

Enjoying Excellent Education



Special Educational Needs at Dringhouses Primary School 2022



At Dringhouses Primary School we are committed to ensuring that every child achieves his or her potential. Sometimes children need extra support to learn and show what they know.

This booklet is to inform you of the types of support you can expect at Dringhouses Primary School. It will also help you understand who can help and how this support can be accessed.



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We use interactive and real life resources wherever possible to help make learning more concrete.

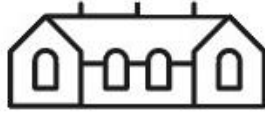


Our children receive a broad and balanced curriculum that plays to their strengths and offers activities they enjoy to encourage imagination and creativity.



At Dringhouses a range of teaching styles and approaches are used to ensure your 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 a learning partner, in mixed ability pairs, collaborative small groups, in a one to one situation with a teacher or teaching assistant and independently all in the classroom setting.



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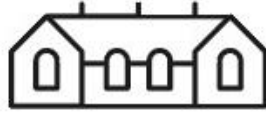


Mixed ability pairings give children confidence, enable communication skills, support empathy and reinforce friendships.

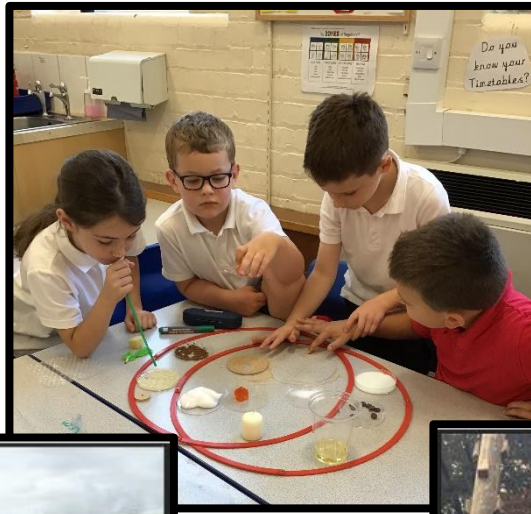
Small groups and individuals can also be supported by the teacher or a teaching assistant.



Equality of opportunity is foremost in our approach and all children are offered a range of different experiences to promote learning and enhance their development.

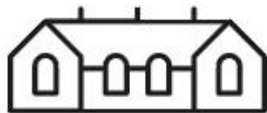


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Right from the first days in the foundation stage we foster a 'can do' attitude, promoting a 'Growth Mindset', to encourage our pupils to try again when at first they may not succeed.

A fail is not a failure - it is a 'FIRST ATTEMPT IN LEARNING'



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How we identify Special Educational Needs and Disabilities (SEND)

Teachers carry out various assessments and checks to ensure children are making progress on a regular basis. If the teacher thinks that your child may not be making the same progress as other children and/or is falling behind the expected level for his/her age, then your child may be considered to have a Special Educational Need.

At Dringhouses, progress by the children is closely monitored and reviewed regularly by the Senior Leadership Team, at which time the teacher may adjust provision to meet identified needs. If your child continues to have difficulties, or has a level of difficulty when they join us, he/she may be placed on the SEN (special educational needs) register. You will be fully informed of this process and be able to discuss with teachers any worries or concerns you may have.

As a guide teachers and the SENCo will use the City of York Special Educational Needs Banding threshold document. This document shares good practices and entitlement across all areas of need. They ensure clarity, consistency and transparency for schools, parents and practitioners, the Education, Health and Care Plan panel and equitable use of finite resources. A link to the banding thresholds can be found through the York Local Offer www.york-ok.org.uk/localoffer

Approximately 1 in 5 children will have special educational needs or disability (SEND) at some time during their school career.

If you feel your child is experiencing difficulties or has SEND, please discuss this with the class teacher. The teacher will observe your child closely and assess his/her needs. The teacher will then discuss with you what has been found out and what should be done next.

Physical Access

The school is very accessible to all users, being on the ground floor with no steps or stairs. There is an accessible toilet and hygiene facilities with shower. A portable Soundfield system is available for children with hearing impairments.

Emergency evacuation system has both visual and auditory components.

More access information can be found on the Dringhouses School website – policies – accessibility policy.



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Categories of Special Educational Needs & Disability

Children's difficulties may fall into one or more of the following four areas:

Communication and interaction

- Expressing themselves
- Understanding others
- ASC, including Asperger's Syndrome and Autism
- ADHD

Cognition and learning

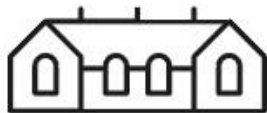
- Some or all of the work in school
- Making progress in reading, writing, or maths
- Understanding information
- Concentration and Attention
- Dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health difficulties

- Organising themselves
- Managing their behaviour
- Making friends and relating to adults

Sensory, physical or medical needs

- Vision impairment
- Hearing impairment
- Multi sensory impairment
- Physical disability



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How do we involve pupils and their parents/carers?

