

Cononley Primary School

Special Educational Needs Information Report 2026-2027

Welcome to Our SEND Information Report

Welcome to Cononley Primary School's Special Educational Needs and Disabilities (SEND) Information Report.

This report provides information about how we identify, support and review the needs of pupils with SEND, and how we work in partnership with families, external professionals and the wider community to help every child achieve their full potential.

Cononley Primary School is part of the Yorkshire Collaborative Academy Trust (YCAT) whose Inclusion Strategy is 'STRIVE': Support, Trust, Respect, Inspire, Value, Empower. As a Trust, we work collaboratively to ensure that through STRIVE every child can:

- *Achieve their full potential academically, socially and emotionally.*
- *Belong to a community where they feel seen, heard and valued.*
- *Thrive in an environment that nurtures wellbeing, growth, and lifelong success.*



At Cononley Primary School, we are committed to providing an inclusive environment where every child feels welcomed, valued and respected, ensuring that all pupils, including those with SEND, are not only present within our school community but are able to participate, belong, achieve and thrive.

We recognise that children learn in different ways and that some pupils may require additional support, adjustments or specialist provision to enable them to access learning, participate fully in school life and achieve positive outcomes.

Our SEND provision is underpinned by the principles of the SEND Code of Practice (2015), which promotes early identification, collaborative working and a graduated approach to meeting children's needs. We are committed to identifying and removing barriers to learning, participation and achievement through high-quality inclusive teaching, effective adaptation of the curriculum and learning environment, and strong partnerships with pupils, families and external agencies. We believe that inclusion is everyone's responsibility and are committed to ensuring that all pupils are able to participate, belong, achieve and thrive within our school community.

Our aim is to create a culture of belonging where all pupils are supported to develop confidence, independence, resilience and positive relationships. We have high expectations for all learners and strive to ensure that every child can access an ambitious curriculum, participate in the wider life of the school and feel a valued member of our community.

Our approach is informed by current evidence on inclusive practice, including guidance from the Education Endowment Foundation, and reflects our commitment to continually developing our provision to meet the needs of all learners.

We value the important role that parents and carers play in their child's education and believe that the best outcomes are achieved when schools and families work together. Throughout this report, you will find information about the support available in school, how progress is monitored and reviewed, and where to access further advice and guidance.

Further Information and Contact Details

At Cononley Primary School, we are committed to working in partnership with parents and carers to ensure that every child receives the support they need to thrive. If you would like further information about our SEND provision, policies, or support available within school, please use the contact details below.

SEND Policy
Our SEND Policy provides detailed information about how we identify, assess and support pupils with special educational needs and disabilities.

Cononley Primary School Special Educational Needs and Disabilities (SEND) Policy

Link: Special Educational Needs (SEND) - Cononley Primary School - Yorkshire Collaborative Academy Trust

Contact	Details
School Office	Telephone: 01535 633040
Email	**admin@cononley.n-yorks.sch.uk**
SENDCo	Mrs Kerrie Davis
Role	Special Educational Needs and Disabilities Co-ordinator (SENDCo)
Telephone	01535 633040
Email	**kdavis@cononley.n-yorks.sch.uk**
School Website	Please visit the school website for SEND information, policies and guidance.

Parents and carers are encouraged to contact Mrs Davis if they have any questions or concerns regarding their child's special educational needs, progress, wellbeing or the support available within school. We value working in partnership with families and are always happy to discuss how we can support children to achieve positive outcomes and thrive within our inclusive school community.

We recognise that families may benefit from additional information and support beyond that available in school. The following section provides details of the North Yorkshire SEND Local Offer and a range of local and national organisations that offer information, advice and support for children and young people with SEND and their families.

NYCC SEND Local Offer

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 SEND in North Yorkshire, please follow the link to the North Yorkshire local offer and watch the short clip.



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

Our School Ethos

At Cononley Primary School, we are committed to creating an inclusive environment where every child feels welcomed, valued and able to thrive. We recognise and celebrate diversity and work in partnership with pupils, families, staff and external professionals to ensure that barriers to learning, participation and achievement are identified and addressed.

We believe that all children can succeed when provided with the right support, opportunities and encouragement. Our aim is to ensure that every pupil develops confidence, independence, resilience and a strong sense of belonging within our school community.

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.
Reach their full potential and become the best possible citizens of tomorrow:
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.

What kinds of SEND are provided for in our school?

At Cononley Primary School, we are committed to providing an inclusive education where all children feel welcomed, valued and able to thrive. We recognise that every child has unique strengths and needs, and we work collaboratively with families and professionals to identify and remove barriers to learning, participation and achievement.

In accordance with the SEND Code of Practice (2015), we support pupils across the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

We recognise that pupils may experience needs across more than one area and that needs may change over time. Through high-quality inclusive teaching, adaptive approaches and targeted support where required, we aim to ensure that all pupils can access an ambitious curriculum, participate fully in school life and achieve positive outcomes.

Cognition and Learning



We support pupils who may experience barriers relating to learning, including specific learning differences such as dyslexia, dyscalculia and developmental coordination difficulties, as well as pupils with learning difficulties that affect the pace or style of learning.

