

## *Special Educational Needs at Dringhouses Primary School*



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



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

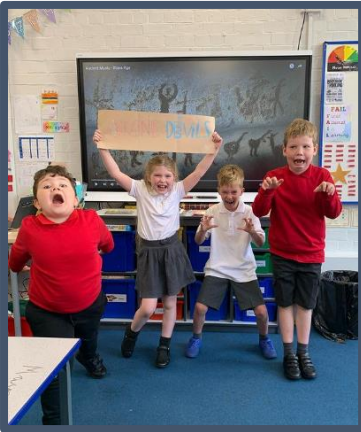


This booklet will explain the provision that can be expected at Dringhouses Primary School and help you to understand who can help and how the support can be accessed.

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.



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





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.



Right from the first days in the foundation stage we foster a 'can do' attitude, promoting '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'





## **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 their 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, they 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 <https://www.yorksend.org/>

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

If you currently have concerns of your own about your child's progress please fill out the a parent concern form following this link.

[https://docs.google.com/forms/d/1nK9AhCoBTL5NmRk98HOpC1\\_f641E7Cr4rmf68c4I-18/edit](https://docs.google.com/forms/d/1nK9AhCoBTL5NmRk98HOpC1_f641E7Cr4rmf68c4I-18/edit)

### **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 a 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.



## 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



## 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.

We also run half termly neurodiversity and well-being parent drop in sessions. These sessions are open to all parents and carers and are a good opportunity to chat with other parents, get and share information and have the chance to listen to specialist SEND guest speakers from around the York area. Recent guests have been a representative from The City of York Council, a representative from CAMHs, OT4me and The Parent Carer Forum.



### What OFSTED say about us.

Dringhouses Primary School had an OFSTED inspection in November 2022 finding the school to be GOOD in all areas. OFSTED stated that

‘The curriculum organisation and delivery supports pupils with special educational needs and/or disabilities (SEND) to learn and develop independence. Teachers provide pupils with SEND with individual provision, where appropriate. Pupils with SEND have the time they need to master the basics before moving on to more complex tasks.’

### 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, technology, coloured paper and overlays and pencil grips.
- Work Stations that include specifically tailored work for your child to support independence
- Targets set for your child in a pupil passport or in an EHCP - Education, Health and Care plan
- Emotional or pastoral support from the Emotional Literacy support assistant (ELSA).

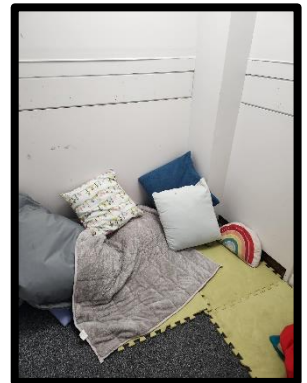
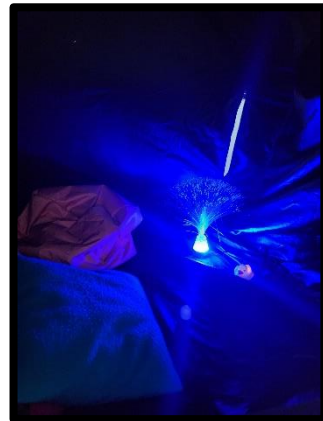
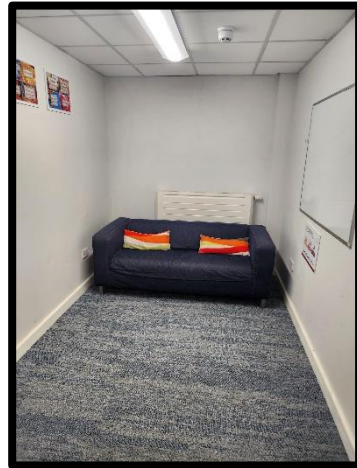
I use my pen and writing slope they help me.

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

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



Within school there are several break out spaces for small group and independent working. These spaces are flexible and can be used as a calm space for regulation as well as for curriculum working.



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.

### **What if my child has more complex needs?**

If your child experiences more complex needs, additional support from outside of school will be sought after to help support their needs. This is normally accessed through York's Learning support hub. The Learning Support Hub is the process whereby schools and settings can request either learning support for a specific child or young person (Targeted Support) or for staff training, group learning or guidance (Universal Offer).

With more complex needs a request for Statutory Assessment from the Local Authority will be applied for. 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. This is called an Education, Health and Care plan (EHCP). More information about this can be found by following this link.

<https://www.yorksend.org/support-parent-family/resources-parent-carers>





One of our pupils on the giant swing at PGL. Targets from her EHCP have enable her to become confident, resilient and proud of her achievements.

### **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. 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 termly personalised targets and discuss these with parents at parent meetings and or SEN support review meetings. At these point your child's pupil passport will be discussed and updated. For children with EHC plans progress is also reviewed termly with an annual review being held once a year to update the Local Authority leading to either an update of the EHC plan or the plan remaining as it is.

### **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 Mr Dave Hardcastle

You can access further support and information via our website:

[www.dringhouses.york.sch.uk](http://www.dringhouses.york.sch.uk)

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

<https://www.yorksend.org/>



## **Key information about interventions, resources, and training.**

**Keep up** Pupils who have not fully understood the mornings 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** 5-10minutes a day recapping phonic sounds.

**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.

**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 KS 2.

**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.

**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.

**Sensory Circuits** Sensory circuits are alerting, physical and calming activities for regulation.



## **Who's who**



**Dringhouses Primary School SENCo**

**Sarah Murray**

**Dringhouses Primary School SEN Governor**

**Dave Hardcastle**

**Dringhouses Primary School ELSA**



**Laura McFarland**



**Jackie Banks**

**Educational Psychology**

Educational Psychologist—Emma Truelove

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



**School Well Being Team**

The School Wellbeing Service (SWS) is a school based early intervention mental health support service. It is jointly funded by health, the local authority and schools

**Kathy Jones**





## **Specialist Teaching Team accessed through the Learning support Hub**

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)

## **Training**

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

Epilepsy training from the specialist nurses

Tourette's - Tourette's Action

Working memory - Education Psychologist

Attachment - Education Psychologist

Supporting children with complex needs - Specialist teachers

Supporting children with Autism - Specialist teachers

Supporting Dyslexia in the classroom - Kathrin Treacy Dyslexia tutor



## 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

<https://www.yorksend.org/>

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

<https://www.raiseyork.co.uk/york-family-information-service>

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**