

Craven PRS SEND Information Report 2025 2026

October 2025 SENCo – R.Lonsdale@cravenprs.org

Question	Response
What types of SEND do pupils have in your school?	Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Our school currently provides additional and/or different provision for a range of needs, including: > Communication and interaction, for example, autistic spectrum disorder, speech, and language difficulties > Cognition and learning, for example, dyslexia, dyspraxia > Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, mental health issues
How does this school identify children who may have SEND?	Our school identifies pupils with SEN through internal referral processes and then refers to the NY SEND HUB. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress: • Is significantly slower than that of their peers starting from the same baseline. • Fails to match or better the child's previous rate of progress. • Fails to close the attainment gap between the child and their peers. • Widens the attainment gap. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
How do you evaluate provision and progress made towards outcomes?	We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on: • The teacher's assessment and experience of the pupil • Their previous progress and attainment or behavior • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • The views and experience of parents

	• The pupil's own views • Advice from external support services, if relevant The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress. Evaluating the effectiveness of SEND provision We evaluate the effectiveness of provision for pupils with SEND by: Reviewing pupils' individual progress towards their goals each term Reviewing the impact of interventions after 6-12 weeks Using pupil questionnaires Monitoring by the SENCO Using provision maps to measure progress Holding annual reviews for pupils with EHC plans
How do you check and review the progress of my child and how will I be involved?	Pupils first come for a school visit where they get a tour of the PRS and discussions with parents and pupils before they start. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that: • Everyone develops a good understanding of the pupil's areas of strength and difficulty. • We consider parents' concerns. • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are. Notes of these early discussions will be kept, and pupils' comments will be fed into the pupil passports which are placed in all TA and Teacher folders. If an individual education plan is needed this will also be shared with TAs and Teachers for their folders. If a formal referral is required parents will be contacted and asked for their permission. Throughout the process pupils and parents will be kept informed. Regular contact will also be made with parents about all aspects of their child's development.
How do teachers support pupils with SEND?	Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils as required. We will also provide the following interventions: > Numeracy/maths (White Rose) > Reading/literacy/English > Draw and talk > SNAP > PASS > Youth justice > Early help > Social services > Breakfast club > Part-time timetable > Work experience for KS4 and Careers for KS3

	> Afternoon timetable
How will the curriculum be matched to my child's needs?	The curriculum and the learning environments will be adapted to support the individual needs of the pupils in the PRS at the time. These adaptations are made to ensure all pupils' needs are met and can include: > Timetables and curriculum > Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. > Adapting our resources and staffing. > Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. > Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. > See accessibility plan to see increasing the extent to which disabled pupils can participate in the curriculum.
How accessible is the school environment?	The building is fully accessible for all disabilities. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND pupils throughout our school including; wide corridors and equipment to help pupils access all lessons. Pupils with mobility needs can also access school through different accessible entrances
How is additional support allocated and matched to children's special educational needs?	We have 4 teaching assistants who are trained to deliver interventions outside the classroom and support pupils on a 1:1 basis as outlined within the pupils EHCP or as required. Teaching assistants will support pupils in all classes on a small groups basis as directed by the TA deployment plans. We work with the following agencies to provide support for pupils with SEND: > NY SEND Hub > Medical services
How will my child be included in activities of the school, including school trips etc?	All children in the school are encouraged to take part in activities at break time and we pride ourselves on being an inclusive and welcoming educational provider. Day trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip. School minibus drivers have the extra access qualification allowing wheelchair users to access the minibus safely. The school is accessible for pupils with disabilities and/or special educational needs. All pupils are catered for, and adaptations are made wherever needed to allow all pupils access to enrichment activities.
What support will there be for my child's overall well-being?	At Craven PRS we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupils support and guidance. There are additional members of staff who can provide pastoral support, these include: SENCo; HLTAs; Teaching Assistants. We also have excellent relationships with several external agencies, for example: The Educational Psychology Service; the SCIL team, Mental Health support team, the Visual and Hearing Impairment teams; the Behaviour Support Service and The Child and Adolescent Mental Health Service

	Our support staff undergo training to assist pupils with various Social, Emotional, and Mental Health (SEMH) challenges, both within the classroom and through targeted intervention sessions. Referrals to external agencies are made in consultation with parents and pupils when necessary.
Who can I contact for further information?	If you have any questions or concerns relating to provision or support for your child these can be made to our SENCo SENCO Rebecca Lonsdale r.lonsdale@cravenprs.org 01756 630495 All parents/carers of pupils with SEND are contacted regularly and receive written reports once a term about their children and a consultation either online or in person as most appropriate. FREE parenting classes, covering a variety of topics, have been offered to parents delivered by local providers. Support services for parents of pupils with SEND can be accessed at www.kids.org.uk/sendiaass
What training have the staff supporting children and young people with SEND had or are having?	We have staff who have a range of experience and training covering various SEND needs including the National SENCo Qualification; CCET (Certificate of Competence in Educational Testing); We have a team of four teaching assistants, including 3 higher level teaching assistants (HLTAs) and 1 (ATA)' who are trained to support SEND provision. In the last academic year, staff have been trained around SEND, planning for and supporting SEND, Autism Spectrum Condition (ASX), Pathological Demand Avoidance (PDA), ADHD, Mental Health.
How are parents/carers involved in discussions about and planning for my child's education, including advising how to support my child's learning?	Pupils first come for a school visit where they get a tour of the PRS and discussions with parents and pupils before they start. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that: Everyone develops a good understanding of the pupil's areas of strength and difficulty. We consider parents' concerns. Everyone understands the agreed outcomes sought for the child Everyone is clear on what the next steps are. Notes of these early discussions will be kept, and pupils' comments will be fed into the pupil passports which are placed in all TA and Teacher folders. If an individual education plan is needed this will also be shared with TAs and Teachers for their folders. If a formal referral is required parents will be contacted and asked for their permission. Throughout the process pupils and parents will be kept informed. Regular contact will also be made with parents about all aspects of their child's development
How will my child be involved in his/her own learning and decisions made about his/her education?	A key focus for our school is to foster confident communication skills among our pupils, empowering them to express themselves with confidence within the school environment. Our pupils engage in daily interactions with key staff, who play a crucial role in our pastoral support system. This daily contact provides pupils with opportunities to pose questions, voice concerns, and allows teachers to assess their well-being by observing their behaviour, general demeanor, and interactions with peers.

Who should I contact if I have a complaint about my child's SEND provision?	Complaints about SEND provision in our school should be made to the SENCO or head teacher in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding: • Exclusions • Provision of education and associated services • Making reasonable adjustments, including the provision of auxiliary aids and services.
How will the school prepare and support my child to join the school, or transfer to a new school or college? How are pupils supported moving between phases and preparing for adulthood?	We will share information with the school; college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. College applications, taster days and interviews will all be supported. Pupils with EHCPs will have their transition meeting as part of the EHCP review
Where can I find out about other services that might be available for our family and my child?	The local authority local offer Our contribution to the local offer is: http://www.cravenprs.org.uk/ Our local authority's local offer is published here: https://www.northyorks.gov.uk/send-local-offer