

SEND Report

What is the SEND Report?

Schools are required to publish information about services they provide for children with disabilities and Special Educational Needs. This is called the 'SEND Report'.

The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally. At Osbaldwick School we aim to support all children to enable them to be 'the best that they can be'. Whilst Quality Teaching is our priority, we know that working closely with parents is essential if we are to achieve this.

We acknowledge that for some children there are occasions when further support may be needed to help them achieve their targets. The decision to provide additional support is made by the school, in close partnership with parents. It is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals.

Our SEN '**School Offer**' outlines Osbaldwick School's provision and aims to answer any questions which you might have.

It should be read in conjunction with the Local Authority's '**Local Offer**', available on the City of York Council website (www.yor-ok.org.uk/local-offer-original.htm).

Osbaldwick School's Special Educational Needs Co-ordinator (SENCO) is:

Mrs Helena Ferguson

If you have any concerns regarding SEN and disability issues, please do not hesitate to contact her on 01904 555606 or h.ferguson@osbaldwickprimaryschool.co.uk

A Partnership in Learning

The SEN Code of Practice 2014 is based on the principle of the need to:

“Support the child and the child’s parents¹ in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.”

SEN Code of Practice, 2014

Osballdwick School encourages all parents to contribute to their children’s education. Teachers operate an ‘open door’ policy and are available at the beginning and end of each day should you need to pass on information, ask questions or to make an appointment for a longer discussion. Parents may look at children’s books at any time by arrangement with class teachers. You will see that we give all children detailed verbal feedback and comments in their books, which we encourage them to respond to. Formal parents’ evenings usually take place in October/November and March each year and other opportunities are available by arrangement with class teachers. If needed we are able to set up home-school communication books for more regular information sharing. These help parents to keep in touch with class teachers and ensure that we are working together to support children. We are always happy to suggest activities and games that you can do with your children at home.

How does Osballdwick Primary School know if children need extra help?

A pupil will be considered to have special educational needs where he or she has a significantly greater difficulty in learning than the majority of his or her peers. A person is considered to have a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. We know pupils need extra help if:

- Concerns are raised by parents, teachers or the child;
- Limited progress is being made;
- There is a change in the pupil’s behaviour or progress;
- We have received information from other agencies who may already be working with the child before they join us.

Categories of Special Educational Needs & Disability

Children’s difficulties may fall into one or more of the following four areas:

Communication and interaction

Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility

And communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which display themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What should I do if I think my child might have special educational needs or any additional difficulties?

If you think your child may have SEN:

- The class teacher is the initial point of contact for responding to parental concerns. S/he will listen to your concerns and draw on your experience and observations as a parent;
- You may also wish to discuss your concerns or specific provision with Mrs Humphrys, the school's SENCO;

The school can arrange for your child to be assessed by its own staff and/or external partners who may provide a specialist assessment. We will be with you every step of the way to support you through this process and will review provision to find out what works best for your child.

How will I know how Osbaldwick School supports my child?

You will know Osbaldwick School supports your child because:

- Each class teacher uses a range of teaching styles and approaches to ensure each child receives quality first teaching. Learning objectives are set for all children, with a curriculum matched to their needs. Children are given different types of support in lessons and will often work with small groups, in a one to one situation with a teacher or teaching assistant both independently and collaboratively in the classroom;
- We listen to children's views and ask them about their strengths and any areas where they would like extra support.
- If appropriate, specialist equipment may be provided e.g. writing slopes, pencil grips or 'easy to use' scissors, alternative means of recording etc.
- Classroom environments are adjustable to meet the needs of individual children with regard to access, quiet areas, visual prompts etc. We also have designated areas within school where specialist provision can be made available on a 1:1 or small group basis.
- Children with SEN may be given access to a specialist SEN teaching assistant, who will support children to achieve small and measureable targets based on their needs. This work is organised and monitored by the class teacher and SENCO. Targets are discussed with the children and parents.
- If pupils require greater support in a particular area, for example with phonics, numeracy or literacy skills, then they may be placed in small intervention groups led by either a teacher or teaching assistant. All interventions are regularly evaluated by those delivering them, and by the SENCO, to ascertain how effective they are and to inform future planning.
- Regular 'Pupil Progress' meetings are held between class teachers and between a member of the SLT (Senior Leadership team) to discuss the progress of individual children. This shared discussion may highlight any ongoing concerns and help to plan further support if required.
- Some pupils who require additional support are referred to external agencies and specialists such as Speech and Language Support or the Educational Psychology service. At this stage, further records are produced to support communication between school, parents and the external partners. This document is known as a '**My Support Plan**' (MSP).
- The school, alongside external agencies, may suggest that additional support in class is required. Teaching Assistants may then be allocated to work with pupils in a 1:1 or small focus group to target more specific needs. A few children may require their 'My Support Plan' document to be enhanced with this additional information and will then become known as an '**Education and Health Care Plan**' (EHCP).
- All additional provision and support for pupils is evaluated on a regular basis.
- We regularly review our provision and as training become available, we evaluate their likely impact and how relevant they are for our children, and send staff as appropriate.
- We also listen to your views about what you think will aid children's progress and explore the type of provision that you think will work for your children and their individual needs.
- Provision is reviewed on an individual basis taking account of children's specific needs.