Teachers use inclusive teaching approaches, adaptive teaching strategies, technology and evidence-informed interventions to ensure pupils can access learning and make progress from their individual starting points.

Interactive games and resources for children to enjoy at home.
British Dyslexia Association Support Booklet
About Dyscalculia
What is Phonological Awareness?

Communication and Interaction



We support pupils whose communication and interaction needs may affect their learning, social relationships or participation.

Provision may include visual supports, adapted language, structured routines, communication programmes, speech and language interventions and advice from specialist professionals. Staff work closely with families and external services to create communication-friendly learning environments that enable pupils to develop confidence and independence.

Speech and Language resources for families and schools
Videos to support speech and language difficulties at home
Libraries for 4 - 16 year olds.



2 - Visual Supports for Speech and Language at home.



3 - Sharing books to build sentences and vocabulary.



4 - Playtime, 10 minutes a day.

Neurodiversity

We recognise and celebrate neurodiversity and understand that pupils learn and experience the world in different ways.

We use neurodiversity-affirming approaches and seek to understand each pupil's strengths, interests and individual profile. Support may include adaptations to the environment, visual supports, predictable routines, sensory considerations and personalised strategies developed in partnership with families and specialist professionals.

Autism Resources

Families can access further information, advice and practical strategies through the National Autistic Society and Autism Central.

The National Autistic Society

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

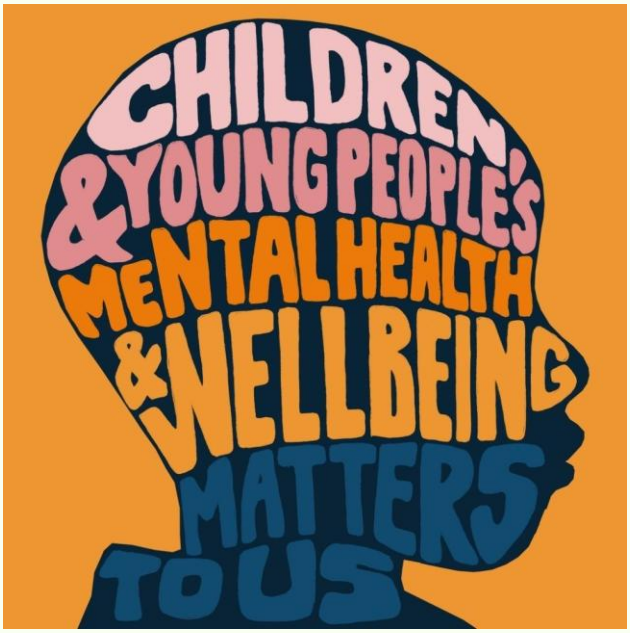


We support pupils with physical disabilities, medical conditions, hearing impairments, visual impairments and sensory processing differences.

Where required, reasonable adjustments are made to the environment, curriculum and resources to ensure pupils can participate fully in learning and wider school activities. We work closely with health professionals and specialist services to support accessibility, independence and inclusion.

Meeting your child's sensory needs.
Activities to support your child's physical development

Social, Emotion and Mental Health difficulties



At Cononley Primary School, we recognise that emotional wellbeing is fundamental to learning and achievement.

We adopt a graduated approach to supporting SEMH needs. Our universal provision includes positive relationships, emotional literacy, personal development education, Zones of Regulation and the My Happy Mind programme. Additional support may include mentoring, nurture approaches, targeted SEMH interventions, emotional coaching, ELSA-informed strategies and support from external agencies where appropriate.

Our aim is to promote resilience, self-regulation, emotional wellbeing and a strong sense of belonging for all pupils

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

At Cononley Primary School, early identification of need is an important part of our inclusive approach. In line with the SEND Code of Practice (2015), we use a graduated approach to identify, assess and support pupils who may have SEND.
Information is gathered through:

- Discussion with parents and carers.
- Pupil voice.
- Teacher observations and ongoing assessment.
- Monitoring of attainment, progress and participation.
- Liaison with previous settings.
- Advice from external professionals where appropriate.

Where concerns are identified, support is planned through the Assess, Plan, Do, Review process. This enables us to understand a child's strengths and needs, implement appropriate support and review its impact over time.

The Graduated Approach: Assess, Plan, Do, Review

Assess

The first stage involves developing a clear understanding of a child's strengths, needs and any barriers to learning, participation or wellbeing. Information may be gathered from parents and carers, the child, teachers, school assessment data, observations, attendance information, school. We recognise that parents know their child best and value their insights as part of this process.

Plan

Where additional support is required, outcomes are agreed collaboratively with the child, parents or carers and relevant staff. We identify the support, adaptations, strategies or interventions that will be put in place, who will be responsible for delivering them and how progress will be monitored. Support is planned around the individual child's strengths, needs and aspirations and aims to promote participation, independence and positive outcomes.

Do

The agreed support is implemented within the classroom and wider school environment. The class teacher remains responsible for the progress and development of all pupils in their class, including those receiving additional support. Teachers work closely with support staff, the SENDCo and external professionals where appropriate to ensure provision is delivered effectively and remains responsive to the child's needs.

