



## Naburn CE Primary School – SEND report

Please also see the link below for the City of York website:  
<https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>

Requirement	Compliance and Provision
What are Special educational needs?	A child is considered to have special needs if either he/she has significantly greater difficulty in learning than the majority of children of the same age, or he/she has a disability (e.g. hearing or visual impairment) which makes it difficult to use the facilities generally provided in school.
Describe the kinds of special educational needs for which provision is made	<p>Each child with SEND is unique and their needs will be considered individually. However children’s needs broadly fall into four areas:</p> <p>(a) <b>Cognition and Learning needs</b> (including Specific Learning Difficulty, Moderate learning difficulties, dyslexia, dyspraxia or dyscalculia)</p> <p>(b) <b>Social, Emotional and Mental health</b> (including Attention Deficit disorder, Attention Deficit hyperactivity disorder, Attachment disorder)</p> <p>(c) <b>Communication and Interaction needs</b> (including difficulties communicating with others. Those with Autistic Spectrum Condition may display difficulties in this area)</p> <p>(d) <b>Sensory and/or physical needs</b> (including visual or hearing impairment).</p> <p>Provision is made for the support, wellbeing and progress of all children with additional needs. In addition to those identified as having SEND children support is also provided for children with English as an additional language and those in receipt of the Pupil Premium Grant.</p> <p>The school is fully accessible for wheelchairs.</p>
What should I do if I think my child might have special educational needs?	<p>The class teacher is the first point of contact. We operate an open door policy where teachers are ready to chat about any issues. A meeting can be arranged with the teacher where we will listen to and discuss your concerns. We know that we can draw on your experiences at home and together we can then build a better picture of the concerns and how to move forward.</p> <p>The SENDCO will then become involved to work with yourselves and staff to create a plan of action. We can then arrange for your child to be assessed either by ourselves or following a period of intervention, an external partner.</p> <p>We will support you through this process and review provision to find out what works best for your child.</p>
How will Naburn CE Primary support my child?	Step 1- Following identification, specific, measurable targets are identified and written, which will be monitored by the SENDCO. Carefully planned support is then given, which can be classroom based



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	<p>through differentiation of activity, support, resource, etc. They may also be taken out of the classroom to work individually or in a small group. This teaching is tailored to the children’s needs and planned in small steps as they progress.</p> <p>Step 2- If even with extra help, a child is still having difficulties and not making expected progress, the class teacher and SENDCo may, with your permission, ask for specialist help from outside the school. Some children are then referred to specialist support workers, such as Speech and Language, Health and Wellbeing Worker or Educational Psychologists who can offer further support to the child, school and family, creating a unified, supportive approach.</p> <p>Specialist equipment may be provided to help your child further, for example a coloured overlay for reading, a writing slope or a pencil grip. If necessary, on-going help and advice from the support agency may then form part of a <b>My Support Plan</b>.</p> <p>Step 3-A small number of children may need more support than this and the Educational Psychologist may advise us to refer him/her for Statutory Assessment. The Local Authority will then carry out a detailed assessment in order to see if an Education and Health Care Plan (EHCP) is necessary. An EHCP is a legal document, which sets out the child’s needs and the special help that he/she should have. This plan is a multi-agency approach to supporting your child to make progress. This is only necessary where there is a level of need that goes beyond what is normally provided by the school and the normal support agencies. An EHCP is reviewed annually.</p> <p>Regular Pupil Progress meetings are held between teachers and the Head teacher and targets and progress will be discussed then, so informing future plans and provision.</p>
Who is the SEND Coordinator (SENDCO)?	Lisa Solanki and Jonathan Green (Headteacher)
Who is the SEND Governor?	Anne Clark
Arrangements For The Admission Of Pupils With Disabilities	<p>Children are admitted to Naburn Church of England Primary School according to the City of York Admissions Policy. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. The school complies fully with the Equality Act 2010 and the School Admissions Code 2021 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.</p> <p>Parents of children with disabilities are advised to speak to us prior to admission to discuss any reasonable adjustments required so that we can plan accordingly.</p>



