



SEND Information Report – Osaldwick

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) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. 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.

What is the local offer?

The LA Local Offer

- The *Children and Families Bill* was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information and services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.



The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

- The LA local offer can be found here (<http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>)

Our Environment

At Osaldwick Primary School, 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, our classrooms provide:

- 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 an Endeavour room for: time out, reflection, support and 'check-ins'.
- A preventative rather than reactive approach
- Positive praise – and lots of it including our 'Golden Ticket' which rewards positive behaviour.
- Staffing ratios appropriate to the level of support needed.

We believe in **'Teamwork and Excellence'** with our ethos and values:

'Care, honesty and trust'

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 intervention will be put in place at a **Targeted** level to support with this after discussions with parents/carers. Advice would be sought from the SENCO team and progress would be tracked to see if these strategies were proving to be successful.

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 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 TA 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 new 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. Along with the Senior Leadership Team, they monitor the effectiveness of provision through observations and data analysis and provision will be adjusted as required to ensure pupils are fulfilling their full potential. Children will always be supported to engage in activities available to pupils who do not have SEN.



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

- CAMHS (Child Adolescent Metal Health Service) and our well being worker.
- Speech and Language Therapists (both in school and in clinic)
- Physiotherapists
- Occupational Therapists
- Physical and medical support
- Autism support
- Early years support
- Hearing Impairment support
- Speech and Language outreach support

All children (whether they have SEN or not) in school are supported by a talented band of teaching assistants. See below for pictures of our TA's running interventions or offering support to groups of children or 1:1. Some children will need support in more than one area of need so we will personalise their learning to encompass this.



Giving children the best start!



be



Some of our TA team working with children in KS1 and KS2.

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.

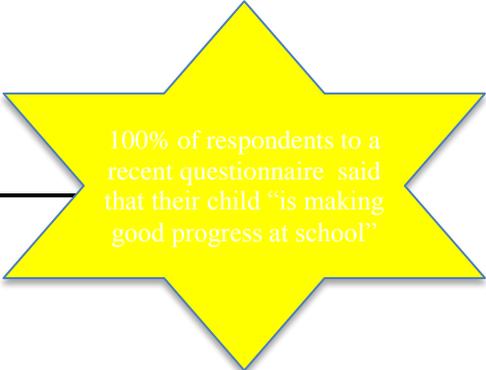
3. Social Emotional and Mental Health difficulties

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 Panel at the Local Authority.



100% of respondents to a recent questionnaire said that their child "is making good progress at school"

Family and pupil engagement

Communication is key

We pride ourselves on strong links with parents/carers and the child. Your teacher is always available to speak with – either on an 'ad hoc' basis in the playground 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 (we aim for at least two a year) 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 on a more regular basis as things arise. We give out questionnaires annually to monitor parental views and are very pleased to see in 2017 that 100% of those that responded said that they feel that their child is making good progress at school.



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



I am really pleased with all that you are doing for him.

Workforce

Osbalwick Primary school also accesses SEND support from the City of York council and Ebor Academy Trust. We have an experienced Academy Specialists for SEND who has dedicated time to work with our schools and our workforce. Our staff access in house specialist training as well as a wide range of external courses from other professionals and agencies.

There are also ELSA trained staff in school to support children with social and emotional aspects of learning and we have two teaching assistants with speech language and communication specialisms.

Our Senior Leadership Team carry out learning walks and lesson observations in our classrooms which ensure that advice and support is given regularly to staff. This means we are confident that our pupils are receiving the best possible support and teaching.

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

SENDCO Team

Mrs Ferguson

SENDCO KS1 and KS2



SENDCO Governor

Mrs Hine

SENDCO EYFS



Mrs Bryan Smith

Pastoral Support Manager



Mrs Ross

Pastoral Support



Get in touch

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Other links you may find useful

City of York Local offer > <http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>)

- 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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