Review

The impact of support is reviewed regularly with the child, parents or carers and school staff. We consider progress towards agreed outcomes, the child's views, family feedback and any assessment information that has been gathered. This enables us to celebrate successes, identify

next steps and make any necessary adjustments to provision and support. The cycle then begins again, ensuring that provision remains responsive to the child's changing needs over time.





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

A pupil is placed on the SEND Register when they are identified as requiring provision that is additional to or different from that ordinarily available for pupils of the same age. This decision is made in consultation with parents, carers, school staff and, where appropriate, the child themselves.
Placement on the SEND Register does not necessarily mean that a child has a diagnosis or Education, Health and Care Plan (EHCP). It means that additional support is required to help the child access learning, participate fully in school life and make progress towards agreed outcomes.
The needs of pupils on the SEND Register are reviewed regularly through the Assess, Plan, Do, Review cycle. Where a pupil has made sustained progress and no longer requires SEND provision to access learning successfully, a decision may be made, in consultation with parents and relevant staff, for the pupil to be removed from the SEND Register. Their progress and wellbeing will continue to be monitored through the school's usual assessment and monitoring procedures to ensure that any emerging needs are identified promptly.
This approach helps to ensure that support is responsive, proportionate and tailored to the changing needs of individual pupils.

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



At Cononley Primary School, we believe that working in partnership with parents and carers is essential to securing positive outcomes for children with SEND. Parents and carers know their child best and are valued members of the decision-making process.

We operate an open-door approach and encourage families to contact school whenever they have concerns or questions.

Formal opportunities for communication include:

- Parents' evenings in the autumn and spring terms.
- Annual written reports.
- SEND review meetings.
- Additional meetings with class teachers, the SENDCo and external professionals where required.

Parents and carers are actively involved in reviewing progress, identifying priorities and contributing to SEND Support Plans. Regular communication ensures that support remains responsive to the child's changing needs and strengths.

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?



Pupil voice is central to our inclusive practice.

Children are encouraged to contribute to decisions about their learning, support and wellbeing. We support pupils to understand their strengths, identify areas where they would like help and share their views regarding the support they receive.

Pupils with SEND are encouraged to contribute to review meetings and SEND Support Plans in an age-appropriate way. Opportunities for pupil voice also include:

- School council.
- Classroom discussions.
- Pupil surveys.
- Review meetings.
- Conversations with trusted adults.

We believe that listening to children promotes confidence, independence, self-advocacy and a stronger sense of belonging.

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



In line with the SEND Code of Practice (2015), we continually review the progress and outcomes of pupils with SEND.

We use a range of information to evaluate progress, including:

- Teacher assessment.
- Curriculum attainment and progress.
- Progress towards outcomes identified within SEND Support Plans.
- Participation and engagement in learning.
- Independence and confidence.
- Attendance and wellbeing.
- Pupil voice.
- Parent and carer feedback.

Progress is reviewed regularly through the Assess, Plan, Do, Review cycle and outcomes are discussed with pupils and families. Where provision is effective, it is continued and built upon. Where progress is less than expected, support is reviewed and adapted accordingly.

When planning and reviewing support, we focus on outcomes that are meaningful to the individual child and their family. Outcomes are developed collaboratively and reflect the child's strengths, needs and aspirations. Depending on individual circumstances, outcomes may relate

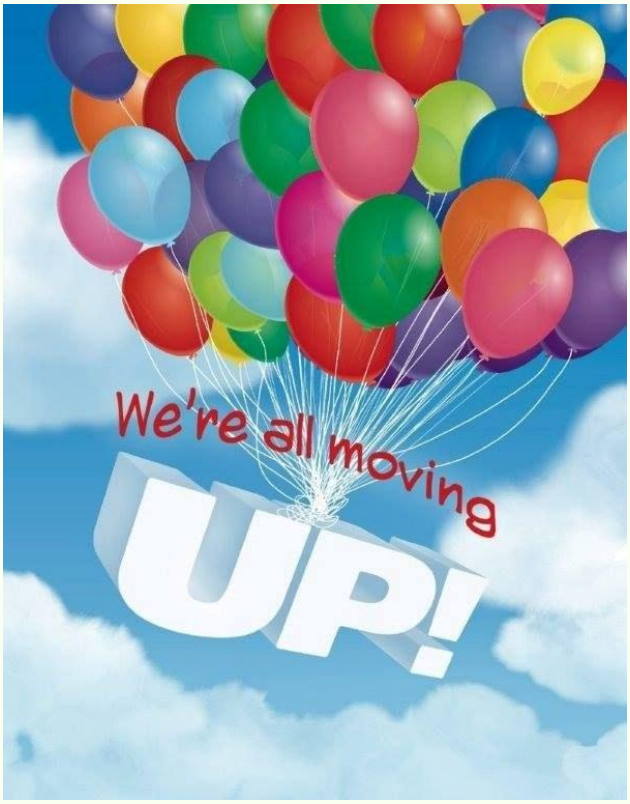
to learning, communication, independence, emotional wellbeing, friendships, attendance, participation in school life or preparation for transition. This person-centred approach helps to ensure that support is purposeful, relevant and focused on securing positive long-term outcomes.