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<p>How does Naburn CE Primary adapt the learning environment for pupils with special educational needs?</p>	<p>Classroom displays ensure prompts are available to support learning, such as key words, alphabet strips or number bonds,          Table top resources encourage independent learning such as alternative forms of recording, coloured overlays.          Flexible grouping, including small group working.          Additional ramps, a hygiene suite and lift were added to the school building in 2009          We are happy to discuss individual access requirements and adapt our Access Plan as required so that it meets the needs of all our children.          At present in school we have:          Access ramps to doors          Wheelchair accessible doors          Most classes on ground level, with a lift to first floor Y5/6 classroom          1 disabled toilet/hygiene suite          Carpeted rooms to reduce noise for the hearing impaired          Provision of a translation service for parents whose first language is not English</p>
<p>Describe activities that are available to children with special educational needs in addition to the curriculum</p>	<p>A range of extra-curricular lunch and after school activities is available for all pupils in school.          All activities and trips are made as inclusive as possible and available to all children.          A risk assessment is carried out before each trip and adjustments made as necessary, for extra adult support</p>
<p>What support is available for improving my child's social and emotional development?</p>	<p>Small school, family atmosphere          Core Christian values at the heart of all we do (compassion, perseverance and trust)          School Council          Y6 buddies for Reception children          School Nurse          Midday supervisors are available throughout the lunch hour to offer support as needed          Support from CYC Health and Wellbeing Service as needed</p>
<p>What if my child has medical needs?</p>	<p>A detailed care plan is drawn up (with support from other agencies as needed) and made available to all staff who are involved with the pupil.          The school lunch provider is made aware of medical and dietary needs.          Staff are trained regularly e.g. Epipen training and First Aid.          Mr Green, Mrs Atkinson, Mrs Coultas, Mrs Mann, Mrs Rotchell and Miss Brett are all Paediatric first aid trained along with our MSA's Mrs Bradshaw and Mrs Russell-Ascough.          Medicines can be administered in school, if necessary, but only when, after a discussion with parents, a written medicine consent form is signed by the parent, to ensure the safety of the pupil and staff (in accordance with School Policy).</p>



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<p>What specialist agencies are available to school?</p>	<p>School can access a range of specialist help, some through the LA and some through the Cluster. Example are as follows:            Educational psychologist            Speech and Language support (SALT)            Specialist teaching team for Autism, Hearing needs, visual needs, physical needs            CAMHS (Child and Adult Mental Health Services)            Social Services            York District Hospital (paediatricians)            School Nurse/Healthy child team            ERP (Enhanced Resource Provision at St Oswald's, Haxby Road)            Behaviour support            Health and Wellbeing Officer            SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)            Individual children may also be referred through their GP.</p>
<p>How are children supported at times of transition?</p>	<p>Records and other communications are transferred from school to school prior to a child leaving or joining.            Visits are made to local nurseries and transition days are planned for new starters.            Transition to local secondary schools is carefully planned, with teachers from the secondary school visiting to meet the children and visits to the school planned also.            SENDCO meetings between staff are also planned as part of the transition to secondary school. Visits can also be planned and transport practice arranged through the Transport Officer if a child has particular worries about moving up.            The Head teacher is always available to chat through any worries.</p>
<p>What if you have a complaint?</p>	<p>We hope that we can all work together to see your child make good progress. If however you have a complaint about the way we have supported and helped your child, the following steps should be taken:            1. Discuss the matter with the class teacher and/or the SENDCo.            2. If the problem is not resolved arrange a meeting with Jonathan Green the Head Teacher. It may be appropriate for others to be involved in the meeting (e.g. the class teacher, SENDCo or Educational Psychologist). You can also speak with the SEN Governor, Anne Clarke. We will make every effort to resolve the matter in school.            3. If the problem still remains unresolved you can meet with a representative of the Local Authority.</p>

To be reviewed September 2023