

Boroughbridge Primary School and Nursery

Special Educational Needs Information Report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Covering academic year 2025-2026

Link to SEND Policy <http://www.boroughbridge-pri.n-yorks.sch.uk/policies/>

Link to SEND information in general: <http://www.boroughbridge-pri.n-yorks.sch.uk/our-school/special-needs-information/>

Special Educational Needs Co-ordinator (SENDCo): Kelly Hawkes

Please see the SEND Policy which can be found in the ‘Policies’ section of the school website.

This is what we provide in our school

This is North Yorkshire LA’s minimum expectations of good practice

1 What kinds of SEND are provided for in your school?

At Boroughbridge Primary School & Nursery we support children with a range of needs, this is done through the following universal provision for **ALL** which includes children with SEND and children looked after by the local authority:

- High quality teaching and provision within the classroom supports children in making good progress with their learning, whatever their starting point. All staff ensure lessons are carefully differentiated to meet the needs of children whatever their learning style. Staff use a variety of teaching styles and resources in lessons to support children’s learning. The school places great importance on the fact that children learn in different ways.
- Adaptive curriculum built on children’s developmental age not chronological age.
- Interventions are bespoke to each individual child, with targeted support that is focussed on educational and pastoral outcomes.
- “Dyslexia friendly” approaches are used throughout school and embedded in school environment such as neutral wall displays and calming work environment.
- Ethos of SEND inclusion and equality runs through each classroom e.g. tool kits with resources in aimed to make children independent in their learning, like key word lists, number squares and phonics grow the code cards.
- SEND recourses are readily available through the schools SEND recourses cupboard, allowing staff to implement immediately, to support our pupils with minimal delay.
- ICT to promote independence for writing and maths.

Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.

- “Diminishing the differences”- targeted focus groups tracked through our data processes.
- Continued links with SEND and Inclusion Team for North Yorkshire and other Professionals to help support with your child’s needs.
- Supporting and developing children’s social and emotional needs is very important to us. We have embedded systems in school which foster positive self-awareness.
- Access the a pastoral lead who supports children holistic development within school such as: school refusal.
- At Boroughbridge Primary school we operate an ‘open door’ policy. Parents and carers are encouraged to speak with class teacher about any concerns they may have. All parents have direct access to Teachers, Pastoral Lead, SENCo, Deputy Head, Head Teachers email.
- Each classroom throughout the school offers a 'safe space' for all pupils to access throughout their school day.
- The SENCo works closely with the Wellbeing in Mind Team and attends their parent meetings throughout the academic year to provide our families with additional support and guidance.

The school Governor for SEND is Callum Ivel.

2 What policies do you have for identifying children and young people with SEND? How do you assess their needs? What is the SENCo's name and how can I contact them?

Boroughbridge Primary School & Nursery

SENCO: Kelly Hawkes

BA Hons with QTS in Primary Education (2015)

SENCO since 2018

NYCC SENCo training (2020)

NPQ-SENCo 2024/2025

NPQ Headship- 2025/2026

The school has a range of documentation available for parents including the SEND & Inclusion Policy which highlights how children's additional needs are identified and how the school will support these children.

The school has a Whole School Provision Map which is reviewed and updated each term. This highlights targeted and specialised interventions taking place that term with the names of children receiving the intervention, who delivers it and duration. Children who have been identified as needing targeted or specialised support will have their targets recorded on an Individual Provision Map, which describes the child's individual strengths and needs and the type of support they will need to help them to make progress. When children enter primary school there are end of year group expectations to work towards. Not all children will be able to achieve these expectations, and so some additional support may be needed to help a child to make the expected progress required, regardless of their starting point on entry into our school.

Progress is reviewed at least each term and for some children at more regular intervals such as when a target is met. Children and parents are involved in the review of these targets through regular meetings and parent/teacher consultation meetings. We will also set up and attend meetings with other professionals where necessary. Some children in school with more complex needs will have an Education, Health and Care Plan (EHCP) and/or an Individual Health Care Plan (IHCP).