We recognise that regular attendance supports learning, wellbeing and participation in school life. Where attendance concerns arise, we work collaboratively with pupils, parents and carers to understand and address any barriers that may be affecting attendance. This may include considering whether a child's SEND, emotional wellbeing, health needs or other circumstances are impacting on their ability to attend school successfully. Our aim is to work in partnership with families to identify appropriate support and promote positive engagement with school.

If necessary to support accurate and early identification of need, outside agencies will be sought such as Speech and Language, specialist teaching services and other relevant professionals where appropriate.

We recognise that successful outcomes include academic achievement, emotional wellbeing, participation, attendance, independence and a sense of belonging within the school community.

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?



At Cononley Primary School, we recognise that periods of transition can be significant for children and families. We therefore plan transitions carefully and work closely with pupils, parents, carers and professionals to ensure that changes are managed positively and that support continues effectively.

We support children and young people at all stages of transition, including:

- Starting school in Reception.
- Joining Cononley Primary School during their education.
- Moving between year groups and key stages.
- Transitioning to secondary school.

We work closely with families, previous settings, receiving schools and external professionals to ensure continuity of support and provision. Transition arrangements are tailored to individual needs and may include additional visits, transition meetings, enhanced information sharing, photographs, transition booklets, social stories, opportunities to meet key staff and individual transition plans where appropriate.

Our aim is to help every child feel confident, prepared and supported so that they can successfully access the next stage of their education.

Starting School in Reception

We work closely with local nurseries, pre-schools and families to ensure a smooth and successful transition into Reception. Information is shared between settings to help us understand each child's strengths, interests and any additional needs before they start school.

Transition arrangements may include:

- Visits by school staff to early years settings.
- Information-sharing meetings with parents, carers and professionals.
- Additional visits to school for children who may benefit from increased familiarity.
- Opportunities to meet key adults and explore the learning environment.
- Transition booklets, photographs and visual supports.
- Individual transition planning where appropriate.

Joining Cononley Primary School During Education

We welcome children who join our school at any stage of their education. We recognise that changing schools can be a significant experience for both children and families and aim to make the process as supportive as possible.

When a pupil joins Cononley Primary School, we:

- Gather information from previous schools and professionals.
- Meet with parents and carers to discuss strengths, needs and any support currently in place.
- Ensure relevant records, SEND Support Plans and professional reports are transferred promptly.
- Provide opportunities for pupils to visit school and meet staff where possible.
- Identify any additional transition support required to help the child settle successfully into school life.

Moving Between Year Groups

Transitions between classes and key stages are carefully planned to ensure continuity of support. Teachers work closely together to share information about pupils' learning, wellbeing, strengths, needs and successful strategies.

This may include:

- Transition meetings between current and future staff.

- Visits to new classrooms.
- Opportunities to meet new teachers and support staff.
- Transition activities and familiarisation sessions.
- Additional visits and personalised transition support where required.
- Updated SEND Support Plans and information sharing to ensure provision continues seamlessly.

Transition to Secondary School

Transition to secondary school is planned collaboratively with pupils, families, receiving schools and external professionals where appropriate.

Support may include:

- Additional visits to the secondary school.
- Enhanced transition programmes.
- Meetings with secondary school SENDCos and support teams.
- Transfer of SEND records and support plans.
- Transition booklets, photographs and social stories.
- Individual transition plans.
- Reviews involving parents, carers and professionals to ensure that support is aligned and effective.

Our aim is to reduce anxiety, build confidence and ensure that pupils feel prepared for the next stage of their education.

Preparing for Adulthood

Preparation for adulthood begins long before pupils leave primary school. Throughout their time at Cononley Primary School, we support children to develop the knowledge, skills and confidence they will need in later life.

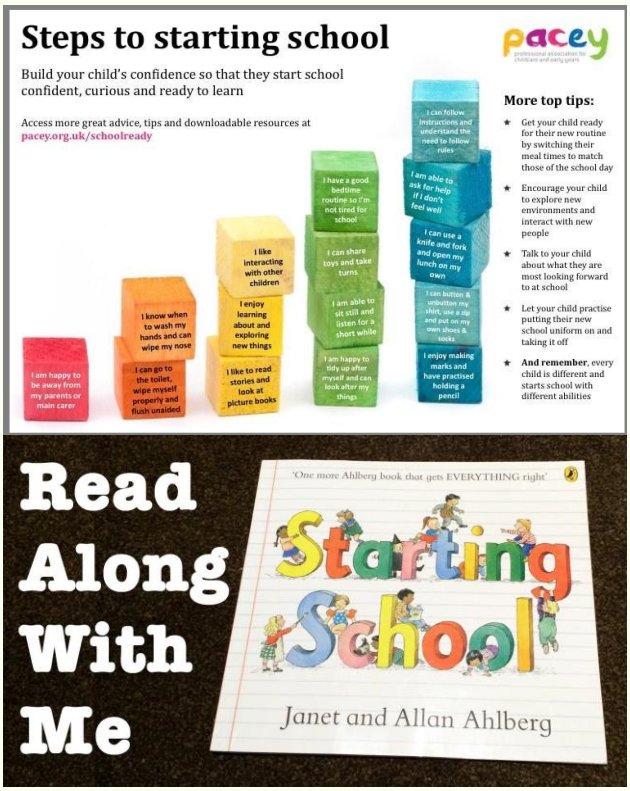
This includes developing:

- Independence and self-help skills.
- Communication and interaction skills.
- Problem-solving and decision-making skills.
- Organisation and responsibility.
- Emotional literacy and self-regulation.
- Positive relationships and teamwork.
- Confidence, resilience and perseverance.
- Self-advocacy and the ability to express their views, wishes and feelings.

