



'Me in Virtute'

SEND Information Report
For
Airmyn Park Primary School
a part of Edukos Trust

Covering the period:
Academic year 2024 – 2025



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Name and Title of Author: Joanne Bloxam

Name of Responsible Committee: Local Governing Body

Trade Union Representative Approval:

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Target Audience: All Key Stakeholders

Related Documents: Inclusion and Protected Characteristics Policy

References:

Revision History

Version	Date	Summary of Revision	Revision Author
2	November 2022	Updated onto trust proforma, Governor details updated	JB
3	October 2023	Training updated	JB
4	October 2024	Slight amendments/updates. Training updated	JB

Policy Statement

At Airmyn Park Primary School we believe that all pupils should have the opportunity to learn and develop, regardless of any special educational need or disability.

Me in Virtue.

Purpose

The **SEND** Information Report includes information on identifying, assessing and making provision for pupils with **SEN** and the admission of disabled pupils at Airmyn Park Primary School.

Scope

This report applies to all key stakeholders.

Responsibilities

The **Local Governing Board** is responsible for monitoring the effectiveness of this report, ensuring that a consistent approach to the provision for children with **SEND** is applied in the school.

The **Head of School** and **SENDCo** are responsible for ensuring that this report reflects provision at Airmyn Park Primary School.

Equality and Diversity

Airmyn Park Primary School is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines.
- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g., age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).
- Delivering high quality teaching and services that meet the diverse needs of its children and its workforce, ensuring that no individual or group is disadvantaged.

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

Airmyn Park Primary School is a fully inclusive mainstream primary school catering for children from 4–11 year of age. We believe that every child, regardless of any additional needs has the right to a broad and balanced curriculum. We believe that all children should be given the opportunity to achieve their full potential and aim to provide a supportive and nurturing environment with high expectations for all. We believe in providing a platform for all pupils to grow equally in their confidence, social interactions and educational progress and feel that we are able to provide for pupils of all abilities and special needs within the class setting. We have successfully supported children with ADHD, Autism, hearing and visual impairments, physical difficulties, social and emotional challenges and cognitive difficulties, as well as with a range of medical conditions.

Our vision statement is:

‘Me in Virtue’ which is Latin and stands for ‘Power in me’.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school’s policies for the identification and assessment of pupils with special educational needs.

How does the 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 believe that the teaching of SEND pupils begins with the teacher in the classroom and through our rigorous monitoring, assessment and tracking we are able to provide for pupils of all abilities within the class setting.

- Our termly tracking system ensures we are up to date with the progress of pupils and that we can identify and monitor early any pupils who are making slow progress towards their targets or who are attaining below what is expected for their age. Pupil progress discussions take place, after data has been collected, between the class teacher, SENDCo and Head of School.
- Decisions about provision are discussed, reviewed and updated to ensure that planning, support and interventions are tailored specifically to the individual.
- If it is felt that further testing or a referral to an outside agency would benefit the individual this is also discussed and followed up by the SENDCo. If we feel that advice from another agency would be helpful in better understanding your child’s needs, we will consult with you first and gain your consent. There is more information on the agencies that we work with in section 10.
- The social and emotional needs of pupils are regularly discussed at staff meetings and the SENDCo provides a supportive and advisory role to class teachers and support staff in school.

- If a class teacher or teaching assistant has a concern about a child, they do not need to wait for this time. At any time, they can alert the SENDCo who will work with the teaching team, you, the child and where relevant, outside agencies, to identify any issues and deal with them as quickly and effectively as possible.
- If you are worried that your child may have any Special Educational Needs or Disabilities, you are encouraged to speak to the class teacher or to contact the SENDCo. If we have any concerns, we will contact you.