The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes• the next date when your child's progress will be reviewed.

Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

3 What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

At Boroughbridge Primary School & Nursery we will:

- Inform parents of the type of interventions needed for each child, who will deliver the extra support and when.
- Ensure all parents have the opportunity to discuss their desired outcomes for their child.
- We will give a verbal overview of the programme and ask permission for the child to take part.
- Tracking and measuring of progress will be shared with parents frequently.
- A review of progress will take place between teachers and the SENCo or Head minimum, every half term.
- For some children, regular communication takes place on a daily basis through the use of a home / school communication books or contact with the class teacher before or after school.
- ILPPs (Individual Learning Provision Plans) are sent home in order for targets to be supported at home. These are then reviewed in partnership with the pupil, class teacher and parent in order for achievements to be celebrated and next steps to be identified. The SENCo may also be invited into these meetings for monitoring and supportive purposes.
- The SENCo monitors ILPP's to ensure pupils are making the maximum progress and targets are SMART.
- Provide the SEN policy which is available to explain how children with SEN are identified in school.
- Share the Local offer and other SEND information, advice and support service (SENDIASS) to parents which provides free and impartial information, advice and support for children, young people and young adults (up to 25-year-old) with special educational needs and / or disabilities as well as their parents or carers through our school newsletter.

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.

This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions
- Guidance for you to support your child's learning at home.

- Parents/carers who have children with additional needs are offered longer times sessions for parents evening to discuss their child's progress or can be held on a different day/time to suit our families.
- SEND friendly adaption are carefully considered to encourage all children to participate in the extracurricular activities and reduce sensory overload such as Christmas fair.

4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

The views of all children, including children with SEND, are obtained to alter, enhance and enrich provision at Boroughbridge Primary School & Nursery. This is completed a minimum of every term, via a school council in which pupils are represented from Year 1 to Year 6.

When an ILPP is reviewed, pupils are always involved in the process at the level in which they are comfortable, views are always collected and noted down. For review meetings, SEND children are asked specific questions related to the annual review paperwork to gain their understanding of how well they are doing. This is always carried out with a child centred approach allowing us to capture pupils' views and expressed through a range of media factoring the pupils developmental age and individual needs.

School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.

5. What arrangements are in place for assessing and reviewing children and young *people's progress towards outcomes*. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

When children enter primary school, there are national expectations which are the average levels for children at the end of an academic year / key stage. If children do not achieve these national expectations, some additional support may be needed to help a child to make progress. Progress of all children is reviewed regularly to make sure that they are making expected progress. Parents will have the opportunity to discuss their child's progress at the parent / teacher consultation evening and at review meetings. Some children may have individual targets on their ILPPs or EHCP. These targets will be reviewed termly as a minimum and shared with parents and children.

For children with SEND at Boroughbridge Primary School & Nursery we will:

- Assess and monitor children using the Reception Baseline.
- Use the Early communication (ECAT) framework.
- Use the new EYFS framework observational checkpoints.
- Carry out professional interventions such as SALT.
- Assess and track individual targets from ILPPs.
- We assess children as being at emerging, expected or exceeding within the EYFS framework or working at, working above or working within a year groups expectation.
- If a child is accessing their curriculum out of their current chronological academic year group, further assessment is carried out to measure smaller progress and closely monitoring through pupil progress meetings with SLT.
- Interventions and progress are continually tracked by class teachers. These are updated termly and can be used to inform parents of outcomes within parent meetings.
- Class Teachers will report on whole class data/progress/holistic development through pupil progress meetings with SLT termly.

All pupils with SEND should make at least expected progress, in line with their peers. You will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum.

Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

At Boroughbridge Primary School & Nursery it is important for all children to have a positive transition with a view to making it as smooth and positive as possible. Transition meetings and plans are organised throughout school for all children with SEND and their parents.