We encourage pupils to take increasing responsibility for their learning, organisation and wellbeing, helping them to develop the skills needed to participate actively in their communities, access future learning opportunities and achieve their aspirations. Opportunities such as leadership roles, collaborative learning, educational visits, clubs and wider curriculum experiences help pupils develop confidence, independence and a sense of responsibility.

We work with pupils and families to identify outcomes that are meaningful to the individual child. Whilst these outcomes may relate to academic achievement, they may also focus on communication, independence, emotional wellbeing, social relationships, confidence, participation and preparation for future transitions.

By working in partnership with families and other professionals, we aim to ensure that every child leaves Cononley Primary School with the confidence, resilience, independence and skills needed to embrace future opportunities, participate fully in their community and move successfully to the next stage of their education and development.





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

At Cononley Primary School, we are committed to providing an inclusive education where every child is valued, included and supported to achieve their full potential. We have high expectations for all pupils and believe that all children can succeed within an ambitious curriculum when barriers to learning are identified and addressed through effective teaching and appropriate support. The progress, participation and wellbeing of all pupils are the responsibility of every member of staff. https://cononleynyorkssch-my.sharepoint.com/personal/kdavis_cononley_n-yorks_sch_uk/_layouts/15/Doc.aspx?sourcedoc={D772A3D1-53C8-4D12-B7E6-D31B295C8EDD}&file=Cononley SEND Information Report 2026-2027 Word doc..docx&action=default&mobileredirect=true

Our approach is informed by the latest evidence on inclusive teaching, including guidance from the Education Endowment Foundation. We continue to use the well-established Five-a-Day principles of effective teaching:

- Explicit instruction
- Cognitive and metacognitive strategies
- Scaffolding
- Flexible grouping
- The effective use of technology

These approaches form part of our universal provision and support high-quality teaching for all learners, particularly those with SEND.

Most pupils' needs are met through high-quality inclusive classroom practice, often referred to as Ordinarily Available Provision. This includes the adaptations, scaffolds, learning strategies and environmental adjustments that are available to all pupils as part of everyday classroom practice. Teachers use ongoing assessment to identify and respond to need, ensuring that

support is provided as early as possible and enabling children to access learning with increasing independence.

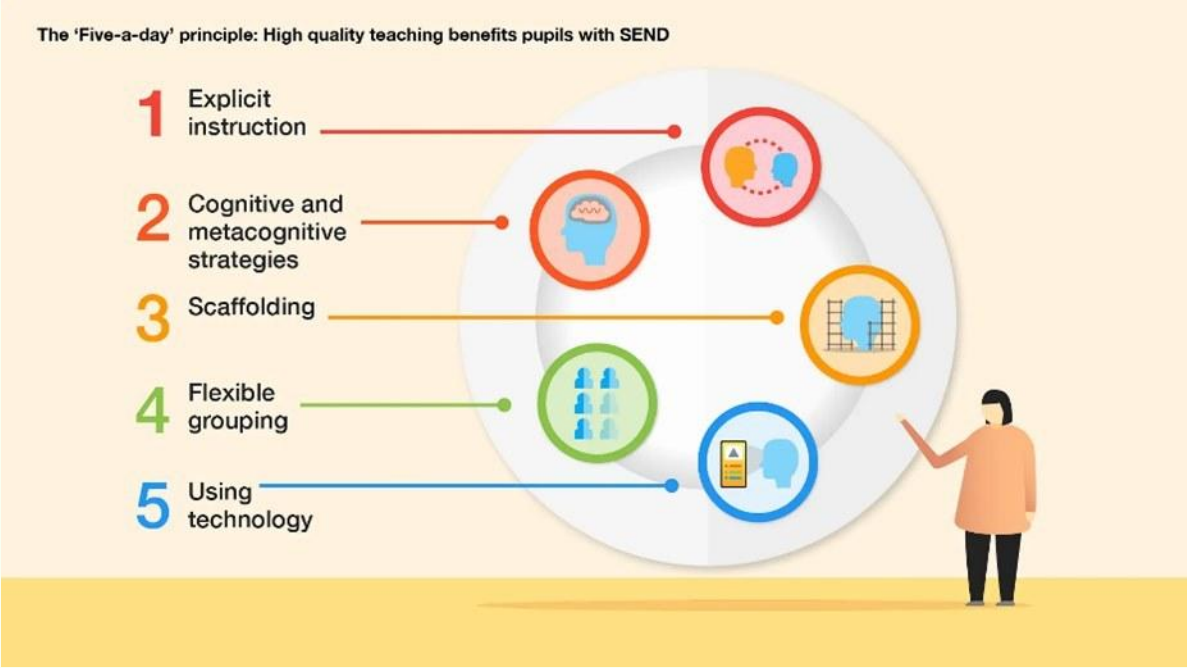
Building on this practice, we continue to develop our inclusive approach through evidence-informed practice. This includes creating inclusive classroom environments, adapting teaching responsively, promoting participation and belonging, and ensuring that pupils can access learning in ways that recognise their individual strengths and needs. We aim to remove barriers to learning whilst maintaining ambition and high expectations for every child.

