



# SEND ANNUAL INFORMATION REPORT

SEPTEMBER 2023

# SCHOOL'S CONTRIBUTION TO LOCAL OFFER

2023-2024

Statutory Information for the School's Website

This information is reviewed every year by the school's SENCO

## 1. The kinds of special educational needs for which provision is made at the school.

### **FAQ - "How does school know if children/young people need extra help and what should I do if I think my child may have special educational needs?"**

We are a mainstream school with a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Poppleton Ousebank, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. We regularly track pupils' progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we provide additional support in class or use specific interventions to target areas in which they are struggling.

Parents and carers may have their own concerns, as some pupils 'mask' their needs in school, displaying them in the security of their home. Parents may hear or experience other social interactions that raise questions and so sharing this information and working in partnership with school staff is important.

If a concern is raised, then class teachers would talk to you about your child's progress and suggest ways in which you could help at home. If difficulties persist, the SENCO may become involved. At this point, there may be a need for more specific assessments in school. The SENCO will discuss the next steps with you and your child.

Children who experience difficulties may fall into one (or more) of four broad areas:

*Cognition and Learning needs* – your child may have difficulty with:

- Some or all of the work in school;
- Making progress in reading, writing or maths;
- Understanding information;
- Remembering information;
- Dyslexia, dysgraphia or dyscalculia.

*Social, Emotional and Mental Health needs* – your child may have difficulty with:

- Organising themselves;
- Managing their behaviour;
- Making friends or relating to adults;
- Concentration and Attention;
- Coping with everyday life at school.

*Communication and Interaction needs* – your child may have difficulty with:

- Expressing themselves;
- Understanding others;
- Autistic Spectrum Condition

*Sensory, Physical or Medical needs* – your child may have difficulty with:

- Accessing the physical learning environment;
- Have hyper-sensitivity linked to sounds, smells, touches or sight.
- Self-care and independence;
- Hypermobility or developmental coordination disorder;
- Require assistance or medication.

Your child may require additional special educational provision in school if:

- They have a significantly greater difficulty in learning than the majority of other children of the same age *and/or*
- They have a disability which hinders them from making full use of educational facilities generally provided for other children of the same

## 2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

### FAQ - "How do you identify children with special educational needs?"

We use a range of school assessments to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school. Children with special educational needs are identified when, despite receiving adapted or scaffolded learning opportunities, they:

- Make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness.
- Show signs of difficulty in developing skills which result in poor attainment in some curriculum areas.
- Present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school.
- Have sensory or physical problems and continue to make little or no progress despite the provision of specialist equipment.
- Have a communication and/or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum.

The class teacher and SENCO will communicate closely to provide a targeted approach to supporting your child with any difficulties. Staff are trained to identify pupils who may have more specific needs (eg Dyslexia, Autistic Spectrum Difficulties). If required, after consultation with parents, school will seek to involve, and work in partnership with, other outside agencies (eg Speech and Language Therapists, Health Visitors, Educational Psychologist).

### [Special Educational Needs and Disability Policy](#)

## 3a. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans.

### FAQ - "How will you support my child?"

### FAQ - "How does the school know how effective its arrangements and provision for children with special educational needs are?"

If your child is identified as having SEND, in addition to in class support, we will provide additional support in areas such as reading, writing, spelling, maths, speech and language, socialising. If your child has an EHCP (Education Health Care Plan), we will put provision in place as outlined in that plan. Class teachers, working with the SENCO, monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEND. Local School Governors and Subject Leaders are also involved in this monitoring process.

We track the progress of all groups very closely. Teachers provide Teacher Assessment data termly and analyse the results to help them to alter provision to meet the needs of all groups. Children identified as requiring support which is greater than the majority of the class, will have a Learning Plan written by the class teacher which will be used to communicate targets and progress with pupils and parents. The SENCO monitors the impact of the support put in place and regularly reviews the school's 'Provision Map' which identifies how interventions and individual support is timetabled. The Learning Plan will also outline day-to-day strategies needed to support the child.

### **3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

#### **FAQ - "How will both you and I know how my child is doing and how will you help me to support my child's learning?"**

We meet with parents and pupils at least once a term to review targets, discuss next steps and amend provision if necessary. Some pupils may require a Learning Plan, a copy of which will be sent home. These targets will also be reviewed on a termly basis. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCo if they have any concerns. It may be desirable for a Home/School book to be initiated so that parents and teachers can make regular contact. We also hold workshops for all parents on a range of curriculum areas, including phonics, reading and maths strategies.

### **3c. The school's approach to teaching pupils with special educational needs;**

#### **FAQ - "What is your approach to individual learning?"**

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We scaffold the curriculum accordingly and consider the ability and different ways in which pupils learn. The SENCO has a strategic role in supporting class teachers to do this as effectively as they can. Teachers, Subject Leaders and the SENCO monitor pupils' books to see how effective these strategies are. We consider recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the curriculum offer, to enable the pupil to learn more effectively.

