Riccall Community Primary School
SEND Information Report 2026-2027

Riccall Primary School
To be the best that we can be

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Our SEND Information Report provides guidance for parents, carers, and anyone involved in supporting children with Special Educational Needs or Disabilities (SEND). It explains the types of support and resources available to children with additional needs at Riccall Community Primary School, should you decide to join our school community.

What kinds of SEND support do we provide for in our school?

Riccall Community Primary School is committed to welcoming all children, including those with Special Educational Needs and Disabilities (SEND). We strive to meet the individual needs of every pupil, including those with physical, learning, communication, emotional, or social difficulties. The school building is fully accessible, with multiple entrances equipped for wheelchair access. Where possible, we ensure that all resources and equipment are suitable and available to all pupils, regardless of their specific needs. Furthermore, our after-school provision and extracurricular activities are inclusive and accessible to every child attending Riccall Community Primary School.

What is the SENCO's name and how can I contact them?



Hello,

My name is Mrs Kelly Zacharenko and I am the Special Educational Needs Coordinator (SENDCo) at Riccall Community Primary School. I am only a phone call or email away if you have any questions about the provision we provide here at Riccall. My email address is sen@riccall.n-uorks.sch.uk

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

At Riccall Community Primary School, class teachers consistently monitor the academic and developmental progress of all pupils. This ongoing assessment is reviewed during regular pupil progress meetings with the Headteacher, Special Educational Needs Coordinator (SENCo), and Mental Health Lead. In addition to academic progress, teachers also carefully observe each child's wider developmental and social needs.

If a child is identified as having a gap in their understanding, or requires additional support to make expected progress, the class teacher will complete a 'short note' and consult with the SENDCo. The child will then be placed on a 'monitoring list' to ensure they receive targeted support appropriate to their individual needs.

Any pupil not making expected progress will be identified and supported through appropriate in-class strategies by the class teacher and teaching assistants. The SENCo maintains regular dialogue with class teachers to ensure that all pupils receive the necessary support, interventions, and resources to facilitate continued progress.

We are committed to working in partnership with parents and carers. You will be fully involved in any proposed changes or adaptations to your child's classroom provision. A range of tools and assessments are used within the school to identify gaps in learning and areas for further development. Should your child be involved in any such assessments, you will be informed in advance and engaged throughout the process.

If you have any concerns regarding your child that have not yet been identified in school, we strongly encourage you to speak with your child's class teacher. We are always here to support you and your child.

All members of our school team adhere to the school's SEND policy and Teaching and Learning Policy. These policies are in place to ensure the children receive consistent approaches to teaching and learning with inclusion at the center of their educational experiences.

What happens next?

School may feel that your child has additional needs. which means they have been identified by the class teacher as needing some extra support in school (booster/catch up groups/ interventions).

For your child, this means:

- In discussion with you, a plan such as a Pupil Passport or SEN Support Plan may be put in place. These plans detail your child's strengths, barriers to learning, desired outcomes and the type of support they will need to help them to make progress. This will be reviewed each term. Riccall Community Primary School uses Provision Map to create and monitor learning through SEND Support Plans. Provision Map is an online secure platform.
- From time to time children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to submit an **ECHAR** (Education, Health and Care Assessment Request) in order to provide the long-term support a child may need.
- School is not the only organisation who can request an ECHAR, parents can also make a request to the local education authority. If this is an option that parents and carers would like to take, support can be provided by school.
- Should this be successful then you and your child will have the support of an EHCP (Education, Health and Care Plan)
- The progress of children with an EHCP is formally reviewed at an Annual Review meeting with all adults involved with the child's education.

- The school may seek support for external agencies such as the North Yorkshire SEND Hub. As parents, you will be fully involved in this process and will be required to provide a signature to give your consent for a referral to be made. The referral may result in a visit from a trained member of the SEN Team in order to provide information related to an appropriate intervention.

Further information can be found in our Policy for Special Educational Needs and Disabilities.

What are our arrangements for consulting with parents of children with SEND and involving them in their child's education?