Where a pupil is not making expected progress despite access to high-quality teaching and ordinarily available provision, we follow the graduated approach of Assess, Plan, Do, Review. This helps us to identify strengths and needs, agree outcomes, implement appropriate support and review its impact over time.

Where a pupil requires additional support, provision is planned collaboratively with pupils, families and external professionals where appropriate. Support is reviewed regularly to ensure that it remains effective, responsive and focused on the outcomes that matter most to the child and their family.

We recognise that successful outcomes extend beyond academic attainment and include confidence, independence, wellbeing, relationships and active participation in school life. Our aim is to ensure that every pupil feels safe, respected, valued and able to thrive as a member of our school community.

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



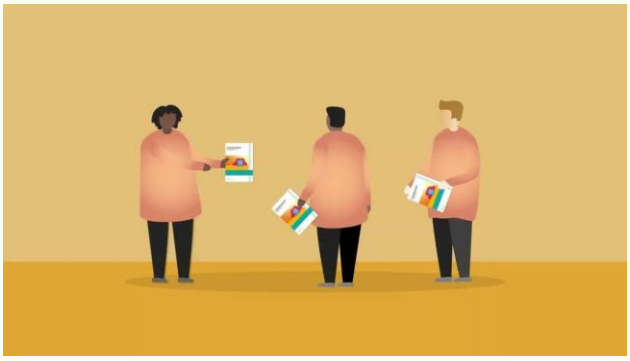
At Cononley Primary School, we are committed to providing an ambitious, inclusive curriculum that is accessible to all pupils. We recognise that children learn in different ways and that some pupils may require adaptations to remove barriers to learning, participation and achievement. Our approach is informed by the Education Endowment Foundation's Five-a-Day principles and wider guidance on inclusive teaching, which emphasises the importance of responsive teaching, participation and belonging for all learners.

Teachers use ongoing assessment to identify and respond to pupils' needs, making adaptations that enable children to access learning with increasing independence whilst maintaining high expectations. Adaptations are tailored to individual strengths and needs and may include:

- Clear explanations, modelling and scaffolded learning.
- Visual supports and adapted resources.
- Pre-teaching and reinforcement of key vocabulary and concepts.
- Flexible grouping and opportunities for collaborative learning.
- Assistive technology and alternative methods of recording.
- Additional processing time and chunking of information.
- Structured routines and predictable learning environments.
- Sensory and environmental adaptations where required.

Where appropriate, further personalised provision may be implemented through SEND Support Plans, risk assessments, healthcare plans or Education, Health and Care Plans (EHCPs).

The SENDCo works closely with teachers, subject leaders, pupils, families and external professionals to ensure that adaptations are effective and enable pupils with SEND to participate fully in all aspects of school life. Our aim is to create an environment where every child feels included, supported and able to thrive academically, socially and emotionally.



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?

At Cononley Primary School, we are committed to developing and maintaining a skilled workforce that can meet the diverse needs of all learners. We believe that inclusion is everyone's responsibility and that all staff play a vital role in supporting pupils with SEND to participate, achieve and thrive.

Our staff receive regular professional development to ensure that teaching and support practices remain current, evidence-informed and responsive to the needs of our pupils. Training is provided through a combination of whole-school development, local authority guidance, specialist services, professional networks and external training providers. This may include areas such as inclusive teaching, neurodiversity, speech, language and communication needs, SEMH, sensory needs, safeguarding and medical conditions.

The school benefits from the expertise of a head teacher who holds the National Professional Qualification for SENCOs and a qualified SENDCo who is also a qualified specialist teacher, who works closely with teaching and support staff to develop inclusive practice across the school. Staff are supported through ongoing guidance, coaching, collaborative planning and professional discussion to ensure that pupils' needs are understood and met effectively.

We work in partnership with a range of external agencies and specialist services to access additional expertise when required. Advice, assessment, training and support may be sought from professionals such as Educational Psychologists, Speech and Language Therapists, Health Professionals, Specialist Teaching Services including for children with vision and hearing impairment and other relevant agencies. This enables us to build staff confidence, strengthen provision and ensure that support for pupils is informed by specialist recommendations.

Through continuous professional development and collaborative working with families and external professionals, we strive to ensure that all pupils receive the support they need to succeed within an inclusive and nurturing learning environment.