More information on this can be found in the trust's Inclusion and Protected Characteristic Policy which is on the school website.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including –

(a) How the school evaluates the effectiveness of its provision for such pupils;

- Children identified as having a special educational need, have a 'termly support plan' meeting. These involve parents, class teacher and SENDCo (if needed). The pupil is also welcomed to join these meetings and their views are always obtained before the meetings. These meetings give all parties a chance to celebrate positive achievements, progress towards targets and set new targets.
- Children who have an Education, Health and Care Plan also have an annual review.
- The SENDCo is available to arrange further meetings, discussions and updates if parents or class teachers feel this is appropriate or relevant to the individual pupil.
- Wherever possible, assessments are completed prior to an intervention and repeated following an intervention, this is so that the success can be monitored and adaptations made as necessary. You will be informed if your child is participating in an intervention during the termly support meeting and their progress will be discussed once it has been completed.
- If there are outside agencies involved in supporting your child's educational progress, their reports and updates will also contribute to the meeting. A key element of the meeting is evaluating the progress made and how effective the provision has been to enable this. We welcome any assessments and observations that outside agencies have that may contribute to this, as well as the teacher, yours, and your child's views.
- We use national data to compare the successes of our provision with other schools locally and nationally.
- We have a governor with responsibility for SEND, who meets with the SENDCo to review aspects of provision and reports to the full governing body.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

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

- Termly pupil progress meetings are held with the class teacher and Head of School to review individual progress.
- Weekly staff meeting to discuss the immediate needs of individual pupils.
- Parent consultation meetings are arranged for all pupils twice a year.
- End of year report for all pupils.
- 'Pupil centred' termly support plan meetings for SEND pupils on a termly basis held with the parent, class teacher and SENDCo (if needed). This gives an opportunity to discuss achievements, targets and interventions.
- If required for an individual, more regular meetings are arranged.
- Annual Reviews
- Teachers communicate and celebrate achievements and/or concerns as they see appropriate on a day-to-day basis with families. Some parents choose to communicate with the class teacher using Seesaw or Tapestry, and the SENDCo using email. A home to school communication book is also used for children with an EHCP, where needed.
- The school website contains year group pages which include photographs and text illustrating some of the experiences that your child will experience in school. Photographs and information will also be shared with parents via Seesaw and Tapestry. More information on how you can be informed and involved in your child's education can be found in section 7.

(c) The school's approach to teaching pupils with special educational needs;

We believe in providing an inclusive education in which all pupils including SEND wherever possible are taught in the class alongside their peers. Class teachers use a variety of groupings, learning styles, a range of activities and resources to support children in making progress. They are creative with the use of teaching assistants to ensure that children are supported effectively, whilst still developing independence. Even if your child has a teaching assistant that works closely with them, it is the class teacher that is responsible for your child's learning and progress.

Through monitoring, the class teacher will identify where extra small group and 1:1 support is required in order for pupils to reach a desired outcome. This will be discussed with support staff who can then carry out such interventions and report back. Disruption to lessons is kept to a minimum. Interventions are usually made up of short regular sessions over a period of a half term and are then reviewed. Pupils with more complex needs may require longer term interventions which will be

regularly monitored to ensure they are continuing to meet the needs of the individual.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

At Airmyn Park Primary School the curriculum and learning environment is continually adapted to meet the needs of pupils with **SEND**. We believe this has to be under constant revision as the needs of pupils change from year in year out. Adaptations may include organisation of teaching groups, allocation of support, organisation of physical environment and teaching, organisation of intervention groups and differentiation of the curriculum. We plan trips, visitors, and real-life experiences for pupils to enrich their learning. When planning, teachers will take into account the needs of individuals within their class and make reasonable adjustments. Depending on the activity you may be consulted and asked to advise on the best way to include your child. If there are outside agencies involved their advice will be maximised to ensure the best for your child.

Where appropriate, teachers will track back the objectives or use documents such as **B-Squared** to support children in accessing the learning at an appropriate level for them. There may also be times when it is considered more appropriate for a child to be working on their Termly Support Plan targets than on the class objectives. If so, opportunities will be built into the week, whilst ensuring a broad and balanced curriculum is still intact.

There is further information on the school's accessibility detailed in Section 6.

(e) Additional support for learning that is available to pupils with special educational needs;

Decisions about the type and how much support an individual may receive are made by the class teacher and reviewed by the **SENDCo** during termly pupil progress meetings. There is a graduated response to your child's needs and the resources allocated are proportional. This means that in the first instance it is usual to put resources, strategies and support in place at a school level and to assess the progress made with these additional arrangements in place. If the progress made is not considered to be adequate, in consultation with you, referrals may be made to outside agencies.

