

Dunnington CE Primary School

SEND information report 2024-25

What is the SEND information report?

The Special Educational Needs and Disabilities (SEND) report contains information about services provided by Dunnington Primary School for children with SEND. Since 2014 schools are required to publish this information on their website with the intention of offering choice and transparency for families. This report may be read in conjunction with City of York's Local Offer which can be accessed on the City of York website or clicking on this link:

<https://www.yorksend.org>

Mrs Edwina Subritzky is the Special Educational Needs & Disabilities Coordinator (SENDCo) at Dunnington Primary School and if you have any concerns about SEND she can be contacted on 01904 552910 or by emailing Edwina.Subritzky@Dunnington.yorkschoools.net The governor for SEND is **Mrs Ros Williams** who can be contacted via the school office.

Support for your child at Dunnington Primary School

At Dunnington Primary School we embrace the fact that every child is an individual and the educational needs of every child are different. We aim to nurture and support every pupil to achieve their full potential; all children receive quality first teaching and every teacher at Dunnington is a teacher of special needs. Some children may need additional support for some or all of their time at school to help them achieve their best. This report outlines the type of support we offer at Dunnington, how we can help if your child has additional needs and how to access this support.

A child is considered to have special needs if they have learning and/or physical disabilities which make it significantly harder for them to learn than most children of their age. Children with special educational needs or a disability (SEND) will need to be provided with help that is extra, or in some way different from most children, in order for them to make progress.

Following consultation with parents/carers, children who are identified as having special educational needs may be put on our Special Educational Needs and Disabilities register. This ensures that all staff are aware of their needs and arrangements can be made or additional resources accessed to support their learning. Children on our SEND register may have an Individual Education Plan (IEP), a My Support Plan (MSP) or an Education and Health Care Plan (EHCP) depending on their level of need. In all cases we work closely with parents/carers in decisions made about how the child's needs are met. The relationship between school and parents is important and parents/carers are invited to review progress and be involved in the target setting process.

How do we identify what additional needs your child has?

If a teacher thinks a child may not be making their age expected progress and consider this may be because of a Special Educational Need, they will discuss their concerns with our Special Educational Needs Coordinator (SENDCo). The SENDCo and teacher may then carry out observations, assessments or screening tests over a period of time to gather further information in order to establish the nature of the problem. This information can then be used to put appropriate support in place to support the pupil's learning.

If a child has been identified as having SEND before they started at Dunnington we will use the information from their previous school to identify how we can meet their needs with us.

If parents think their child has a special educational need you can discuss this with your child's class teacher. We will observe your child closely and assess what may be the cause of their difficulty. If necessary, with your consent, school may ask for help to assess your child from a professional such as a Speech and Language therapist or an Educational Psychologist. This would only happen with your agreement and you will be kept fully informed of their findings and recommendations.

My child and I, as the parent, have always been well supported by the school. (Parent of Year 6 pupil)

Categories of Special Educational Needs and Disabilities

There are four broad areas of Special Educational Need:

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| Cognition and Learning <ul style="list-style-type: none">• Slow progress in reading, writing and spelling, including Dyslexia• Slow progress in maths• Difficulty understanding spoken information• Difficulty with concentration and attention | Social, Emotional and Mental Health <ul style="list-style-type: none">• Difficulty making friends or relating to adults• Difficulty regulating their behaviour and emotions• Difficulty with anxiety |
| Communication and interaction <ul style="list-style-type: none">• Difficulty expressing themselves• Difficulty understanding others• Speech impairments | Sensory, physical or medical needs <ul style="list-style-type: none">• Hearing impairment• Vision impairment• Other physical or medical needs |

Some children may have difficulties in more than one area leading to more complex needs. In this instance there will usually be a multi-agency approach using the support and advice of a range of professionals. Working with parents/carers, staff and the pupil, we would then create a My Support Plan (MSP) to coordinate the views and advice of all those working with the child. If a child has more complex or severe needs we may suggest asking the Local Authority for an Education, Health and Care Needs Assessment. This is a Statutory Assessment that may lead to an Education, Health and Care Plan (EHCP) if your child has significant special needs that require additional resources beyond SEN Support.