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

At Cononley Primary School, we regularly evaluate the effectiveness of our SEND provision to ensure that it helps pupils to achieve positive outcomes, participate fully in school life and develop increasing independence and confidence. Our approach is informed by the graduated response outlined in the SEND Code of Practice (2015) and current evidence on inclusive practice, ensuring that provision is responsive to individual needs and focused on removing barriers to learning and participation.
The effectiveness of provision is evaluated through a range of measures, including:

- Progress towards agreed outcomes within SEND Support Plans.
- Attainment and progress across the curriculum.
- Classroom assessment and ongoing teacher observations.
- Engagement, participation and independence in learning.
- Attendance and wellbeing.
- Pupil voice and views about their learning and support.
- Parent and carer feedback.
- Recommendations and advice from external professionals where appropriate.

Class teachers continually assess pupils' learning and use this information to adapt teaching and provision to meet individual needs. The impact of support is reviewed regularly through the Assess, Plan, Do, Review process, with pupils and families actively involved in discussions about progress, outcomes and next steps.

We recognise that successful outcomes for pupils with SEND extend beyond academic attainment. When evaluating provision, we also consider how effectively pupils are included within the wider life of the school, including their participation in lessons, enrichment opportunities, friendships, emotional wellbeing and sense of belonging. This reflects our commitment to providing an inclusive education in which all pupils can thrive.

The SENDCo works closely with teachers, support staff and senior leaders to monitor the quality and impact of provision across the school. Information gathered through pupil progress meetings, provision reviews and stakeholder feedback helps us to identify effective practice, target resources appropriately and continuously improve our provision for children and young people with SEND.

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?

At Cononley Primary School, we are committed to ensuring that all pupils can participate fully in every aspect of school life. We believe that inclusion is about more than access; it is about creating a sense of belonging, participation and achievement for every child. We work proactively to identify and remove barriers that may prevent pupils from engaging in learning, enrichment opportunities and the wider life of the school.

All pupils have access to the same opportunities, including educational visits, clubs, sporting events, performances, leadership opportunities and wider curriculum activities. Where required, reasonable adjustments and appropriate support are put in place to ensure that pupils with SEND can participate successfully alongside their peers.

We recognise that meaningful inclusion is about more than simply being present. We regularly consider how well pupils with SEND are participating in the wider life of the school, including enrichment activities, pupil leadership opportunities, educational visits, performances, clubs and social experiences. We work proactively to identify and remove barriers so that all pupils can experience a sense of belonging, achievement and success as valued members of our school community.

Adjustments may include:

- Adaptations to activities, resources or the environment.
- Additional adult support where appropriate.
- Individual risk assessments and planning.
- Support for communication, sensory or physical needs.
- The use of assistive technology or specialist equipment.
- Flexible arrangements to enable full participation.

We work closely with pupils, families and external professionals where necessary to identify the support required and to ensure that opportunities are accessible and meaningful. Our aim is for every pupil to feel valued, included and able to contribute fully to the life of the school, regardless of their individual needs or circumstances.

By maintaining high expectations and fostering an inclusive culture, we strive to ensure that children and young people with SEND are able to develop friendships, build confidence, participate in enrichment opportunities and experience a strong sense of belonging within our school community

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 recognise that emotional wellbeing, positive relationships and a strong sense of belonging are fundamental to successful learning and personal development. We are committed to creating a safe, inclusive and nurturing environment where all pupils feel valued, respected and supported to thrive.

Our whole-school approach promotes emotional wellbeing and social development for all pupils. This includes high-quality PSHE education, assemblies, opportunities for pupil voice, and the use of the Zones of Regulation to help children develop emotional awareness, self-regulation and coping strategies. We also deliver the My Happy Mind programme across school, providing children with the knowledge, habits and tools to support positive mental health, resilience, self-esteem and healthy relationships. The programme helps children understand how their brains work and develops strategies to support emotional wellbeing both in school and at home.

For some pupils, additional support may be required to develop social, emotional or mental health skills. This may include targeted group work, Socially Speaking groups, pastoral support, mentoring, nurture-based approaches or individual support from a trusted adult. Provision is tailored to individual needs and reviewed regularly to ensure it remains effective.

Listening to the views of children and young people is an important part of our inclusive practice. Pupils are encouraged to share their thoughts, feelings and experiences through regular discussions with staff, pupil voice activities, review meetings and daily interactions. All children are supported to identify trusted adults within school and are encouraged to seek support whenever they need it. We are committed to ensuring that every pupil feels heard, understood and involved in decisions that affect them.

We take a proactive approach to promoting positive relationships and preventing bullying. Through our curriculum, assemblies and wider school culture, pupils learn about kindness, respect, diversity, equality and inclusion. We have clear procedures for reporting, recording and responding to concerns, and any incidents are investigated promptly. Patterns of concern are

monitored carefully so that appropriate support and intervention can be implemented at the earliest opportunity.

Our aim is to ensure that all pupils, including those with SEND, feel safe, included and able to participate fully in school life. We recognise that successful outcomes include not only academic achievement, but also emotional wellbeing, confidence, independence, positive relationships and a strong sense of belonging within our school community



Please see Cononley's Wellbeing Strategy available on our website 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
Compass Phoenix
ELSA - Separation Anxiety

At Cononley Primary School, we believe that effective support for children and young people with SEND is achieved through strong partnerships between school, families and external professionals. We work collaboratively with a range of services to ensure that pupils receive the right support at the right time and that families are fully involved in decision-making throughout the process.

