YCAT School-Level SEND Appendix

Askwith Primary School

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1. School details

- **School name:** Askwith Primary School
- **Headteacher:** Mrs Elaine Nayler
- **SENCO:** Lisa Longford
- **SENCO qualification:** SENCO in post prior to statutory requirement; experienced SENCO and senior leader
- **SEND Governor / Link Trustee:** Mrs Sharon Robertson
- **Local Authority:** North Yorkshire Council
- **Date of last review:** March 2026
- **Date of next review:** March 2027

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2. School inclusion ethos

Askwith Primary School is committed to inclusive practice within the context of a small rural school community, underpinned by YCAT's STRIVE inclusion vision and the school's core purpose of providing excellence for all within a happy, calm and caring environment. Inclusion is rooted in strong knowledge of individual pupils, close partnerships with families and early identification of need, ensuring that provision is responsive, ambitious and carefully matched to each child. Through adaptive teaching, safeguarding education, curriculum access and pastoral care, the school ensures that all pupils, including those with SEND, are fully included, supported to achieve the best they are capable of and enabled to develop confidence, independence and personal growth. Parent and pupil voice inform planning and are reviewed through regular communication, Provision Overviews (POPs) and meetings, reflecting the school's commitment to equity, respect for diversity and meaningful participation in school life.

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3. Leadership and governance arrangements (school level)

SEND leadership is led by the SENCO, who is also Assistant Headteacher and DSL, ensuring that SEND is positioned strategically within the senior leadership team and fully integrated into whole-school leadership, safeguarding and pastoral arrangements. This enables a joined-up approach to identifying need, removing barriers and ensuring that pupils with

SEND are considered within wider decisions about curriculum, teaching, safeguarding, attendance, behaviour, wellbeing and school improvement. At Askwith, every teacher is a leader of SEND; class teachers retain responsibility for the progress, provision and outcomes of pupils in their class, supported by the SENCO through advice, monitoring, training and review. Senior leaders monitor SEND through inclusion monitoring, Provision Overviews, pupil progress discussions, safeguarding information, parent and pupil voice, classroom practice, curriculum access and regular review meetings, ensuring that provision is responsive, ambitious and matched to individual need. SEND oversight sits within the governing body, with governors providing challenge and assurance through review of vulnerable pupil information, school improvement priorities, safeguarding reports and the impact of provision for pupils with additional needs. SEND contributes directly to the school development plan by informing priorities linked to adaptive teaching, curriculum access, staff development, early identification, family engagement, safeguarding, wellbeing and improved outcomes for all pupils.

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4. Identification of SEND – school procedures

Initial concerns

Concerns are identified through classroom observation, assessment information, parental discussion, pupil voice and safeguarding processes. Expressions of Concern are used to trigger the graduated approach.

As a small school, regular informal communication between staff, alongside daily contact with parents, supports early identification of emerging needs. Weekly inclusion meetings provide staff with the opportunity to discuss pupils with identified and emerging needs.

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5. SEN Support – Assess, Plan, Do, Review (APDR)

Assess

Assessment draws on class-based assessment, observation, specialist advice (including SALT, OT and NYCC SEND Hub) alongside parental insight. Inclusion monitoring identifies speech, language and communication needs (SLCN) as the highest area of need, with overlap across need types for many pupils.

Plan

Provision is carefully planned through child-centred Provision Overviews (POPs), which provide a clear picture of each pupil's strengths, needs and barriers to learning. These documents set out measurable targets and evidence the graduated approach by ensuring that support is matched precisely to identified need. POPs also draw together specialist

advice, pupil voice and parent voice, enabling provision to be personalised. They are reviewed regularly and adapted in response to changing need.

Do

Support is delivered primarily through adaptive classroom practice and considers the EEF's seven-step model of metacognition and self-regulated learning. Teaching assistants are deployed flexibly to meet need and adjustments are made on a case-by-case basis.

Review

POPs are reviewed at least termly, and sooner where needs change or concerns emerge.