Whole school transition booklets are provided to our pupils to access on their transition day which can then be brought home. These include: photos of their new classroom, outside space, classroom safe space lunch hall, photos of their teaching team, SLT Team, class entrance access points and information about their day. Transition can look different for each child therefore flexibility in our approach is carefully considered. For those with additional needs, we can offer individual transition requirements such as a reduced timetable with a gradual increase which is agreed and authorised by the parents, Head, SENCo and the Local Authority.

In Year 6, some children will have additional visits to their chosen secondary school prior to the Welcome Day which is for all children. At the transition meeting with parents, a careful plan is put in place to support an individual child's needs and to ensure that they have the best possible start at secondary school. A meeting with the class teacher, current school SENCo and the SENCo of the pupil's new school is encouraged.

Throughout the year, Nursery and Reception work closely on transition and free flow together in their outdoor area. Nursery lunch club attend lunch times in the main dining hall alongside the rest of school to build independence and confidence. In the Summer term before children enter Reception, children are invited to attend 'New Starter' sessions where they have the opportunity to practice being Reception children and meet their new class teacher and other members of the school family. The same happens throughout school so that all children have transition days with their new class teacher in their new learning environment. If required, additional transition days can be included in an individual plan to support the transition process.

In Nursery & Reception we assess ALL children against the Government document "Development Matters". If a child is progressing at below age-related expectations, then we would put in an intervention to support them.

Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.

We baseline assess children at the start of Reception and those who have not attained their Early Learning Goals by the end of Reception will continue on EYFS curriculum until January of Year 1, this is best practise. We will then assess against national expectations for year.	
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7. What is your School's approach to teaching children and young people with SEND?	
<p>At Boroughbridge Primary School & Nursery, staff know the importance of high-quality teaching to support the needs of all learners. Good, carefully planned universal provision is key for all children to be able to make progress with their learning. Lessons are carefully differentiated and some children may need additional resources or adaptations to be made in class. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. Some interventions will be time-limited; others may take place over a longer period of time. Staff receive regular training and support provided by a number of different agencies.</p> <p>Early assessment of SEND and early intervention is vital in supporting a child and provide the right support, at the right time, in order for them to thrive. As a result, all our staff and particularly the EYFS and the SLT are effective at identifying additional needs. Although in education, we can never diagnose a medical condition or learning disability, we can sign post you to the professionals which are more apt at supporting you in this area. On occasions, highly skilled and trained TA's run intervention groups. However, at Boroughbridge Primary School & Nursery we aim for Teachers to provide intervention where possible. This is monitored by the SENCo and the Headteacher. Interventions can sometimes happen in the classroom in the form of pre-learning focus groups, sometimes they take part in a quiet area outside of the classroom to maximise concentration and output. This depends on the type of intervention taking place.</p> <p>Within school our pupils have access too:</p> <p>Specialist communication, speech and language programmes- Verbo Shared Interaction interventions Drawing and Talking interventions Lego Therapy</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons</p> <p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress.

<p>Zones of Regulation Helping Children Talk about their Lives. WING Approach Sensory Circuits Use of ICT software/ assisted technology Makaton assisted speech Adaptive resources High Quality Teaching Adaptive curriculum</p>	
8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?	
<p>At Boroughbridge Primary School & Nursery, when necessary, adaptations will be made to the school environment and the curriculum so that all children are able to access the curriculum and the social aspects of school life. These adjustments are referred to as 'reasonable adjustments'.</p> <p>Our Accessibility Plan can be viewed on the school website. We are always increasing the extent to which pupils with disabilities can participate in our curriculum by improving our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services we provide and improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities.</p> <p>Some children may need specialist resources and or technology to support their learning. Where possible, these resources are kept in school and both staff and pupils are trained in how to maximise their potential within the classroom environment.</p> <p>Pupils with disabilities are treated no less favourably than other pupils. The admissions process remains the same for all pupils.</p> <p>Facilities in place that supports pupils, staff and visitors with disabilities to access the school are:</p> <p>Disabled parking Flat entrance to the school Wheelchair access throughout school Ramp access within the building where needed Disabled toilets</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>

