



SEND Information Report – Osballdwick Primary Academy

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. We want to show you how SEND support works in our school.

We have a policy that is available on our website under SEND:

[https://osballdwick.ebor.academy/wp-content/uploads/2023/10/Osballdwick- -Ebor-SEND-policy.pdf](https://osballdwick.ebor.academy/wp-content/uploads/2023/10/Osballdwick--Ebor-SEND-policy.pdf)

We are part of a multi academy trust (Ebor) and are supported by the City of York Council. In line with all local authorities, they have a Local Offer that should be read alongside this report. It is available on our website and also is available under yorksend.org

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.

**York SEND
Local Offer**

yorksend.org

Everything you need to know about
provision for Children and Young People
with Special Educational Needs and
Disabilities and their families in York

The SEND code of practice can be found:

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

Our values



We aim for all children, regardless of their special educational need and/or disability to feel included, valued and to achieve their potential.

Meet the team

Our Special Educational Needs coordinator (SENCO) is Mrs Ferguson who is at Osbaldwick Primary Academy on a Wednesday, Thursday and Friday. She is a qualified teacher and has been our SENCO since 2017. Mrs Ferguson has a National Award in Special Educational Needs Co-ordination.

The SENCO works closely with the pastoral and wellbeing team which is led by Mrs Bryan Smith and includes Mrs Ross, Mrs Garguillio and Mrs Tempest.

Link to our Pastoral offer <https://osbaldwick.ebor.academy/pastoral-offer/>

Mrs Bryan Smith is our Safeguarding Lead and Mrs Ferguson and the Headteacher, Mr Brown, are deputy safeguarding leads.

Together with the teachers and other staff, we are committed to doing our best to make sure that all children feel happy and safe in school.



Helena Ferguson



Mrs Bryan Smith

Mrs Ross

Staff receive coaching and training in meeting the needs of children with SEND and are supported in their role by the SENCO and Headteacher. We access specific training from a range of providers, such as the Ebor Trust, City of York Council and the NHS. We have a wide network of professional colleagues who we can request support from to help us best meet individual needs.

Our teachers and teaching assistants (TAs) are a fantastic team who work hard on a daily basis to ensure that children with SEND are getting what they need to progress.

Our Environment

At Osbaldwick Primary Academy, we provide 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. We have areas of school that are designed to support the learning of children with complex needs working out of their year group.

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
- Access to a room for: time out, reflection, support and 'check-ins'
- Our behaviour system is on display in each room and children can get on to 'wow' and receive 'Golden Tickets', which rewards positive behaviour.

Our Curriculum

We have carefully planned our curriculum with small sequential steps that build on prior knowledge. We have quality first teaching in all classes and incorporate 'memory lane' into our slides and assess learning through weekly quizzes (when the children are ready for them).

All children are different and this is also the case with children with SEND therefore our approach is to use appropriate strategies to meet the individual learning needs of each child. We use the assess-plan-do-review cycle and adapt our teaching according to the needs of each child. We use the Education Endowment Foundation 'Five-a-Day principle to help us:



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.

All our class teachers are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning.

If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a pediatrician.

Where the child is struggling with their feelings and emotions, we have a procedure that we follow where we monitor and record the child over an eight week period.

Based on all of this information, the SENCO will decide whether your child has a special educational need. If your child does have a need, their name will be added to the school's SEN register, and an Individual Education Plan or a My Support Plan/Passport will be written and shared with you.

How do we decide what plan your child needs?

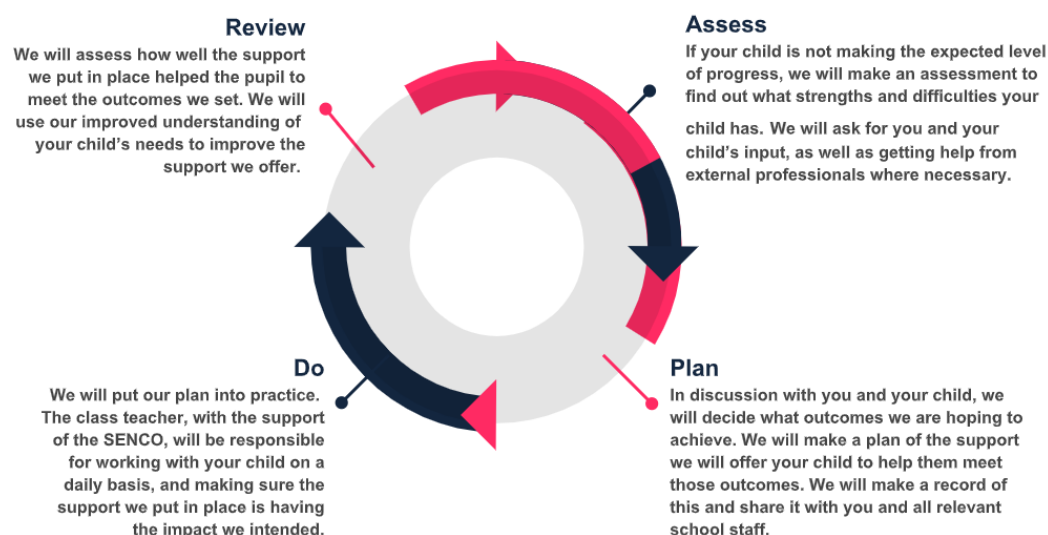
We use the City of York Council's banding documents to identify if a child is working at Band 1 in which case teachers will create an individual education plan for them. If your child is assessed as being at Band 2 then your child would be receiving 'SEND Support' and a My Support Plan or Passport will be written. For the majority of children - school can provide what is called 'ordinary available provision' to meet their needs. If a child meets Band 3 or 4 on the Banding documents, and we have evidence of the graduated response using the assess-plan-do-review cycle, then it may be that a request is made to the local authority to assess for an Education and Health Care Plan. This then becomes statutory and is reviewed at least annually.

