and Craven.

Telephone: 01756 795245

www.selfa.org.uk

Sparkle

Sparkle is a social support group of parents and carers who have children with Autism/Aspergers or an ASC, who meet twice a month in term time for a chat and a drink. The group is open to parents of children with or without an official diagnosis.

Telephone: 07792 123955

North Yorkshire SEND groups and Networks

Information about local, regional and national groups and networks related to special education needs and disabilities.

[North Yorkshire SEND Groups-A parents guide](#)

If you would like to talk further about the information in this document, please contact the school office:

Tel: 01535 633040

E-mail: admin@cononley.n-yorks.sch.uk