### **3d. How the school adapts the curriculum and learning environment for pupils with special educational needs;**

#### **FAQ - "How will the curriculum be matched to my child's/young person's needs?"**

All pupils at Poppleton Ousebank Primary School have access to a broad and balanced curriculum, receiving quality first teaching each day. Teaching approaches based on research support all learners and promote progress. Our aim is to support pupils to access the curriculum so that they can work independently. For some, this may mean additional small group work or one-to-one tutoring sessions to enable pupils to 'keep up'. All staff are trained to understand a broad range of special needs but also understand that no two children are the same, despite having the same condition or preferred way of learning. This means we adapt support as required to enable each child with SEND to access the curriculum and take part in classroom learning.

This may involve:

- The type and length of instructions we give
- Individualised targets to support personal progress for every child. Small group or individual support
- Additional resources such as 'Help packs', specialised workstations, ICT access, visual prompts, etc.
- Support to regulate their emotions and behaviour

We consult with outside agencies to ensure that the physical learning environment can be accessed by all. Where appropriate, children are supported by alternative resources and provision so that they can access the National Curriculum in the classroom with their peers. Where children are working significantly below age related expectations, individualised target work is set to ensure they make good progress alongside their peers. On occasions it may be necessary for a child to leave the classroom, either for a break or for tutoring - access to suitable areas within school including quiet areas and the playground is available.

The Accessibility and Equality Plan are regularly reviewed. We make suitable adjustments to the school building where possible and provide a range of additional resources for pupils with SEND (eg enlarged texts, reading books, maths equipment, ICT).

### 3e. Additional support for learning that is available to pupils with special educational needs;

#### FAQ - "How is the decision made about the type and how much support my child will receive?"

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, teaching assistants and/or the SENCO; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough support to help the pupil to become more independent with their learning, (but not to become reliant on support) so that they are ready for transition to the next educational setting.

### 3f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

#### FAQ - "How will my child be included in activities outside the classroom including trips?"

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and school leadership team monitors happiness and well-being. Where pupils are found to have needs around emotional and social development, provision is put in place to support (eg social communication groups, anger management, circle time) and progress monitored. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school. We have a medical safety policy and if your child has additional medical needs, we have protocols in school to manage such requirements. Your child's safety is of paramount importance to all staff in school. We have a safeguarding policy and all staff are regularly trained in looking for signs which indicate a concern.

### 4. In relation to mainstream settings and maintained nursery schools, the name and contact details of the SEND co-ordinator.

#### FAQ - "How will I be able to raise any concerns I may have?"

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENCO or Headteacher. The SENCO at Poppleton Ousebank is Mrs Carli Bean and she can be emailed on [senco@pop.hslt.academy](mailto:senco@pop.hslt.academy) .

**Poppleton Ousebank Primary School** Tel:01904 795930

**Primary SENDCo for Poppleton Ousebank Primary - Mrs Carli Bean**

[senco@pop.hslt.academy](mailto:senco@pop.hslt.academy)

**SEND Governor – Mr. Alan Park-** appointments to be made through school.

**Further information via our website**

[Poppleton Ousebank website](#)

**York County Council's Local Offer**

[York Local Offer for SEND](#)

**Independent Provider of Special Education Advice (IPSEA)**

[IPSEA](#)

## 5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

### **FAQ - "What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?"**

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. We have regular training in dyslexia, ASD, phonics, reading coaching, supporting pupils with mathematics. Part of the role of the SENCO is to identify what training is needed and to ensure that any specific requirements are met.

We work with a range of outside agencies to secure specialist expertise.

### **5b. The Staff at Poppleton Ousebank and how they're used to support children with SEND:**

At Poppleton Ousebank, class teachers are the leaders of SEND in the classroom and take responsibility for meeting the needs of all pupils each day. In addition, support staff deliver daily interventions and tutoring opportunities for pupils with SEND. Daily exchanges of information and quality assurance of tutoring and interventions ensure the quality provision. The SENCO provides a strategic role in allocating staff, resources and CPD as well as liaising with external agencies and ensuring that statutory regulations are met.

### 5c. Specific SEND Training Staff have received:

<p>Spring 21/22</p>	<p>Social Stories delivered by the EP</p> <p>Autism STT training</p> <p>Speech Therapist</p> <p>Socially Speaking intervention</p> <p>Inference Intervention</p> <p>Dyslexia Provision at POP</p> <p>Renfrew Word Finding and TALC assessments</p>	<p>POP Reception teaching staff and Lead Trust SENCO (SC)</p> <p>Modelling and Coaching for TAs</p> <p>Modelling and Coaching for TAs</p> <p>Year 4 TAs</p> <p>SLT Reading Leader</p> <p>All staff at POP</p> <p>Delivered by POP SENCO to SEN Guardian at POP (KH)</p>
<p>Summer Term 21/22</p>	<p>Developing Independence and Visual Supports</p> <p>Zones of Regulation training</p> <p>STT Autism</p>	<p>Delivered to teaching staff at Staff meeting 26.4.22 by the Autism Specialist teacher</p> <p>Delivered to TAs in KS2 by the Autism Practitioner</p>
<p>Autumn Term 22/23</p>	<p>Inclusive Practice in school</p> <p>Speech Therapy/Music Therapy</p> <p>Private Speech Therapist coaching</p> <p>NASENCO Course</p> <p>Inclusive Practice in the classroom through Whole School SEND</p> <p>EP Autism Coaching</p>	<p>Year 4 staff</p> <p>Delivered in September staff meeting by SENCO</p> <p>Nursery TA working 1:1 with two boys (one is EHCP)</p> <p>Supporting TAs working with children to receive Wave 3 intervention</p> <p>SENCO completed Days 1 and 2</p> <p>SENCO completed whole day and twilight sessions</p> <p>Year 5 TAs</p>