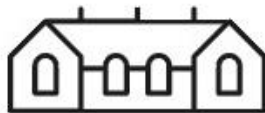
Parents are involved every step of the way, after all you know your child best. We find a good relationship with parents helps enormously in providing the best care and support for your child. Parents can expect to be involved in assessment of SEND and will be invited regularly to review progress, in addition to a bi-annual parents' meeting. We operate an open door policy and foster an ethos of "no matter too small!"

Each year parents and carers are invited to share their views about the SEN at Dringhouses and have a voice in the review and writing of this document.

"My child loves learning through topics. He has really enjoyed the work he's done about France and is fascinated with speaking in a different language"

"I always feel reassured; the teachers are eager to help with concerns"

Arrangements for my son, like standing first in line and the excellent extra support at key times, have been beneficial and he is a happier boy.



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What OFSTED say about us.

‘Disadvantaged pupils, disabled pupils and those with special educational needs benefit from effective support which enables them to achieve well across the school.’

‘Disabled pupils and those with special educational needs make good progress from their various starting points. Any underachievement is identified and additional support is put into place to ensure that the differing needs of pupils are met. Documentation is of the highest quality and the school website contains easily accessible information for parents.’

Adapting the curriculum to meet the needs of our children with SEN

All staff have training in different approaches to teaching and learning, allowing them to adapt the curriculum and teaching styles to best suit your child.

These areas include, Dyslexia, Autistic spectrum condition, speech, language and communication needs, behaviour and emotional difficulties, visual and hearing impairments and physical and medical difficulties.

We may put in place one or more of the following:-

- Extra help from a teaching assistant in a small group or one to one.
- Resources such as privacy boards, ear defenders, slanted writing boards, ICT access, coloured paper and overlays and pencil grips.
- Work Stations that include specifically tailored work for your child.
- Targets set for your child in an Individual Educational Plan or Support Plan.
- Emotional or pastoral support from the Emotional Literacy Support Assistant (ELSA).

Each classroom is equipped with an additional support resource box filled with resources that children can try if they feel they need to.

I use my pen and writing slope they help me.

“I like my ear defenders because they block a bit of noise out”

Assessment of provision is carried out routinely and your child’s views (pupil voice) will be heard when making decisions, along with those from teachers, families and other professionals.



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What if my child has more complex needs?

If your child experiences more complex needs, then school will put into place a My Support Plan, which outlines support needed for your child to make progress. This may or not lead to a request for Statutory Assessment from the Local Authority. This means the Local Authority is able to support your child and the school with an even more bespoke package, which may include specialised equipment, money, time or specialised support. The My Support Plan then become a legal document called an Education, Health and Care plan (EHCP).

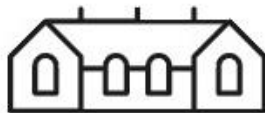


One of our pupils reading aloud in World book day assembly. Targets from her EHCP have enable her to become confident, resilient and proud of her achievements. She has since moved onto to secondary school, where she has settled well and is doing brilliantly.

How my Child's progress is reviewed?

All children's progress is monitored regularly, using detailed information from assessments and tracking, which ensures all children are making progress at their level. Teachers meet with the school's Senior Leadership Team on a termly basis to discuss what is going well and how to improve provision.

For children with SEND, teachers review personal targets termly and discuss these with parents at parent meetings and or SEN support review meetings.



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Who is responsible for providing for my child's needs?

All the staff at Dringhouses Primary School are experienced and highly trained to meet everyone's needs. The class teachers have ultimate responsibility and are always available for you to discuss any questions or concerns you may have about your child. Feel free to make an appointment— no issue is too small!

“If ever I have a concern it is always dealt with quickly. The school's open door policy means I always feel welcome”

Our SENCo, Mrs Murray, oversees the provision for any children with SEND and will liaise with you, the class teacher, teaching assistants and any other professional, to make sure your child receives the right individual provision.

Targets for your child will be set termly and reviewed as often as needed.

Classroom teaching assistants work closely with the teachers to implement these targets, working with your child in the classroom or sometimes as part of a small group outside of the classroom.

Our School Governors take a great interest in the running of SEND provision and regularly liaise with the SENCo. Our Governor for SEND is Mrs Vaunda Powell.

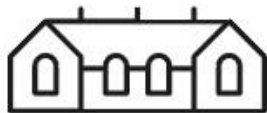
You can access further support and information via our website:

www.dringhouses.york.sch.uk

You can also find out about York's Local offer at

<http://www.yor-ok.org.uk/local offer>





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Key information about interventions, resources, and training.

Interventions

Classroom interventions include many different children at different times.

Keep up Pupils who have not fully understood the morning's objectives are given one to one or small group intervention. This is a same day intervention and can be anyone in the class.

