

SEND Information Report 25/26

Our SEND Information Report provides key details for parents and carers of children with Special Educational Needs or Disabilities (SEND), as well as for anyone supporting children with additional needs.

It explains the support and provision available at Braeburn Primary and Nursery Academy, in line with the North Yorkshire County Council's SEND Mainstream Guidance.

What are the different types of SEND?

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) may find it challenging to communicate with others. This could involve difficulties in expressing themselves, understanding what is being said to them, or using and interpreting social rules of communication.

Those with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, often face particular challenges with social interaction. They may also struggle with aspects of language, communication, and imagination, which can affect how they connect and relate to others.

High Quality Teaching Strategies	Specialist SEND Support
Appropriate use of visual timetables	Use of visuals (e.g., now and next boards, choice boards, task boards)
Pupil's name used to gain attention	Communication books using Widgit symbols
Multi-sensory teaching approaches	Quiet, distraction-free work stations (where appropriate)
Instructions broken down into manageable chunks	Learning support
Talk partners used to encourage responses	Access to ICT
Quiet, distraction-free work station	Time to talk
Additional adults (ATs) deployed effectively to ensure understanding	Personalised check-ins
Word banks provided	Speech and language interventions
Whole-class check-ins	

Cognition and Learning

Some children and young people may need support if they learn at a slower pace than their peers, even when high-quality adaptive teaching is in place. Learning difficulties can vary widely and may include:

- **Moderate Learning Difficulties (MLD)** – where pupils may need support across some areas of the curriculum.
- **Severe Learning Difficulties (SLD)** – where more extensive support is often needed across all areas of learning.
- **Profound and Multiple Learning Difficulties (PMLD)** – involving complex needs, including significant learning challenges and physical disabilities.
- **Specific Learning Difficulties (SpLD)** – which affect particular aspects of learning, such as:
 - Dyslexia (difficulties with reading and spelling)
 - Dyscalculia (difficulties with maths)
 - Dyspraxia (coordination and motor skills difficulties)

High Quality Teaching Strategies	Specialist SEND Support
<ul style="list-style-type: none"> • Adaptive teaching • Key learning points to be reviewed at appropriate times • Daily readers • Handwriting focus groups • Pre and post-teach interventions • Inclusion Team deployed to work with SEN children • Additional time to complete tasks 	<ul style="list-style-type: none"> • Access to ICT • Intervention • Widgit • Coloured overlays • Rapid-Catch-Up phonics booster sessions • Handwriting focus groups • Alternative ways to record learning • Visuals alongside longer texts if needed

Social, Emotional and Mental Health (SEMH)

Children and young people can experience a variety of social and emotional challenges, which may present in different ways. This might include becoming withdrawn or socially isolated, or displaying behaviours that are challenging, disruptive, or concerning.

Such behaviours can sometimes be linked to underlying mental health needs, including:

- Anxiety
- Depression

- Self-harm
- Eating disorders
- Medically unexplained physical symptoms

Some pupils may also have specific conditions such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorder

Support is tailored to help pupils manage these challenges and engage positively with school life.

High Quality Teaching Strategies	Specialist SEND Support
<ul style="list-style-type: none"> • Positive praise • Clear and consistent approach to behaviour expectations • Movement breaks • Visual timetables • Preparing children for changes • Different seating and grouping arrangements • Active learning opportunities • Worry monsters • PSHE curriculum 	<ul style="list-style-type: none"> • Communication books • Wellbeing support and interventions • 1:1 check-ins • Access to a quiet area to regulate • Visual prompts • Early Help • Friendship group interventions • Reduced timetables

Sensory and/or Physical Needs

Some children and young people need special educational provision due to a disability that limits their ability to access standard educational facilities. Under the Equality Act (2010), this is defined as a physical or mental impairment with a long-term, substantial impact on daily life.

These needs may change over time and can be age-related. Pupils with vision impairment (VI), hearing impairment (HI), or multi-sensory impairment (MSI) often require specialist support or equipment. MSI refers to combined difficulties with both sight and hearing.

High Quality Teaching Strategies	Specialist SEND Support
<ul style="list-style-type: none"> • Multi-sensory experiences • Ensure appropriate seating arrangement • Consideration of lighting in the classroom • Adapted font style and size • Verbal explanations 	<ul style="list-style-type: none"> • Fine and gross motor skills interventions • Pencil grips • Sensory circuits • Adapted PE sessions • Individual risk assessments • 1:1 support • Wheelchair access • Accessible changing facilities • Sensory activities • Accessible toilets • Personal Emergency Evacuation Plan (PEEP)

How do we identify children with SEND?