Here at Riccall C.P. School, we have an 'open door' policy, and we endeavour to provide the best possible education for your child/ren. Parents are always encouraged to speak to their class teacher if they have any concerns. The class teachers will be able to discuss the support/ provision your child is receiving in class, including any SEN Support Plans or interventions they are taking part in. If you have any concerns, these conversations are extremely valuable as it allows the teachers and SENDCo to provide support to your child as early as possible. As a parent/carer, nobody knows your child better than you! Regular contact between parents and school is important for children with SEND. All parents can discuss their child's progress and targets during Parent Teacher Interviews (PTIs), and at any SEN Support plan or EHCP meetings.
For some children, regular communication takes place daily with a home/school book or contact with the class teacher before or after school.

What are the arrangements at Riccall C.P. School to consult our young people with SEND and how do we involve them in their education?

Riccall C.P. School have a range of groups such as Student Council, School Buddies, and Year 6 Subject Leaders. The children discuss matters that are raised by both the parents and the children here at school.
The views of the children are of great importance and we collect their ideas and opinions in a number of different ways. These include:

- Questionnaires for children to complete regarding a range of topics
- Questionnaires to gain views prior to a SEND review
- Regular verbal discussion and consultation with our children
- Suggestion boxes in school
- Quad Squad
- THRIVE sessions
- Worry boxes to monitor any concerns expressed by the children
- Jigsaw lessons

What are the arrangements for assessing and reviewing children's progress towards outcomes? What opportunities are available to work with parents and young people as part of this assessment and review?

- Your child's progress is continually monitored by their class teacher during lesson times and via 'hot marking' in the classroom.
- Their progress is reviewed formally every term and a formal assessment given in reading, writing and maths. In Nursery (The Honey Pot) and Reception (Bumblebees), these assessments will be carried out via observations and through independent learning in the provision areas in the classroom environment.
- If your child is in the final term of Year 1 (Cherry Class) and above, but is not yet at age related expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These are updated more regularly once specific objectives have been achieved. They are dated to show progress throughout each term.
- At the end of each Key Stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally. The SENCO will ensure that reasonable adjustments are made to enable your child to access these tests. The end of Key Stage 1 SATS are no longer compulsory, but we will continue to use this method of assessment as the papers are designed to give a true representation of a child's development due to the coverage of the curriculum.
- The SENCO and appropriate subject leaders will also check that your child is making good progress on an individual basis, and in any group that they take part in. This includes interventions introduced in school and by outside agencies.
- Literacy Gold is a tool used to support reading and spelling catch up through targeted interventions. Literacy Gold also offers a dyslexia screening indicator. It is important to note that school cannot diagnose dyslexia.
- The children participate in termly DIBELS reading to assess reading progress in fluency.

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

At Riccall C.P. School, the staff will ensure that the curriculum is tailored to suit the needs of every child where possible in order to ensure progress is made. Interventions are delivered by highly skilled teaching assistants or teachers using our MITA (Maximising the Impact of Teaching Assistants) Approach. These interventions are carefully monitored to help track and accelerate progress.
All interventions are recorded on our Whole School Provision Map, which outlines provision available in school for children on the SEN register with needs in the following areas:

- Cognition and learning needs
- Communication and interaction need
- Social, mental and emotional health

All children in school have access to the Nurture Nest when needed. The Nurture Nest is a designated space for the children to participate in sensory circuits and activities to support self- regulation. A sensory room is also available to promote a calm space for those who need to access it.

What sort of expertise for supporting children and young people with SEND do we currently have in school?

SEND is a high priority here at Riccall for the staff and school's governors. The provision offered here is co-ordinated by our SENDCo and all staff are made aware when updates are made to any SEND related matter. We have developed a whole school provision map to outline what SEND looks like in the school, and to ensure that staff are trained in order to be able to adhere to expectations. Staff access training courses run by outside agencies which are relevant to the needs of the children in their class. These courses have involved training such as understanding autism, THRIVE, manual handling, and how to use specialist equipment where appropriate. The staff have also had specific involvement from the Local Authority SEND Hub teams.

At Riccall C.P. School, we have participated in whole school training by The Autism Education Trust. Our staff are trained in greater depth to adapt the learning environment for children with autism and pathological demand avoidance (PDA)

The staff team have also undertaken THRIVE training to strengthen practice around the understanding of children and young people's social, emotional, and mental health (SEMH) needs. The THRIVE approach is integrated within the school's daily practice. Interventions also happen on a small group and 1:1 basis depending on the needs of the children in school. Some pupils may need a THRIVE assessment. THRIVE is a therapeutic approach to help support children with their emotional and social development.
The THRIVE approach offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provide action plans for their individual needs.



