

SEND Information Report 2025-26

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Introduction

At Friarage Community Academy, we are committed to creating an inclusive and nurturing learning environment where every member of our school community feels safe, valued, and respected. We aim to ensure that every child has equal opportunities to succeed and that they are supported to reach their full potential, regardless of their individual needs.

Our approach to teaching and learning is based on high-quality, inclusive practice that is adapted to meet each child's needs. We strive to ensure that all pupils with special educational needs and disabilities (SEND), along with their peers, are treated fairly and supported to achieve the best possible outcomes.

We aim to:

- ▲ Provide a broad and balanced curriculum that offers children a range of meaningful experiences suited to their interests and needs.
- ▲ Design an ambitious curriculum that equips all learners, particularly those with SEND, with the knowledge, skills, and cultural understanding they need to succeed in life.
- ▲ Maximise each child's opportunities for success, achievement, and the development of a positive self-image.
- ▲ Remove barriers to learning through understanding and responding to individual needs

What kinds of needs can be supported at our academy?

As an inclusive school, Friarage Community Academy supports children with a wide range of needs across all areas of SEND. We aim to ensure that every child makes good progress from their individual starting points and is well prepared for their next stage of education and future aspirations.

Who can I talk to about my child's needs?

- ▲ The Class Teacher
- ▲ The SENCo (Special Educational Needs Co-ordinator)
- ▲ Head of Academy and the Senior Leadership Team

How do we identify if your child may need additional help and/or has special educational needs (SEN)?

At Friarage Community Academy, we recognise that every child is unique. We take time to identify each child's strengths and needs both before and throughout their time at our school. We work collaboratively with parents, pupils, staff and external professionals to ensure that concerns raised are listened to in a welcoming environment so that any needs can be identified and addressed in a timely manner.

Children with additional or special educational needs may be identified in several ways, including:

- ▲ **Parental concerns:** Shared at parents' evenings or meetings with the class teacher, SENCo, or senior leaders.
- ▲ **Teacher assessment:** Staff continually assess progress and development in lessons and review data during pupil progress meetings.
- ▲ **Transition information:** Before joining our school, we gather information from parents, previous schools, early years settings, or external agencies to plan effective support.

We work collaboratively with parents, pupils, staff, and external professionals to ensure early identification and timely support.

When concerns are raised regarding a pupil who may have an additional need, we provide support through the graduated response. Below details the different phases of support.

Phase 1- Emerging SEND	<p>A cause for concern is logged. Teacher will discuss pupil with SENCo. Class teacher and parents/carers will meet to complete the Phase 1 paperwork. Phase 1 implemented and uploaded to CPOMs. Copy of Phase 1 to be shared with parents and SENCo Phase 1 reviewed at least termly.</p>
Phase 2- SEND Support	<p>Further discussion with SENCo Under the guidance of the SENCO, the teacher and parent will write a Phase 2 plan Copies of Phase 2 plan to be shared with class teacher, support staff, parents and uploaded to CPOMS Pupil recorded on the SEND register under SEND Support (K) Progress tracked using small steps (Graduated Approach) Phase 2 plan reviewed at least termly Possible involvement of outside agencies.</p>
Phase 3- EHCP	<p>Following discussion with all professionals an application for statutory assessment is submitted SENCo, class teacher and parents meet to complete request for assessment paperwork Continue on a Phase 2 plan to track and monitor progress If EHCP issue issued, a Phase 3 plan will be written by the SENCo alongside parents and the class teacher. Phase 3 plan to be shared with class teacher, support staff, parents and uploaded to CPOMs. Child's progress tracked against their EHCP outcomes. Phase 3 plan reviewed at least termly Outside agencies likely to be involved.</p>

How are SEND pupils taught?

Most pupils with SEND are taught within the classroom alongside their peers through adaptive Quality First Teaching. Some pupils may receive additional support, which may include:

- ▲ Targeted small group interventions
- ▲ Adult support (where appropriate) for children with Education, Health and Care Plans (EHCPs)
- ▲ Small group work focusing on specific learning or emotional needs

At Friarage Community Academy, we also strive to ensure a pupil's non-academic needs are met and treated with as much importance. To support this, we have a positive approach to behaviour management and in the development of a positive wellbeing.