<p>SEND adaptive classroom resources (see website for provision maps for the 4 areas of need).</p> <p>Some children have a Medical Individual Health Care Plan in place so that all staff working with them are aware of their medical needs. All staff complete the relevant training in order to help children further with their medical needs. Individual Risk Assessments are carried out for children who may need additional support on school trips or in the schools learning environments both inside and out to keep them and others around them safe. ILPPs and My Support Plans include children's interests and things that help them learn and enjoy at school, these are updated at least termly and shared with parents. Pupil voice is always included.</p>	
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9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?	
<p>Boroughbridge Primary School & Nursery has a team of highly skilled staff who support both individual and groups of children throughout school. Our school have partnered with the Wellbeing in Mind Team who are commissioned by the NHS to support our pupils, staff and family's mental health and wellbeing. They offer themed topic coffee sessions throughout the academic year, which are suggested by parents, and delivery is supported by the SENCo and Wellbeing in Mind Team. Staff CPD is continually updated throughout the academic year with a focus on Neurodiversity and inclusion. Staff annual performance reviews always have a SEND focus as well as our school priorities task which is monitored by the Senior Leadership team. Our school policies align with our school culture and beliefs engulfed in high expectations for all pupils.</p> <p>Online safety for professionals working with children with special needs. NHS: making every contact count (social/emotional/wellbeing). Listening to young children: supporting transition. Working in partnership with outside agencies such as SALT, SEND Hubs, Educational Psychologists, School improvements officer, Occupational Therapist, Early Help, Social Workers, Visual Impairment team,</p> <p>They are kept up to date by team leaders on matters in SEND and other areas. Individual staff training needs are identified during the Performance Management process and the school has excellent links with a wide range of</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>

professionals who provide on-going training for staff in school. SEND training is part of the whole school development plan and as such all staff receive training in carefully identified areas of SEND each year. Although, from time to time, children may need a high level of individual support, our aim is always to help children to be more independent in lessons and prepare them for further education and adulthood.	
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10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?	
<p>When children enter primary school there are national expectations which are the average levels for children at the end of an academic year / key stage. If children do not achieve these national expectations, some additional support may be needed to help a child to make progress. Progress of all children is reviewed regularly to make sure that they are making expected progress.</p> <p>For children with SEND at Boroughbridge Primary School & Nursery who need targeted and specialist support we will:</p> <ul style="list-style-type: none"> • Assess, track and monitor individual targets from ILPPs, My Support Plans and the Whole School Provision Map. • Any one-to-one or group interventions will be recorded through the ILPP for that child and progress shared with parents at their termly review or sooner if targets are met before review date. • Effectiveness of Outcomes will be reported back as part of face-to face parent's evenings with class teachers or earlier at the SENCo and/or Headteacher's discretion. • If additional support is required class teachers will inform parents verbally at the first possible opportunity and will state when this will take place, support from other services will then evaluate impact of learning and effectiveness of provision in line with their support. <p>The SENCo carries out an audit of provision and skills in line with any end of year transitions so that a succession plan for the following year can be put into place.</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on selfconfidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>

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

Boroughbridge Primary school & Nursery is committed to ensuring equal opportunities for all learners. All children can take a full part in the life of the school, accessing the school curriculum at their own level. All children, including children with SEND, are encouraged to attend a wide range of extra curriculum and extracurricular activities. Where reasonable adjustments are to be made during the school day, external providers are aware of these adjustments that need to be made. Through the support of the SENCo, this enables all children to actively involved in every aspect of the school life. Sometimes additional risk assessments or provision might need to be put into place as a safeguarding measure so that all children can access a trip fairly. Each child at Boroughbridge Primary School & Nursery has a position of responsibility within the school life, this is also true of children on the SEND support register.