How will I know how well my child is doing?

Children's progress is continually monitored against national standards by class teachers. A variety of assessment tools are used to keep track of progress. We share information about pupils' attainment and progress with parents at parent evenings and in their Annual Reports. At the end of each Key Stage (i.e. at the end of the EYFS, Year 2 and Year 6) all children are formally assessed. Pupils also take a phonic screening test in Y1. These are statutory requirements and school level results are published by the government. Parents are informed about children's comparative performance.

The progress and attainment of children with a My Support Plan (MSP) or an Education and Health Care Plan (EHCP) is recorded and reviewed at termly meetings involving parents, teachers and other professionals. Once a year, pupils are asked to be involved in the planning of these meetings, including the theme and invitations. During the meeting, they are encouraged to make a presentation to share their views.

How will my child be included in activities outside the classroom including school trips?

Your child will be included because we:

- We will make clubs, activities and trips as inclusive as possible and open to all;
- We will where necessary, carry out individual risk assessments and put procedures in place to enable all children to participate;
- We will ask you to help us if we feel your 'expert' support is required;
- There will be an '**Access Plan**', which is available from the school office.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for all pupils and more specifically those who are encountering social, emotional and mental health difficulties. We have a clear process to support children, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. We also follow guidance detailed in 'Mental Health and Behaviour in Schools' published by the Department for Education, 2014.

Your child's well-being will be supported through:

- Class teachers that are readily available for pupils who wish to discuss issues or concerns.
- Our Pastoral team, who have responsibility for pastoral support, have availability to work with individual children and their families. This may include sessions to help pupils with social, emotional and mental health difficulties. The SENCO also works closely with children and families to provide pastoral support.
- We work closely with families who have a '**Family Early Help and Assessment**' or are receiving Social Work support.
- Interventions are available for children who are experiencing social, emotional and mental health issues.
- Support at lunchtime is available for children who find lunchtimes a challenge;

- The school also works closely with external professionals to gather additional advice and support if necessary. This may include local health partners or a referral could be made to the Child and Adolescent Mental Health Service (CAMHS) if appropriate.

How does Osbaldwick School support children with medical needs?

We support children with medical needs by:

- Compiling detailed '**Care Plans**' with support from the school nurse and in consultation with parents. These are then shared with all staff involved with the pupil.
- Training staff as necessary, for example the school nurse or a health care professional may deliver EpiPen training
- Where necessary, and in agreement with parents administering medicines where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Ensuring key members of staff have first aid training, including paediatric first aid.

What specialist services and expertise are available at or accessed by the school?

Many members of staff are trained in support programmes, as detailed below. Also a copy of our **SEN Polic** is available from the school office or on our website. With the agreement of parents it may, at times, be necessary to consult with outside agencies to obtain more specialised advice or access expertise. Individual children may be referred through school, through their G.P. or local Children's Centre. The agencies currently available to the school and our families include:

- Educational Psychologists
- SALT (Speech and Language Support)
- Behaviour Support
- City of York Specialist Teaching Team
- CAMHS (Child and Adolescent Mental Health Service)
- Children's Advice, Assessment and Early Intervention Service
- Child in Need (CIN) practitioners
- Social services
- York District Hospital (Paediatricians, Physiotherapists etc.)
- School Nurse
- Visual Impairment service
- Hearing Impaired service
- IDAS (domestic abuse support)
- Lifeline (substance abuse support)
- Links with the NSPCC
- Specialist Pre-school teacher
- The Island project (mentoring children)
- Family Matters (parenting and other courses)
- FIS (Family Information Service)

- Access to expertise at local special schools.
- SENDIASS (Formerly the Parent Partnership)

How accessible is the school environment?