Where additional advice, assessment or support is required, and following discussion with parents and carers, the school may seek involvement from a range of specialist services. These professionals help us to better understand a pupil's strengths and needs, provide recommendations for support, contribute to assessments and reviews, and offer training and guidance to staff.

Depending on the needs of the individual child, support may be sought from services including:

- Educational Psychologists
- Healthy Child Team
- Sensory, Physical and Medical Teaching Team
- Speech and Language Therapy Services
- Paediatric Services
- North Yorkshire Inclusion Services and Specialist Teaching Services
- Autism and Neurodiversity Support Services
- CAMHS and other mental health services
- Young Carers Support Services
- Outreach and specialist school services
- Social Care and Early Help services where appropriate

Professionals may work directly with pupils, provide advice to families, contribute to SEND Support Plans and Education, Health and Care Plans (EHCPs), or support staff in developing effective strategies and adaptations within the classroom.

We value the expertise that external professionals bring and recognise the importance of working together to achieve the best possible outcomes for children and young people. Through collaborative working, we aim to ensure that pupils and their families receive coordinated support that promotes inclusion, participation, wellbeing

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

At Cononley Primary School, we value positive partnerships with parents and carers and are committed to working collaboratively to resolve concerns at the earliest opportunity. We encourage open communication and welcome feedback about the support and provision provided for children with SEND.

If a parent or carer has a concern regarding SEND provision, they should initially discuss this with their child's class teacher, who is usually best placed to address any day-to-day concerns and clarify the support that is in place.

If the concern is not resolved, parents and carers should contact the SENDCo or Headteacher, who will work with all parties involved to explore the concerns and identify an appropriate way forward. We aim to work in partnership with families to ensure that concerns are addressed promptly, fairly and sensitively.

Where concerns remain unresolved, parents and carers may follow the school's formal complaints procedure. This may include contacting a governor with responsibility for SEND or requesting that the matter is considered by the Chair of Governors.

Further information can be found in the school's Complaints Policy, which is available on the school website. Please click here A paper copy can also be obtained from the school office on request.

We are committed to ensuring that all families are listened to, treated with respect and supported throughout the complaints process, with the shared aim of securing the best possible outcomes for children and young people.

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

General SEND Information, Advice and Family Support

Organisation	How They Can Help	Contact Details
North Yorkshire SEND Local Offer	Information, advice and guidance on education, health, social care, transport, leisure activities, support groups and preparing for adulthood.	Website: North Yorkshire SEND Local Offer
SENDIASS North Yorkshire	Free, confidential and impartial information, advice and support for children and young people with SEND and their families.	Tel: **01609 536923** Email: **info@sendiass.org.uk** Website: SENDIASS North Yorkshire
IPSEA	Independent legal advice regarding SEND law, school support, EHCPs and appeals.	Website: IPSEA
Contact	National charity supporting families with disabled children.	Website: Contact

North Yorkshire SEND Groups and Networks	Directory of local, regional and national support groups for families of children with SEND.	Website: North Yorkshire SEND Local Offer

Cognition and Learning

Organisation	How They Can Help	Contact Details
Dyslexia Network Plus	Support, information and advice for children and young people with dyslexia and specific learning difficulties.	Tel: **0845 226 0240** Website: Dyslexia Network Plus
Education Endowment Foundation	Research-informed guidance on inclusive and adaptive teaching for pupils with SEND.	Website: EEF SEND Resources

Communication and Interaction

Organisation	How They Can Help	Contact Details
Autism Central	Peer education, guidance and support for families of autistic children and young people.	Website: Autism Central
National Autistic Society	Information, support and practical guidance relating to autism and neurodiversity.	Website: National Autistic Society
Sparkle	Local support group for parents and carers of children with Autism Spectrum Condition (ASC), with or without a formal diagnosis.	Tel: **07792 123955**
North Yorkshire SEND Groups and Networks	Information about autism-related and neurodiversity support groups across the region.	Website: North Yorkshire SEND Local Offer

Social, Emotional and Mental Health (SEMH)

Organisation	How They Can Help	Contact Details
The Go To	North Yorkshire's wellbeing platform providing support and advice for children and young people.	Website: The Go To
myHappymind	Resources and guidance to support children's mental health, resilience and wellbeing.	Website: myHappymind
Young Minds	Mental health advice and support for children, young people and families.	Website: Young Minds
Anna Freud Centre	Evidence-based resources, webinars and guidance on mental health and wellbeing.	Website: Anna Freud Centre
SELFA (Skipton Extended Lear	Local charity providing emotional support, activities and opportunities for children, young people and families across Craven.	Tel: **01756 795245** Website: SELFA
Childline	Free and confidential support service for children and young people under 19.	Tel: **0800 1111** Website: Childline

Sensory and/or Physical Needs

Organisation	How They Can Help	Contact Details
North Yorkshire SEND Local Offer	Information about services supporting children and young people with sensory, physical and medical needs.	Website: North Yorkshire SEND Local Offer
Contact	Advice and support for families of children with disabilities, medical conditions and complex needs.	Website: Contact


Inclusion is being welcome
what they like and what they want to change.