The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.

12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Boroughbridge Primary School & Nursery is committed to providing high quality PSHE (Personal, Social and Health Education). We are dedicated to supporting and facilitating pastoral support for all children as we believe that children must first feel happy and secure in order to make academic progress. We follow the educational programme called Jigsaw. This PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives, now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The Jigsaw Programme supports many requirements and has children's wellbeing at its heart. PSHE lessons contribute to children making good progress in this area of their learning. We also provide SRE (Sex and Relationships Education) lessons from Y1-Y6 at varying levels to promote open discussion and trust in safe adults when discussing sex and relationships. Some children may also attend small Nurture groups on elements of interest such as music, sport, Lego or forest school clubs to support their social and emotional development.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

<p>All children take part in 'emotional check-ins' in order to regulate their emotions. This happens twice a day before entering the classroom on a morning and again after lunch.</p> <p>With support from the Headteacher, SENCo, Pastoral Lead and the North Yorkshire SEND Hubs Team, trained staff offer children further PSED support in school such as: Drawing for Talking, Lego Therapy, Window of Tolerance and Helping Children Talk about their Lives.</p>	
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13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?	
<p>Occasionally it is beneficial for school to request some additional support from an outside agency. This is in order to gather specific, targeted support that is unique for an individual child.</p> <p>Boroughbridge Primary School & Nursery has established excellent working relationships with professionals from the following agencies:</p> <ul style="list-style-type: none"> • SEND and Inclusion Team for Speech, Language Communication and Interaction, Specific Learning Difficulties, Behavioural, Social, Emotional and Mental Health needs, Communication and Interaction and Cognition and Learning • The Educational Psychologist • School Nurse and Health Visitor • Sensory, Physical and Medical Teaching Team • Speech and Language Therapist • Physiotherapist • Occupational Therapists • Paediatrician • Early Help • The Prevent team • Social care <p>We will always ask parental consent when involving other agencies in your child's education apart from social care referrals. This includes when making referrals on your behalf through the school SENCo or Headteacher.</p> <ul style="list-style-type: none"> • We will inform you of outcomes ASAP. • Include any targets set by other professionals on ILPPs. 	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p>

- Arrange meetings between school, other professionals and parents to help support the child.
- Provide contact details and sign post other professionals that may be able to help you.

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.

At Boroughbridge Primary School & Nursery we operate an 'open door' policy. Parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss additional support children are receiving. If you wish to discuss your child's needs further please contact the Headteacher, or SENCO who will be able to talk about how Boroughbridge Primary School & Nursery can support children with SEND.

School's complaints policy is on our school website, this includes complaints around SEND and Looked after children. The policy can also be obtained through request of a paper copy from the school office. Please follow this policy if you would like to make a formal complaint. In the first instance discussions would be encouraged by the class teacher, SENCo, Deputy Head and Headteacher to try and resolve any issues.

If you have any concerns about your child, please contact the Headteacher Mrs Emma Ryan on 01423 322208.

If would like to make a formal complaint, the Headteacher will be happy to facilitate this process for you through our general complaints procedure.

Boroughbridge Primary School & Nursery Teaching Team 2025-2026:

Nursery: Jess Wade/Kendra Robinson

Reception: Helen Scott/Rebecca Simpson

Reception: Eve Short

Y1: Sarah Rowe

Y1: Lucy Keavy

Y2: Laura Hennessey/Neil Ryder

Y2: Katie Shaw

Y3: Kelda Francis

Y4: Victoria Barker

Y4: Olivia Barber

Y5: Gill Virden

Y6: Megan Frampton

There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.

SENCo: Kelly Hawkes SEN Governor: Callum Ivel Head Teacher: Emma Ryan	
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