At Osbaldwick School we are happy to discuss individual access requirements and adapt our Access Plan as required so that it meets the needs of all of our children. Some examples of what we can offer are given below:

- All classes and outdoor areas are at ground level;
- Almost all doors have access ramps and handrails;
- Accessible toilets are available;
- Doors are wheelchair accessible and accommodation can be tailored where feasible to meet specific needs;
- Accessible parking bays are provided;
- We can access specialist equipment e.g. chairs if required.

How will the school prepare and support my child to join Osbaldwick School, or transfer to a new setting or secondary school?

Many strategies are in place to enable children's transition to be as smooth as possible. These include:

- Home visits for new nursery and Reception children;
- If appropriate, the SENCO may meet with parents before a child starts at Osbaldwick School;
- Transfer of records and other communication between schools prior to pupils leaving or joining;
- Pupil visits arranged as required - some will need more visits than others;
- Class buddies who look after pupils during their first few weeks;
- Monitoring by the school's Pastoral Team
- Liaison with other agencies where there is a wider involvement with the family;

When a pupil who may have more specialised needs is preparing for transition to secondary school, a separate meeting is usually arranged with the Osbaldwick SENCO, the secondary school SENCO, parents and, where appropriate, the child. In partnership with the secondary school we provide additional transition events which are tailored to the needs of individuals.

What do I do if I have a complaint about my child's education at Osbaldwick School?

If any parent is unhappy with the education that their child is receiving, or has any concern relating to the school, we would encourage him/her to talk to their child's class teacher as soon as possible. Where an issue cannot be resolved at this stage, reference should be made to the school's **Complaints Policy**, which is available on the website or from the school office.

Interventions to support learning at Osbaldwick School

Communication and interaction interventions;

Delivery of individual speech and language programmes

Talk boost

Time to talk

Talking partners

Learning and cognitive interventions;

Phonic Booster

1:1 Reading

Bug Club

Inference Training

Reading boosters

Premier League Reading Intervention

Comprehension Boosters

Rapid Writing

Writing booster

Literacy games

Rhythm games

Handwriting support

Precision Teaching (bespoke to a child's needs)

Max's Marvellous Maths

Monster Maths

Spaced Out Maths

1stClass@Number and 1stClass@Number2

Numeracy Booster

Numicon

Use of specialist equipment- ICT equipment, overlays, pencil grips, scribes etc.

Social, emotional and mental health;

ELSA's (Emotional Literacy Support Assistants) to support children

Silver Seal groups

Circle time

1:1 support

Bespoke interventions e.g angry bag, Heart map etc.

Sensory and Physical

Busy fingers

Handwriting interventions

Delivery of 1:1 physiotherapy and OT programmes

Aids to support learning e.g. pencil grips, foot wedges, wobble cushions, fidget toys.

Glossary of Terms and Abbreviations Used in Relation to Inclusion and Special Educational Needs

Acronym and Full title

ADD Attention Deficit Disorder

ADHD Attention Deficit & Hyperactivity Disorder

ASD Autistic Spectrum Disorder(s)

BESD Behavioural, Emotional and Social Difficulties

CAF Common Assessment Framework

CAMHS Child & Adolescent Mental Health Service

COP Code of Practice

CP Child Protection

EAL English as an Additional Language

EP Educational Psychologist

EYFS Early Years Foundation Stage

HI Hearing Impaired

HV Health Visitor

KS Key Stage

MLD Moderate Learning Difficulties

MSI Multi-Sensory Impairment

OT Occupational Therapist

PD Physical Disability / Difficulties

Physio Physiotherapist

SALT Speech and Language Therapy / Therapist

SLD Severe Learning Difficulties / Disabilities

PRU Pupil Referral Unit

SEN Special Educational Needs

SENCO Special Educational Needs Co-ordinator

SLA Service Level Agreement

SLCN Speech, Language and Communication Needs

SpLD Specific Learning Difficulties

SW Social Worker

TA Teaching Assistant

VI Visual Impairment