Mr Flatman
PSHE/ Mental Health
and Well-being
Leader





Mrs Jasowski,
Ms Galuska and
Mrs Main
THRIVE
Practitioners



Mrs Kate Frost
Mental Health Link
Governor

How do we evaluate the effectiveness of the provision made for children with SEND?

The effectiveness of our SEND provision is evaluated by:

- Monitoring and evaluating the progress of children during interventions.
- Focused analysis of the progress of children with SEND via regular assessment.
- Learning walks and pupil interviews to evaluate the effectiveness of our provision.
- Discussions with the children and the parents.
- Discussions with the teaching staff.
- Tracking progress through SEN Support Plans

The governing body evaluate the work of the school by:

- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning.
- Undertaking learning walks in school with a focus on SEND.
- Ensuring there is appropriate continuing professional development taking place for all staff regarding SEND.

Who is the School Governor for SEND?

Our School governor for SEND are Mrs Helen Caulfield

Mrs Caulfield joined our SEND Team in September 2025. Mrs Caulfield is a great asset to our team and her passion and dedication to the school will drive us forward in the provision made available to our pupils with SEND. .

How are children and young people with SEND enabled to engage in activities available with children in the school who do not have SEND?

As a school, we are committed to ensuring we provide an inclusive setting. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that all pupils are equipped to meet the challenges of education, work and to achieve positive outcomes in life.
The school runs many clubs and activities to which all children are encouraged to participate. The school makes reasonable adjustments where possible to ensure that any child is able to participate. The school's clubs are overseen and tracked by the Mental Health Leader.
Educational visits including residential are accessible to all children and all children are encouraged to take part. Extra risk assessments, arrangements and planning will take place as required on each individual basis. This support will work in line with any plans the child has in place.

How do you support children with SEND to improve their emotional and social development?

We have a number of staff who support both individual children and groups of children throughout school regarding their emotional and social needs. Our staff have an expertise in listening to pupils in order to explore the reasons / triggers for any emotional and social difficulties. Although, from time to time a child may need a high level of individual support, our aim is always to help children to be more independent in lessons. We also offer the opportunity to join Quad Squad to those that need a little more support in SEMH. Quad Squad allows the children the time to socialise and communicate with others to build confidence, resilience and independence.
The delivers a bespoke Outdoor Education curriculum with THRIVE at the centre of this approach. Children are encouraged to develop resilience, independence, and a sense of identity and belonging during these sessions.

We also have a Home School Link Worker who supports our children and families here at Riccall.

Our Home School Link Worker is Mrs Adams.



Mrs Adams can be found in the playground greeting
the children and parents on most mornings.
Mrs Adams always makes time to chat so please

What are the arrangements for supporting children and young people in moving between phases of education?

Our EYFS classes work together as The Hive, allowing The Honey Pot and Bumblebees to work closely together, and share provision and learning opportunities. This allows a smooth and seamless transition from our nursery class to reception. We also work closely with other nursery settings, secondary school settings and between year groups to ensure a smooth transition for all children.
Extra visits are arranged with well-known members of staff to acclimatise the children and to get to know new members of the team. The teaching staff have also created transition booklets that include photographs of the teaching staff, the classroom, provision, and other areas of the school, too. This allows the children to familiarise themselves with the school a little more before attending or transitioning into a new year group/phase. We also offer welcome meetings for the parents to discuss the practice in the classrooms, and this allows them to ask any questions and take a tour of the school, if they are attending school for the first time.

How does our school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children with SEND and supporting their families?

Sometimes it will be helpful for school to request some additional support from an outside agency.
Here at Riccall, we have established excellent working relationships with professionals from the following agencies:

- The Educational Psychologist
- Healthy Child Team
- Prevention Services
- Sensory, Physical and Medical Teams
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Paediatricians
- The Autism Education Trust (AET)
- The SEND Hub (North Yorkshire)
- CAMHS

Professionals from all the above agencies regularly support staff and children in school.
To find out more about the North Yorkshire SEND Local Offer click here.

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

We encourage all parents/carers to speak to the school if you have concerns about your child's education. If you need to raise a concern, we would like to direct you to the school's SENCo or the Headteacher. If you feel your complaint has not been resolved, a formal complaint can be raised in writing to our Chair of Governors Mr Ben Burns. Our full school complaint procedure can be found on our website, which you can access here.