



New Earswick Primary School
"To have the best, to do our best, to be the best that we can be."

SEND Report

Written: September 2021

Review due: September 2022

Governance review: LGB delegated to HT

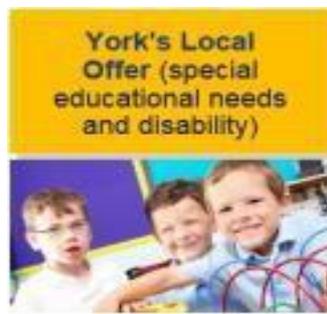
What is the SEND Report?

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 New Earswick Primary School we strive to support all children to enable them to "to *have the best*" and for them to be the best that they can be. We know that working closely with parents is essential if we are to achieve this. We think it is important to celebrate the strengths of all our pupils and also know what interests them.

Quality Teaching is our priority. For some children, however, 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 New Earswick Primary 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.york.org.uk/local-offer-original.htm).

The Special Education Needs Information and Advice Service (**SENDIASS**) is an independent and impartial support, advice and information service for parents and carers of children with special educational needs. More information can be found at: http://www.york.gov.uk/info/200342/special_educational_needs_and_disabilities/340/special_educational_needs_and_disabilities/9

New Earswick Primary School's Special Educational Needs

Cordinator is:

Mrs Abby Pennick (school based)

If you have any concerns regarding SEN and disability issues, please do not hesitate to

contact me on 01904 806446 or

apennick@nep.pmat.academy

A Partnership in Learning

The SEN Code of Practice 2015 is based on the principal 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.”

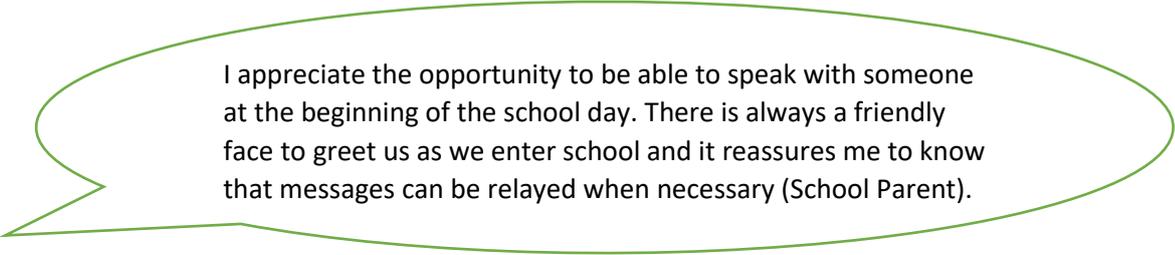
SEN Code of Practice, 2015

New Earswick Primary School encourages all parents to contribute to their children’s education. Every morning we meet and greet children and parents on the on playground between 8.40 and 8.50. This provides an opportunity to pass on information, ask questions or to make an appointment. Mrs Pennick is usually on the KS1 playground at the end of each day if you have a specific SEN concern or question.

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 and March each year and other opportunities are available by arrangement with class teachers.

For more regular information sharing, we are able to set up home-school communication books. These help parents to keep in touch with class teachers and ensure that we are working together to support children. We can also suggest activities and games that you can do with your children at home. Alternatively regular email/phone class can be arranged to facilitate the home-school partnership.

Through the Children’s Centre, the school hosts a number of Family Learning courses over the year, designed to help parents support their children in English or Maths.



I appreciate the opportunity to be able to speak with someone at the beginning of the school day. There is always a friendly face to greet us as we enter school and it reassures me to know that messages can be relayed when necessary (School Parent).

¹ Under section 576 of the Education Act 1996, we use the term 'parent' in this entire document to include any person who is not a parent of the child, but has parental responsibility or who cares for him or her. Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department designated by the order will have parental responsibility for that child.

How does New Earswick 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:

At this time, due to COVID restrictions you will need to make an appointment to see staff in school.

- 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 Pennick, 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 New Earswick Primary School supports my child?