Every class has allocated teaching assistant time; one of the main focuses of this is to support individuals and groups within the classroom to achieve the next steps in their learning. We also have teaching assistants that are trained to deliver a number of interventions (for further details please see section 6).

All additional support that your child is receiving will be documented at the termly support planning meeting, which you will be invited to attend and contribute to.

The SENDCo can also carry out assessments which can be used to see if a child is eligible for additional time for examinations. The SENDCo will apply for additional time and any other access arrangements which may be required.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

Airmyn Park Primary School has a full and varied extra-curricular programme that we are very proud of, including many sporting activities and events, sport and non-sporting clubs, school trips and enrichment days. We endeavour to ensure that all pupils have access to all activities. We make reasonable adjustments on an individual basis, working in consultation with parents and use individual risk assessments to ensure a considered approach. The Head of School, SENDCo and parents/carers will be involved in decision making where necessary.

Support for play times, lunch times and entering and leaving school is allocated on an individual basis, according to need. All mid-day supervisors have access to all relevant information and medical care plans. This is to enable them to fully support the children during lunchtimes.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs;

We pride ourselves on being a caring and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential. Every child is treated as an individual and pastoral arrangements can be made discreetly as required. We feel that as a school, we are supportive and nurturing and place ourselves available to offer support to individuals who are experiencing a challenging time as required.

Class circle times are regularly used to support the needs within the class. We use a variety of social skills programmes depending on the needs and age of children. A range of equipment is provided at lunch and play times to facilitate social interaction. For some children with a high level of need, TA support is used at play times and lunch times.

For children who require additional support, they will be referred to the Emotional Literacy Support Assistant (ELSA) by the teacher after discussions with the SENDCo. Parents will be informed, and their permission will be sought. Children will initially be offered weekly sessions with the ELSA that will last between 6–8 weeks. Targets will be set in collaboration with the class teacher and reviewed after the 6–8 week period. Additionally, many children form an attachment with a particular member of staff, in these instances this member of staff may be best placed to offer support to an individual that is experiencing a challenging time.

If a child is exhibiting challenging behaviour, we will seek to identify the causes and look to adapt the environment, learning and other possible contributing factors to alleviate some of the behaviour. We use a variety of reward systems focusing on incentives that matter to the child. We have interventions in school that focus on feelings and managing anger.

Where relevant, we will work with you as parents to identify the needs of the family as a whole. This may involve completing an Early Help Assessment (EHA). This enables a holistic view to be sought and relevant referrals made to other agencies who will be able to support your child as well as your family. This may lead to TAF (Team Around the Family) meetings which draw together all of the involved agencies to enable a co-ordinated approach.

For children with medical needs, we use Health Care Plans. As part of this, children's needs are identified, and necessary intervention and support is planned. We use the school nurse and other medical professionals to provide staff training on specific medical needs. You can fill in a form at the school office to enable prescribed medication to be administered in school.

We have one accessible toilet, and we are able to make arrangements to support intimate care.

There are regular health and safety 'walk-about' carried out by the Head of School and governors to ensure the premises are safe for all children. Individual members of staff prepare risk assessments for activities and we have a co-ordinator who oversees risk assessments for visits and trips.

Pupil voice is considered to be a high priority within our school. We have a school council, which children from year 1 to 6 are actively involved in. For further information on pupil voice, see section 8.

For information on children's contribution to wider school life see section 3f.

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

SENDCo: Miss J. Bloxam

Email: jo.bloxam@edukos.co.uk

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.

We have many specialist teams working with us, so resources, strategies and interventions are being constantly updated.

As a trust, we have development priorities and the SENDCo's from the trust are working together to develop good practise. We have regular meetings every half-term.

Details of the outside agencies that we work with can be found in section 10.

Details of how we can support a child's transition to our school can be found in section 12.

