



SEND Information Report – Osbalwick Primary Academy

At Osbalwick Primary Academy all children, regardless of their specific needs, make the best possible progress in school. All Ebor Academy Trust schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the local authority (LA). All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The School Special Educational Needs (SEND) Information Report

This is the information about Special Educational Needs and Disabilities (SEND) at our school, which works alongside our policy and sits under the umbrella of the City of York Council's Local Offer. Together we meet the requirements of the SEND Code of Practice, which sets out in law how we should meet the needs of children with SEND.

Where can you find out about the Local Authority Local Offer from the City of York Council? There is a wide range of information on the City of York YorOK website.

Click this link: <https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>

“York's Local Offer provides families, professionals, children and young people with Special Educational Needs, information regarding education, post 16 options health services, SEN guidance, parent and carer support, ideas for activities and events in York, money advice and information on Education, Health and Care Plans.”

Our Environment

At Osbalwick Primary Academy, we are committed to providing our pupils with a broad, balanced and enriched curriculum, which is *accessible to all and promotes inclusion*. All our pupils are included in all aspects of school life and are equally valued in school. We create environments that are safe and calm so that our pupils feel comfortable to be in school and to enable them to flourish. Our staff work closely as a team to provide a consistency of approach to our pupils and share good practice and effective strategies.

Because all children learn in different ways, we have tailored our classroom environments so that they can meet a range of needs. Where needed, we provide:

- A preventative rather than reactive approach

- Visual supports (including dyslexia friendly, speech and language friendly and autism friendly approaches)
- A distraction free learning zone
- Sensory Processing strategies (movement breaks, noise reducing headphones, move and sit cushions, fiddle toys etc)
- Access to multi-sensory and hands-on learning
- Use of IT and alternative methods of recording where needed
- Use of de-escalation strategies
- Access to a room for: time out, reflection, support and 'check-ins'
- Positive praise – and lots of it including our 'Golden Ticket', which rewards positive behaviour.

We celebrate the uniqueness of each individual.

Identification and Intervention

Every teacher here at Osbaldwick is working towards the achievement of every child through excellent quality first teaching. We call this our **Universal** offer. If any child is struggling in class for any reason, strategies and/or interventions are put in place at a **Targeted** level to support with this after discussions with parents/carers. Advice is sought from the SENCO team and progress is tracked to see if these strategies are proving to be successful.

Lots of children require support from time to time. If a child is still struggling in school and needs additional support, it may be that they need more **Specialist** level intervention and resources putting in place. Again, parents/carers would be very much involved in this discussion and would work with the school to plan this. At this stage, your child would be receiving '**SEND Support**' and the SENCO Team would be closely involved to support staff, your child and the family. The majority of children at this level will have some extra Teaching Assistant support or intervention. Each child's support package will look different depending on their level of need. As we are keen to promote independence and develop young people's life skills for the future, where a child has TA support, we encourage a balanced approach of 1:1, group work and monitored independent time rather than the TA being 'velcroed' to the child at all times.

SEND Support Definition

The SEND Code of Practice (2014) defines children as having special educational needs (SEND) when:

They have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or 16
- has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The SENCO Team and the Pastoral Team oversee the provisions and interventions we have in place for all our pupils at Osbaldwick alongside other SEND advisors and specialists as well as senior leaders at our school. Children will be supported to engage in activities available to pupils who do not have SEND and are also involved in SEND specific activities, for example 'Lollipop club' for hearing impaired children and specialist PE activities.

We work closely with individuals and other agencies to help us identify the right support for each child, including:

- Education Psychologists
- CAMHS (Child Adolescent Mental Health Service) and our wellbeing worker.
- Speech and Language Therapists (both in school and in clinic)
- Physiotherapists
- Occupational Therapists
- Physical and medical support professionals
- The Specialist Teaching teams eg for Autism, Hearing loss and dyslexia
- The Early Years Specialist teaching team
- Speech and Language outreach support

Children are supported by a talented band of teaching assistants. Teaching Assistants (TAs) run interventions or offer support to groups of children or 1:1. Some children will need support in more than one area of need so we personalise their learning to encompass this.

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

1. 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.

2. 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.

3. 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.

4. 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.

All pupils with SEND at Osbaldwick are on our register, which is reviewed at least termly, by the teachers. Most children with special educational needs are given support within class, differentiated to meet their need. Depending on their level of need, some children have a document called a 'My Support Plan' that is jointly written by parents, the child and professionals. There are those who because of their need have an 'Education Health Care Plan.' An EHCP is a statutory document that is written alongside the SEND team at the City of York Council.

Family and pupil engagement



“Communication at the school is brilliant”

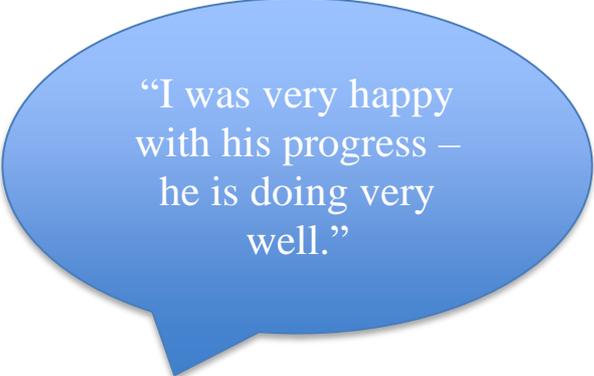
Communication is key

We pride ourselves on strong communication. Your child’s teacher is always available to speak with – either on an ‘ad hoc’ basis’ or you are welcome to make an appointment. We will always keep you in the loop regarding your child’s progress through a parents evening in the autumn term and one in the spring term. We then write a school report every summer that you are welcome to discuss with your child’s teacher. For children with My Support and EHC plans, we have additional review meetings where we get together to discuss your child’s progress and future targets. We know that by working together, we have a much greater chance of getting it right for your child. There are dedicated sections within your child’s plan for parents/carers and pupils to complete. We welcome yours and your child’s input into their plan, not just at their review meeting, but also on a more regular basis as things arise.



“We have been so impressed by the level of support, care and understanding.”

Osbaldwick Primary Academy also accesses SEND support from the City of York council and Ebor Academy Trust. Our staff access in house specialist training as a well as a wide range of external courses from other professionals and agencies.



“I was very happy with his progress – he is doing very well.”



“I felt fully supported as a parent.”

We have a Wellbeing Team in school to support children with social and emotional aspects of learning and we have teaching assistants with speech, language and communication specialisms.

All staff in school are made aware of individual children's specific needs and training/ support is put in place as needed. This helps ease transitions from different teachers and into new year groups. Careful transition is planned with Secondary Schools for those pupils in Year 6.

Get in touch

Telephone: 01904 555606

SENCO: Mrs Helena Ferguson

Email: h.ferguson@ebor.academy

EYFS Lead Mrs Morag Hine

Email: m.hine@ebor.academy

Chair of Governors: Mrs Becky Dean

Email: b.dean@ebor.academy

Other links you may find useful

City of York Local offer: <https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>

SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children and Families Act 2014: <http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

Reviewed 4 January 2021