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 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. We focus on meeting the outcomes on the plan rather than allocating specific people or time to a child.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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.
- 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."

A disability is defined under the Equality Act of 2010:

"You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."

We have an accessibility policy that can be found on our website:

<https://osbaldwick.ebor.academy/wp-content/uploads/2022/10/Accessibility-Plan-Osbaldwick-Primary-2022.pdf>

Children with physical disabilities which may include using wheelchairs to get around are provided for at our school. We have a hygiene suite and ramps. We have professional colleagues in the NHS such as physios and OTs who can support us.

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 such as after school clubs.

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 e.g. for Autism, Hearing loss and dyslexia
- The Early Years Specialist teaching team
- Speech and Language outreach support
- School Wellbeing Service
- Wellbeing In Mind practitioners

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 specific learning difficulties, moderate and severe learning difficulties, dyslexia, dyspraxia and dyscalculia

3. Social Emotional and Mental Health difficulties

Children may experience a wide range of social and emotional difficulties, which can affect them 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 hyperactivity 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. We acquire equipment and support through the NHS and the local authority.

Family and pupil engagement

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 Plans/passports 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 a 'meet the teacher' event in the summer term for parents to meet their Child's new teacher if their child is on the SEND register.

We value pupil voice and do regular check ins and surveys to find out how children are feeling and their thoughts about school. We also have opportunities in lessons particularly in our well sequenced SRE and PSHE lessons.

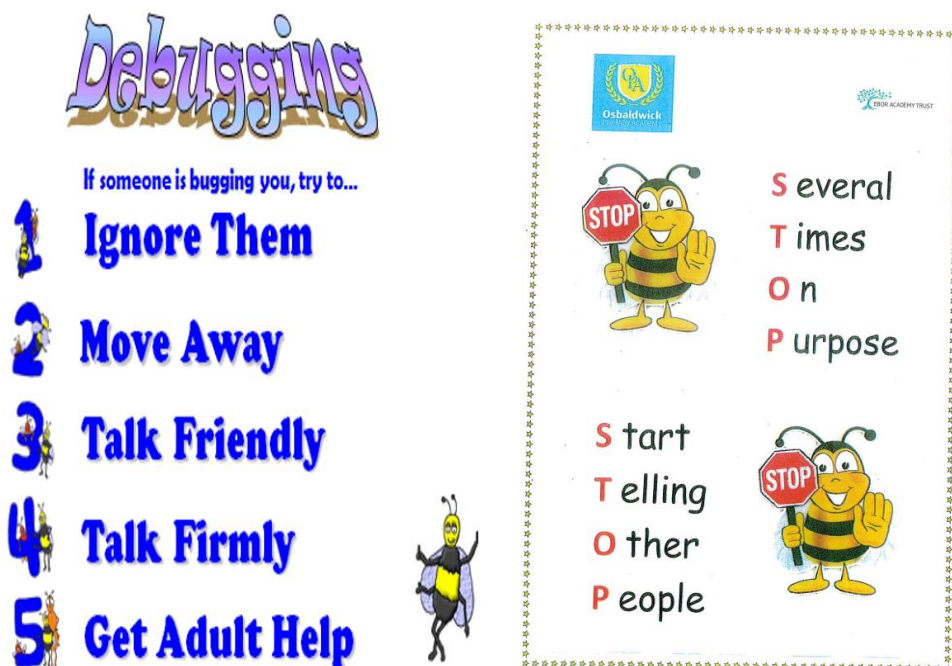
We recognise that some children have anxieties and worries and we provide a range of support including 'the hub,' a pastoral team and a wellbeing worker. We have a team from the NHS called 'Wellbeing in Mind' who are working with our school to support the mental health of our young people. We provide opportunities throughout the year for children to explore subjects such as bullying, racism, diversity and other issues that are important to our wellbeing.

Our anti-bullying policy can be found on our website.

<https://eboracademytrust.co.uk/wp-content/uploads/2023/02/3-Behaviour-Policy-inc-Anti-Bullying-v2-September-2021.docx.pdf>

Children are encouraged to speak out for themselves and to use a tiered approach to resolving challenges with other children.

We use: debugging which is a child friendly, easy to remember strategy:



Children are reminded to use STOP so that we have a common language and understanding about bullying. It stands for: "Several times on purpose - start telling other people"

Admissions arrangements

Where a parent would like to discuss a child with a disability or SEND coming to our school, we would encourage a meeting with the wellbeing team/SENCO and head teacher so that we have a shared understanding of how we can best meet needs.

Transition

We work hard to ensure children are ready for the next stage in their education. We have good relationships with private nurseries and local secondary schools and liaise with them to ensure smooth transitions. We also build skills for life through activities such as cooking and gardening.

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

“Communication at the school is brilliant”

“I felt fully supported as a parent.”

Get in touch

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EYFS Lead Mrs Hayley Messruther

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Pastoral & Safeguarding Lead: Mrs Nicky Bryan-Smith

Email n.bryan-smith@ebor.academy Tel: 07983953799

Chair of Governors: Mrs Becki Dean

Email: b.dean@ebor.academy

If you have a complaint, there is a complaints procedure on our website which can be found here:

<https://osbaldwick.ebor.academy/wp-content/uploads/2022/10/Complaints-Policy-May-2022.pdf>

Other links you may find useful

City of York Local offer: <https://www.york.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>

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