	STT Autism Coaching	Year 5 TAs
Summer 22/23	New SENCO introduction - outline of timetable of assessments and EHCP reviews for the term	Teachers
Autumn 23/24	INSET – SEND Code of Practice	All staff
	Supporting dyslexia in lessons	Delivered to Teachers by SENCO
	Provision planning	Delivered to Teachers by SENCO
	Learning Plan writing and implementation of targets	Delivered by Director of SEND

## 6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

### FAQ - “How accessible is the setting both indoors and outdoors?”

Accessibility of the school is reviewed annually as part of our Accessibility Plan. On site, we have a disabled toilet and ramps to some exits in the playground to make this area accessible.

## 7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

### FAQ - “How are parents involved in the setting? How can I get involved? Who can I contact for further information?”

We believe that it is of paramount importance to involve all parents in their child’s education. We hold parents’ evenings in the Autumn, and Spring terms and provide a comprehensive written report in the Summer Term. Additionally, we hold SEND review meetings termly for those pupils with additional or significant educational needs. These can be held with the class teacher, SENCO or both. We adopt a number of other strategies to communicate with parents depending on your availability; informal meetings with staff at the end of the school day, home-school diaries and phone call discussions.

## 8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

### FAQ - “How will my child’s views be listened to?”

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by pupil interviews and/or questionnaires. Pupils are encouraged to put themselves forward as Young Leaders, so they have the opportunity to be involved in contributing to the wider school community. We want pupils, from the early years, to be involved in the decision making process on a personal and whole school level. Pupils are involved in the setting of their targets and encouraged to reflect on these. Where children have a SEND Learning Plan or EHCP, these are reviewed in a pupil-centred review meeting.

## 9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

### FAQ - “What should I do if I have a complaint?”

We would encourage parents in the first instance to discuss their concerns with their child’s class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the



SENCO or Headteacher. If you feel that your concern remains unchanged, you should refer to The Trust Complaints Policy and Procedures for the next step.

[Complaints Policy and Procedures](#)

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

**FAQ - "Who else has a role in my child's education?"**

Governors are aware that in addition to teachers and teaching assistants, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEND. These include access to Health and Social Care Professionals, Voluntary organisations and Local Authority Support Services as detailed in question 5.

**11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

**FAQ - "What other support services are there who might help me and provide me with information and advice?"**

If you need support in finding an organisation or support service for your child, please contact Mrs Carli Bean at Poppleton Ousebank, who will be happy to help you navigate through the local offer. You may also find the SENDIASS useful.

[York SEND Information Advice Support Service](#)

**12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

**FAQ - "How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?"**

At Poppleton Ousebank, we have 'Change Up Day' that enables all pupils to meet the new teacher, hear about the following year's curriculum and share any concerns. We also create additional opportunities for pupils with SEND to become familiar with their teacher, their new classroom and entrance to school, and may also include creating 'social stories'.

We liaise with pre-school settings and Secondary Schools to ensure smooth and effective transition between settings. There are comprehensive transition arrangements in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEND staff who will be supporting children at their new setting.

**13. Information on where the local authority's local offer is published.**

**FAQ - "Where can I find the local authority's Local Offer?"**

We work closely with the local authority to ensure that our school offer of SEND complies with the new Code of Practice. The local authority's local offer can be found on their website.

[York Local Offer for SEND](#)

## 14. Pupil Progress

### **FAQ - “How much progress do children make if they are identified as having SEND at Poppleton Ousebank”**

We track pupils’ progress every lesson, providing feedback and marking pupils’ work. This supports professional judgements about how well pupils perform compared with Age-related expectations.

We recognise that there are variations between year groups but SEND pupils tend to make better progress the longer they are at our school and the older and more mature they are. We use our data tracking to identify underperforming pupils and to adjust our provision accordingly. Children at Poppleton Ousebank are expected to make excellent progress, whether or not they are identified as having SEND

## 15. Medical and Mental Health

### **FAQ - “How will my child be supported if they have a medical and/or mental health issue at Poppleton Ousebank?”**

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have special educational needs (SEN) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Equally, children’s mental health should be appropriately supported so that they can have full access to education. Children with SEND may also have mental health issues that require support from school as part of, or in addition to mainstream class provision.