Secret Phonics 5-10 minutes a day recapping phonic sounds.

Secret Maths 5-10 minutes a day recapping numbers, number order and calculations.

Reading Everyday Allows children who need it to read every day.

Precision Teaching A method of planning a teaching programme to meet the needs of an individual child who is experiencing difficulty with acquiring or maintaining some skills. It has an inbuilt monitoring function and is basically a means of evaluating the effectiveness of what is being taught.

Interventions run by a TA that are run in school time.

SALT Speech and language support focusing on targets given to children who access speech and language support from a specialist teacher.

Talk Boost A structured and robustly evidenced programme for Foundation Stage and KS1 that can boost a child's communication by an average of 18 months after ten weeks of intervention.

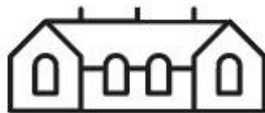
Time to Talk A programme to develop oral and social interaction skills for Reception/KS1.

Socially Speaking A programme to develop oral and social interaction skills for KS2.

ELSA groups and support Nurture groups designed to help children communicate when they find socialising difficult and giving children time to talk about the things that maybe worrying them outside of school.

Reading Inference Enables children to understand texts and allows them to understand deeper themes running through the books they read.

Read, Write Inc Gives a fresh look at phonics, reading and writing.



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Lunch Time Nurture Club A club to help children cope with social interaction and make new friends. Children are invited to join this group, however it is appreciated that they may wish to come when they feel they need to.

LEGO communication club Helps children to learn to communicate with their peers, make friends and have confidence in their ability to talk to others.

Who's who

Sometimes the SENCo will invite agencies to support your child.

Educational Psychology

Educational Psychologist—Danielle Hoyle

The Educational Psychology Service provides core Local Authority services to schools and settings using a time allocation model.

Specialist Teaching Team

The specialist teaching team offer support for children and young people and their families through provision of specialist assessment, advice, teaching and supporting and developing practice.

Expertise is available from

[deaf and hearing support](#)

[vision support](#)

[Autism support](#)

[physical disability health needs support](#), (including Limetrees Teaching Team and Hospital and Home teaching team)

They support children and young people and their families with My Support Plans (MSP) and Education, Health and Care plans (EHCP).

School well being service

Wellbeing worker—Kathy Jones

This service aims to strengthen and improve the emotional and mental health support arrangements for children and young people in school settings.



The staff at Dringhouses have benefitted from many training opportunities and courses keeping them up to date with SEND.

Tourette's - Tourette's Action

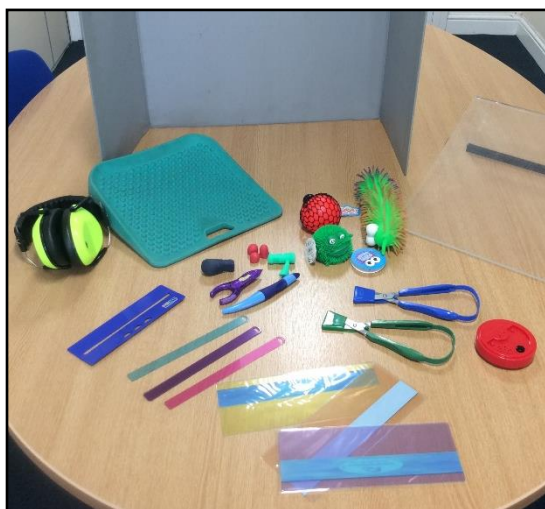
Attachment - Education Psychologist

Supporting children with Autism - Specialist teachers

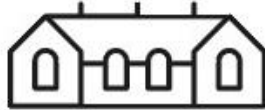
Supporting Dyslexia in the classroom - Kathrin Tracey Dyslexia tutor

Pupils at Dringhouses have access to a range of resources to support with learning, for example:

Sit and wobble cushions, writing slopes, finger grips, adapted pencils and pens, weighted cushions, ear defenders, privacy boards, Clicker 7 (word processing), talking tins, fiddle toys, reading overlays, rulers and coloured paper and busy finger activities.



If you would like to find out more about our school and our SEND offer please contact the Head Teacher or SENCo at Dringhouses.primary@york.gov.uk



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Top tips for parents

- Don't be afraid to ask for help.
- Don't feel worried about speaking to someone.
- Write down what you want to say; this ensures you won't forget anything.
- Be patient, change takes time.

Useful resources and websites

Local information for families

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

Make days out easier to access visit

<http://www.mymaxcard.co.uk>

Maxcard offers discounts on many attractions across the region. Visit the site and apply for a card today!

Support with language and communication needs

<https://www.ican.org.uk/>

York family information service

<http://www.yor-ok.org.uk/family-information-service.htm>

Support for Autism

<https://www.autism.org.uk/services/community/family-support.aspx>

If you have any questions please contact the SENCo

hello@dringhouses.co.uk