You will know New Earswick Primary 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 and independently and collaboratively in the classroom;
- We listen to children's views and ask them about their strengths and interests, plus 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;
- Classroom environments are adjustable to meet the needs of individual children with regard to access, quiet areas, visual prompts, washing lines, etc. We also have

designated areas within school where specialist provision can be made available on a 1:1 or small group basis;

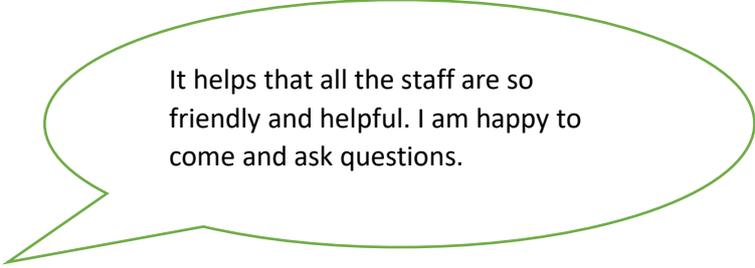
- If pupils require further support in a particular area, for example with phonics, numeracy or literacy skills, then they may be placed in small intervention groups led by either a teacher or teaching assistant. All interventions are regularly evaluated by those delivering them, the class teacher, and by the SENCO, to ascertain how effective they are and to inform future planning.
- Regular 'Pupil Progress' meetings are held between class teachers and the 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 may be produced to support communication between school, parents and the external partners. This document is known as a '**My Support Plan**'.
- 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 a '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 are evaluated on a regular basis using the model 'assess, plan, do, review'.
- We regularly review our provision and as training courses 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. *During this time, with COVID guidance in place, the following may apply:*
 - *Individual tasks to support your child may be put onto google classroom*
 - *Assessment is key in helping the staff in school working with your child to understand your child's needs and identify their gaps in learning.*
 - *During COVID times reviews of My Support Plans and Education, Health and Care Plans will continue, but they may be held over the telephone or virtually.*
 - *The government is committed to ensuring that for those children who need further support through an EHCP, will continue to be assessed within statutory time frames as far as possible.*

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 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 regular meetings involving parents, teachers and other professionals. Once a year, pupils are asked to prepare these meetings, including the theme and invitations. During the meeting, they are encouraged to make a presentation to share their views.

At this time of COVID you will need to make an appointment to talk to your child's class teacher. Parent's evenings may take the form of telephone or video consultations.



It helps that all the staff are so friendly and helpful. I am happy to come and ask questions.

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

Your child will be included because we:

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

There may be restrictions on activities outside the classroom and trips for all children following changing COVID guidance.

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, who are readily available for pupils who wish to discuss issues or concerns;
- □ur Parent Support Worker, who has responsibility for pastoral support and has time-tabled availability to work with individual children and their families. This may include sessions to help pupils with social, emotional and mental health difficulties.
- A school ELSA (Emotional Literacy Support Assistant) who meets regularly with individual children with family support and consent.



- 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;
- A lunchtime club 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.

All staff in school are aware that children may need additional support during the corona virus pandemic and are committed to provide this.

How does New Earswick Primary 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;
- Having a dedicated medical treatment room and hygiene suite are available if required;
- Ensuring key members of staff have first aid training, including paediatric first aid;
- Keeping our **Supporting Pupils with Medical Needs in School Policy'**, which includes managing medicines, up to date and available for inspection from the school office and on our website.

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

Many members of staff are trained in support programmes, as detailed in our **SEND Policy** which 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 Psychologist
- 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)

Outside agencies may have made changes to the way they work in school and be assessing children or providing support in different ways following their own COVID work procedures. We are committed to facilitating this in any way we are able.

How accessible is the school environment?



At New Earswick Primary School we are happy to discuss individual access requirements and adapt our Accessibility 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;
- Many doors are electronic;

- Accessible toilets are available;
- A hygiene suite, with hoists, is available; □□Sinks have adapted 'lever' type taps;
- We have a hearing loop system in the hall, plus two mobile systems;
- Soundfield systems, carpets and curtains support the acoustic environment in each classroom;
- Colour contrast décor supports people who are visually impaired;
- Braille and symbol signage provide support for people with visual or cognitive impairments;
- Doors are wheelchair accessible and accommodation can be tailored where feasible to meet specific needs;
- A lift is available for access to the first floor;
- Accessible parking bays are provided;
- We can access specialist equipment e.g. chairs if required.

There may be one-way systems in place around school which mean that children enter or leave school following a different route. If this is difficult, individual access arrangements can be made.



How will the school prepare and support my child to join New Earswick Primary 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 children;
- If appropriate, the SENCO may meet with parents before a child starts at New Earswick Primary 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 Parent Support Worker;
- 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 New Earswick 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. YILT (York Independent Travel) can become involved to rehearse

travelling to secondary so that Year 7 pupils can become more independent and not have to rely on taxis.

Transition arrangements may have to be amended following COVID guidance. Schools will work together to plan for a smooth transition.

What do I do if I have a complaint about my child's education at New Earswick Primary 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.

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

<u>Acronym</u>	<u>Full title</u>
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
TA
VI

Social Worker
Teaching Assistant
Visual Impairment