How will my child with SEND be supported at Dunnington?

Our teachers use a range of teaching styles and approaches to ensure that learning objectives and individual needs are met, this is referred to as 'quality first teaching'. During lessons children have access to various types of support such as:

- Additional support in class from a Teaching Assistant
- Differentiated work tailored to the child's needs
- Working in a small group or intervention out of class
- Access to specific resources such as a laptop, workstation or visual support
- Support during playtime and lunchtime with social situations
- Emotional and pastoral support from our Emotional Literacy Support Assistants (ELSAs)

If pupils take part in an intervention programme to focus on the development of specific skills it will be run by a member of staff outside of the main classroom. The staff member will keep records of progress and report back to the class teacher. The SENDCo will monitor the effectiveness of the intervention and provide ongoing advice and support to the class teacher and teaching assistant.

How accessible is the school environment?

The building is fully accessible by ramp or steps. Disabled parking bays are provided at the front entrance car park. The main entrance has wide doors that are operated electronically. Signs are in place throughout the building. Emergency routes are clearly marked. There are disabled toilet facilities next to the Medical room. All classrooms are fitted with blinds to reduce glare. School can access specialist equipment if required.

If your child has specific access requirements we will be pleased to discuss this with you.

What support services are available?

School can access range of services if specialist advice is needed to support your child. These include:

Educational Psychologist

Speech and Language Therapist

Specialist teachers for autistic spectrum, hearing impaired, visually impaired, physical or medical difficulties

Specialist teachers and teaching assistants from Enhanced Resource Provision (ERP) for Speech and Language, Dyslexia and Behaviour Support

Child and Adolescent Mental Health Service (CAMHS)

School Wellbeing Worker

Local Area team

Children's Services

School Nurse

Those children with more complex needs may have a My Support Plan or an Education, Health and Care Plan which focuses on what is important to the child and parents. This may involve a multi-agency approach using one or more of the services above.

What emotional well-being support do we offer?

Here at Dunnington social and emotional well-being of all pupils is very important to us and we have a trained Emotional Literacy Support Assistant (ELSA) in school. Our ELSA can work 1:1 with children or in small groups on a variety of subjects including emotions, self-esteem, self-regulation, friendships and resilience. We have access to support from our School Well-being Worker who can provide emotional and mental health advice. They can also be a point of contact between school and Child and Adolescent Mental Health Services (CAMHS).

What if my child has more complex needs?

If your child has more complex or severe needs we may suggest asking the Local Authority for an Education, Health and Care Needs Assessment. This is a statutory assessment that may lead to an Education, Health and Care Plan (EHCP) if your child has significant needs that require additional resources beyond SEN school support. If your child's needs can be met through SEN support this will continue to be coordinated through a My Support Plan (MSP) or a My Agreed Outcomes (MAO) plan.

The EHCP, MSP and MAO are all comprehensive documents that aim to coordinate your child's needs. Regular consultation with parents/carers, the pupil, teachers and other specialist professionals keep the pupil's voice at the heart of the decision making process.

How is progress assessed and reviewed?

At Dunnington we assess and review the progress of all pupils with the aim of ensuring every child reaches their full potential. Teachers use information from their tracking of children's progress to ensure all children are making progress at their level. Senior leadership also check the progress of pupils and discuss how to make sure every pupil is on track to achieve their best.

Alongside this, teachers of children with SEND review personal targets that are in the child's IEP, MSP or EHCP. If your child has 1:1 support at Dunnington the Teaching Assistant will work very closely with the class teacher in discussing targets and progress made. The SENDCo also closely monitors progress of all children with SEND and will liaise with class teachers, teaching assistants and outside professionals to make sure your child's needs are met. Children with a MSP or EHCP will have an annual review to assess progress, review their needs and provision and to set new targets.

Ofsted Report 2022

"The needs of pupils with SEND are identified by the special educational needs coordinator (SENCo) and shared with staff. The SENCo writes profiles for pupils with SEND. Teachers use this information well to support pupils with SEND during lessons and at other times of the day. For example, for some pupils, teachers share important information with lunchtime staff. In lessons, skilled staff break down learning into the smallest steps. This is helping pupils with SEND to make good progress."