Our approach is supported by key school policies, including:

- ▲ Attendance
- ▲ Behaviour
- ▲ Safeguarding and Child Protection
- ▲ E-Safety
- ▲ Medical Needs
- ▲ SEND

How are adaptations made to the curriculum and learning environment?

We make the curriculum accessible for all pupils, focusing on ensuring that learning opportunities are appropriate, aspirational and foster good progress. We follow the three following principles:

1. Appropriate learning challenges are set for all pupils.
2. Teaching responds to individual learning needs.
3. We aim to overcome potential barriers to learning.

Where necessary, pupils may have access to specialist equipment, alternative resources, or differentiated approaches. Each child with identified SEND will have a **Graduated Response Plan**, co-produced with the class teacher, parents, the child, and any external professionals. These plans are regularly reviewed to ensure progress and appropriate support.

Our premises are also accessible for pupils with physical disabilities.

What SEND skills and training do our staff have?

All staff are trained in:

- ▲ The SEND Code of Practice
- ▲ The Equality Act
- ▲ The National Curriculum
- ▲ School policies on inclusive teaching and behaviour
- ▲ Safeguarding

Staff development includes continuous professional learning in:

- ▲ Speech and language support
- ▲ Emotional regulation and behaviour support strategies
- ▲ Thrive
- ▲ Attachment and developmental trauma
- ▲ Phonics, pre-phonics, maths, reading and writing

How do we work in partnership with parents and carers?

We believe that partnership with parents is essential to effective SEND support. Parents are involved from the earliest stages of identification and throughout their child's time at Friarage Community Academy.

Parents will be:

- ▲ Consulted before a child is placed on the SEND register.
- ▲ Invited to review meetings at least three times a year for children with a Graduated Response Plan.
- ▲ Involved in all discussions about progress and next steps.

Parents of children with EHCPs or My Support Plans are invited to annual reviews with relevant professionals. We maintain an open-door policy and encourage parents to contact us at any time with concerns.

How do we consult with children who have SEND?

We value pupil voice and actively involve children in decisions about their education. Pupils:

- ▲ Help set and review their individual targets.
- ▲ Contribute their views during review meetings.
- ▲ Participate in pupil voice activities throughout the year.

Where appropriate, pupils attend review meetings to share their views directly with staff and professionals.

How do we work with other agencies?

We collaborate with a range of external professionals to ensure the best support for our pupils, including:

- ▲ North Yorkshire Locality Hubs
- ▲ Speech and Language Therapy (both private and NHS)
- ▲ Health and Social Care Teams
- ▲ CAMHS (Child and Adolescent Mental Health Services)
- ▲ Play Therapy
- ▲ Occupational Therapy and Physiotherapy
- ▲ Emotional Resilience Team

- ▲ Incontinence Team
- ▲ Hospital Teams
- ▲ Specialist outreach services (e.g., Visual or Hearing Impairment teams)

How do we support transition and next steps?

New pupils

Before a child joins Friarage Community Academy, we gather as much information as possible from parents and previous settings to support a smooth transition. Meetings and visits are arranged as needed to ensure each child settles happily.

Moving classes or schools

- ▲ Information is shared between teachers before transition.
- ▲ Additional visits and transition materials are arranged for pupils who may need extra support.
- ▲ For pupils with EHCPs, an early annual review is held to support a successful move
- ▲ All SEND records are shared with the new school or class
- ▲ Professional discussions between the SENCo or member of the senior leadership team at the new school to clarify information and provide any necessary advice
- ▲ Additional transition visits may be organised if deemed appropriate.

Moving to secondary school:

We liaise closely with receiving schools, share all relevant SEND information, and arrange enhanced transition activities where appropriate.

How do we ensure every child receives the right support?

The quality of teaching and support is regularly monitored by the senior leadership team. This includes:

- ▲ Lesson observations
- ▲ Book and data reviews
- ▲ Monitoring of pupil progress
- ▲ Feedback from pupils and parents

This information is reported to governors to ensure accountability and continuous improvement.

If you have concerns about your child's wellbeing, development, or progress, please contact:

1. Class Teacher
2. SENCo – Laura Tymon
3. Senior Leadership Team
4. Head of Academy
5. Chair of Governors

Local Offer You can find more information about North Yorkshire Council's Local Offer for SEND at: <https://www.northyorks.gov.uk/send-local-offer>