We assess each child's skills and attainment when they join us, using information from previous settings and Key Stages, where relevant.

Class teachers regularly monitor progress and identify pupils whose progress:

- Is significantly slower than that of peers with similar starting points
- Does not match or improve on previous progress
- Fails to close or begins to widen the attainment gap compared to peers
- Shows concerns in other areas, such as social or emotional development

It's important to note that slow progress or low attainment alone does not mean a child has SEND.

If you have concerns about your child's learning or development, please speak to their class teacher first. They can then consult with the SENCO to explore next steps.

Who is in the SEND team?

Role	Responsibility
<p>SENDCo</p> <p>Mrs Amy Hunter</p> <p>01723582616 admin.braeburn@ebor.academy</p>	<p>Key Responsibilities in Supporting Children with SEND</p> <ul style="list-style-type: none"> • Coordinating Support & Policy Development Oversee all support for pupils with SEND and develop the school's SEND Policy to ensure every child receives appropriate adjustments and consistent, high-quality support. • Liaising with External Professionals Work with external agencies (e.g. Speech and Language Therapists, Educational Psychologists) to support children's learning and development • Maintaining the SEND Register Keep the SEND register updated to ensure all needs are identified and monitored, and maintain accurate records of pupils' progress and support. • Staff Support and Training Provide specialist guidance and training to teachers and support staff to help pupils with SEND make strong progress. • Governance and Accountability Ensure the Governing Body is regularly informed about SEND provision and any related developments within the school.
<p>Head of School</p> <p>Mr Andy Willson</p> <p>01723582616 admin.braeburn@ebor.academy</p>	<ul style="list-style-type: none"> • Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school • Have overall responsibility for the provision and progress of learners with SEND and/or a disability
<p>SEND Governor</p>	<ul style="list-style-type: none"> • Help to raise awareness of SEND issues at governing board meetings • Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

	<ul style="list-style-type: none"> • Work with the Head of School and SENDCo to determine the strategic development of the SEND policy and provision in the school.
<p>Inclusion Team</p> <p>Mrs Lindsey Bryant (WEB Team) Mrs Rebecca Ingle (WEB Team) Miss Lorna Mockridge (SEN Team- SALT) Mrs Katie Boyes (SEN Team) Miss Charlene Close (SEN Team) Mrs Helen Teahan (SEN Team)</p>	<ul style="list-style-type: none"> • Work with children across the school in all areas of SEN needs • Work alongside the teacher in identifying children with SEN and adapting provision to meet need • Carry out appropriate interventions to support pupil progress across all subjects • Work 1:1 with children with high levels of SEN need
<p>Class Teachers</p> <p>In the first instance, if you have a concern about your child, you should speak to their class teacher.</p>	<ul style="list-style-type: none"> • Class teachers are responsible for tracking and monitoring the progress of all children, including those with SEND. • High-quality teaching of all children, including those with SEND. • Checking on the progress of all children and identifying, planning and delivering any additional help to each individual child (this could be things like targeted work, work or additional support or additional equipment) and letting the SENCO know as necessary. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

What is my involvement with my child's education?

You and your child will be actively involved in their education, with your views and feelings valued throughout. We work together to achieve the best outcomes, preparing your child for adulthood and their future goals. Class teachers, the SEND Coordinator, and the Head of School are available to discuss progress, address concerns, and share strategies to support your child both at home and at school.

How do we assess pupil progress?

We use the graduated approach, following the cycle of assess, plan, do, and review. Your child's progress and engagement are closely monitored and communicated to parents through learning walks, parent consultations, and end-of-year reports. Children on the SEN register have a learning plan with specific SMART targets, which is reviewed three times a year and shared throughout the year. For those with an EHC Plan, progress is formally reviewed annually with all involved, including your child, and may include a mid-year review. The SENCO also regularly monitors your child's progress.

What will transition look like for my child?

We understand that transitions can be challenging for children with SEND and strive to make every transition a positive and smooth experience.

Moving to Braeburn

For children starting Nursery or Reception, the Teachers will visit their current setting. They will meet with other professionals to discuss each child's needs. The SENCO, along with the class teacher when possible, will meet with the child's previous SENCO and teachers to review specific needs and create a tailored transition plan as early as needed.

For children with SEND, the SENCO will attend relevant meetings during the transition, gather information, and discuss plans with you. All new teachers receive detailed information in advance to ensure appropriate support and inclusion in the classroom and across the school.

Moving Away from Braeburn

We will contact the receiving school's SENCO to share information about any special support your child needs and prepare a transition plan if required. All records will be passed on promptly.