Impact is evaluated through pupils' progress towards their targets, assessment information, work scrutiny, observations, parent and pupil voice, and reviews conducted by the class teacher and SENCO. Decisions to increase, reduce, adapt or end support are made through the graduated approach, based on evidence of progress, need and the impact of provision. Monitoring identifies ongoing work to strengthen how progress and impact are consistently evidenced within POP reviews.

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6. Adaptive teaching and classroom practice

Adaptive teaching is the primary approach to meeting need. Monitoring provides evidence of the use of:

- Scaffolded and adapted classroom tasks
- Visual timetables and dyslexia-friendly environments
- Adapted resources and alternative recording methods
- Quiet spaces and regulation supports (e.g. wobble cushions, writing slopes)
- Flexible routines to support wellbeing and attendance

A developing focus on **keeping up rather than catching up** has been identified, with agreed actions to prioritise in-class adaptation.

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7. Targeted interventions

Targeted interventions are used where assessment identifies additional need, including:

- Speech and language support
- Reading interventions (resulting in pupils keeping up with age-related expectations)
- Precision Teaching
- Maths interventions, including Third Space Learning
- NELI and Early Talk Boost in EYFS

Monitoring highlights the effective use of adaptive teaching methods.

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8. Working with parents, carers and pupils

Partnership with parents is a strength. Regular face-to-face communication, emails, meetings and informal discussions support shared understanding of pupils' needs and progress.

Parents are offered meetings to discuss POPs with class teachers with the involvement of the SENCO where appropriate.

Pupil voice is gathered through POPs, questionnaires and daily interactions, with adaptations used where required.

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9. Involving specialists and external agencies

The school works with external professionals including SALT, OT, Family Help/Early Help, educational psychologists, the North Yorkshire Inclusion Hub and specialist teachers. Advice is incorporated into POPs and classroom practice.

Parental consent is obtained and maintained, and families are supported to access external services.

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10. Education, Health and Care Plans (EHCPs)

For pupils with EHCPs, provision is delivered in line with Section F of their plans. Class teachers retain responsibility for progress, supported by teaching assistants and the SENCO. Provision and outcomes are reviewed regularly with parents involved in decision-making.

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11. Safeguarding and wellbeing (SEND)

Safeguarding requirements are fully met and safeguarding is understood as a shared responsibility across the school. Staff are familiar with KCSIE, YCAT safeguarding procedures and school-level reporting systems, with child protection training completed and applied consistently in practice. Safeguarding education is delivered through a broad range of opportunities, including PSHE, assemblies, computing and input from visiting services such as fire, police, water and rail safety. This helps pupils develop the knowledge and confidence to recognise risk, keep themselves safe and seek help when needed. Monitoring identifies ongoing work to further adapt online safety and relationships education for pupils with

SEND, ensuring that key safeguarding messages are accessible, understood and revisited in ways that meet individual needs.

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12. Admissions, accessibility and reasonable adjustments

Askwith Primary School admits pupils with SEND and makes reasonable adjustments to routines, expectations and provision. Adjustments are made on an individual basis and recorded through POPs and school policies.

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13. Data, record-keeping and confidentiality

SEND records and POPs are stored securely. Monitoring confirmed that work had been completed to identify patterns in gender balance and overlap between areas of SEND.

Information is transferred carefully at transition points to support continuity.

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14. Monitoring, evaluation and inspection readiness

SEND provision is monitored through learning walks, POP reviews, SENCO drop-ins, CEO visits, governor visits and monitoring aligned to the Ofsted framework. Regular case sampling is undertaken by the SENCO/YCAT SEND lead/SEND Governor.

Identified actions are tracked and inform training, resourcing and next steps.

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15. Review and publication

This appendix is reviewed annually and updated in response to inclusion monitoring, self-evaluation and changes in statutory guidance. It is published alongside the YCAT SEND & Inclusion Policy and the school SEND Information Report.

This appendix provides an honest and evidence-based account of SEND practice at Askwith Primary School, reflecting current provision alongside clearly identified development actions.