Where appropriate, your child will visit their new school, and staff from the new school may visit them here. For some children, a planning meeting involving you and all key professionals will be arranged to coordinate the transition.

For Year 7 transitions, we work with 'Sidewalk Mentors,' specialists who support your child through this change.

How do we evaluate the effectiveness of our SEND provision?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each cycle
- Reviewing the impact of interventions regularly
- Gathering pupil voice - Monitoring by the SENDCo
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Regular learning walks by SLT and SENDCo

What does Adaptive Teaching look like at Braeburn?

Our first response to emerging needs is adaptive teaching and an inclusive curriculum that helps identify and support those needs accurately.

At Braeburn Primary and Nursery Academy, we are dedicated to offering a broad, balanced, and enriched curriculum that is accessible to all pupils and promotes inclusion.

AT BRAEBURN, OUR CURRICULUM IS;

Relevant for all children with a clear progression of knowledge

Enriching and engaging to promote a love of learning

Ambitious and raises aspirations and attainment for all

Led by opportunities that support children's personal development and mental health

All pupils are fully included and equally valued in every aspect of school life. We provide safe, calm environments where children feel comfortable and can thrive. Our staff work collaboratively to ensure consistent approaches and strategies. Recognising that children learn in different ways, we adapt our classrooms to meet a variety of needs.

All of our classrooms provide:

Adapted learning tasks accessible to ALL children	Visual supports	Positive praise
Sensory processing strategies (movement breaks, noise-reducing headphones, wobble cushions, fidget toys)	Access to multi-sensory and active learning	Use of IT and alternative methods of recording learning where needed
Use of de-escalation strategies		A Restorative Practice Approach

How is Braeburn Primary and Nursery Academy accessible to children with SEND?

We have an Accessibility Plan available on our website. Our main building is accessible for children with physical disabilities, featuring ramps, disabled entrances, and toilet facilities. Equipment is adapted to meet all children's needs.

We seek advice from external agencies to ensure lessons are inclusive and offer alternative activities when needed to support pupils with SEND. We also have a hoist to enable children with disabilities to use the swimming pool.

Extra-curricular activities, trips (including residential), and events like sports day and school plays are fully accessible and encouraged for all pupils, with adult support and individual risk assessments arranged as necessary.

No pupil is excluded from any activity due to SEND or disability. Reasonable adjustments are always made to ensure fair treatment for all.

What training have staff had around SEND?

As part of Ebor Academy Trust, we are committed to providing high-quality training and support for all staff. Our experienced SEND Academy Specialist works closely with schools and staff to enhance their skills. Staff receive both in-house specialist training and access a wide range of external courses covering areas like Dyslexia, Autism, and Speech and Language difficulties. Individual teachers and support staff also attend training tailored to the specific needs of children in their classes.

Pastoral care is a priority at Braeburn Primary and Nursery Academy for all pupils, including those with SEND, and staff receive regular training in restorative practices.

What other professionals could work with my child?

We work with a range of professionals to ensure the best support for our SEND children, including:

- Speech and Language Therapists (NHS SALT)
- Incontinence Nurses
- Early Help Workers
- Epilepsy Nurses
- CAMHS (Child and Adolescent Mental Health Services)
- Be-U North Yorkshire (Autism Specialists)
- SEN Hub
- Educational Psychologists (currently limited due to demand)

The Local Authority provides funding for SEND support, managed by the Executive Headteacher and school governors based on school needs.

We also work with SENDIAS and Collis Mediation for support with EHC appeal mediation when needed.

How are we supporting emotional and social development?

At Braeburn Primary and Nursery Academy, children's well-being is a priority. We use a pastoral, holistic approach supported by our dedicated Wellbeing Team to help children manage their emotions.

We offer regular opportunities for children to check in and share their feelings. Along with a consistent behaviour policy, we provide safe spaces where children can regulate their emotions.

Our PSHE curriculum, integrated across the school, promotes emotional and social growth. We also enforce a zero-tolerance policy on bullying.

How do I complain about SEND Provision?

If you have a complaint, please first speak to your child's class teacher. If the issue is not resolved, contact the SENDCo or the Headteacher. Should the matter remain unresolved, please follow the school's complaints procedure, available in the policies section of our website.

SENDDIASS provides information and support to families of children and young people with SEND up to age 25, regardless of whether they have a statement or EHC Plan. For more information, call 01609 536923.

What is the Local Authority's Local Offer?

The Local Authority's Local Offer can be found here: [North Yorkshire Local Offer](#).

This policy and information report is reviewed annually by the SENDCo and updated as needed throughout the year. It is approved by the governing board.