Many staff (provided by external agencies) have received training in:

- Sensory Integration
- Restorative Practice
- An Introduction to the Impact of Trauma & Attachment
- First Aid
- Safeguarding
- 'Little Wandle' Phonics
- Positive Handling/ TEAM TEACH Restraint
- Introduction to Autism
- Sensory Strategies
- Deaf Awareness (delivered by SAPTs)
- Precision Teaching (Delivered by Educational Psychology Team)
- Tourette's Syndrome Awareness (delivered by TICs Yorkshire)

Many staff (provided internally) have received training on:

- SEND Updates – identification and procedures
- Writing SMART Outcomes
- B-Squared Assessment Tool (support given as needed)
- High Quality Teaching Strategies & Education Endowment Foundation Recommendations
- Ordinarily Available Inclusive Provision & Adaptive Teaching
- Clicker

Training that has been accessed externally by one or more members of staff:

- Supporting Children with Speech, Language and Communication Needs
- ELSA (Emotional Literacy Support Assistant) Training
- Paediatric First Aid
- SaPTs – Moving and Handling Awareness for Early Years Training
- SaPTS – Supporting Pupils with Motor Coordination Difficulties
- SaPTS – Introduction to Handwriting
- Intensive Interaction
- EP2C (Exchange Pictures to Communicate (previously PECS))
- Introduction to Autism
- Autism – Managing Anger
- Helping the Dysfluent Child in the Classroom

Training accessed by the SENDCo:

- National SENDCo Award (competed by the Trust SENDCo, Head of School and school SENDCo)
- Postgraduate Certificate in Vulnerable Learners and Inclusion
- NASEN – New to the SENCO Role – Part 1, 2 & 3
- Cache Level 2 in Autism
- Introduction to Autism
- Autism – Managing Anger
- Cache Level 2 in Specific Learning Difficulties
- Cache Level 2 in Behaviour that Challenges
- Misunderstood Defiance – Understanding and Supporting Pathological Demand Avoidance and Oppositional Defiant Disorder
- Understanding and Managing ADHD (ADHD Foundation)
- SaPTS – Developmental Coordination Difficulties Course
- SaPTS – Introduction to Handwriting
- SAPTs – Deaf Awareness
- TEAM Teach
- Emotional Coaching
- Working with Children with Speech Difficulties in Early Years Settings and Primary Schools
- SENDCo Forum
- SENDCo Conference
- Introduction to Signing (through Downright Special & NHS Speech and Language Service)
- Precision Teaching
- An Introduction to Emotionally Based School Avoidance (EBSA)
- Supporting Children with Literacy Difficulties and Dyslexia
- Anxiety & Autism (Autism Education Trust)
- Introduction to Coaching (4 days)
- Clicker Training
- Attachment and Trauma Demystified – Primary
- Mainstream SEND Funding Model
- How to Reduce Extreme Behaviour in SEND Children
- Autism and Girls
- Data Protection Training
- Sensory Processing Training
- ADHD Training
- Strengthening Young People against Anxiety
- Safeguarding Children with a Disability

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

- The school is a single level building with a disabled toilet and is accessible to all pupils.
- Disabled parking bays are available.

- There are quiet learning rooms for small group and 1:1 work.
- The school has an extensive and varied outdoor area including outdoor classrooms.
- Resources and equipment are reviewed and updated in light of individual needs of new pupils.
- Advice from support services e.g., speech and language and educational psychology team provides staff with information and access to further resources.
- All staff have had training on making the classroom accessible for children with Dyslexia and sensory differences. We make reasonable adjustments to meet the needs of individuals.
- There are a number of extra-curricular clubs which are open to all children in set year groups. There are also a range of lunchtime clubs offered by the older children.

There are many intervention programmes and resources including IT resources available to be used with pupils in school. These include:

- Literacy support
- Numeracy support
- Memory development
- Fine motor skills
- Gross motor skills
- Speech and language development
- Concentration and sensory activities
- Social and emotional development

Each year group has teaching assistant support, which is used creatively to enable all children to flourish. In addition to this, we have some TAs who are available to support individuals or particular areas of need. We have a teaching assistant who delivers speech and language interventions and a teaching assistant who delivers emotional and well-being interventions. All support is flexible, and outcome focused.

We have a range of equipment and resources which enhances provision for children. Some of this includes:

- Laptops, iPads, Samsung tablets and a range of software
- Recordable devices
- Wedge cushions
- Pencil grips
- Special pencils and pens
- A range of specialist scissors
- Coloured overlays for reading
- Tangle/fidget/sensory toys
- Numicon
- EP2C – Exchange Pictures to Communicate System (previously PECS)

We work closely with outside agencies, and we are open to developing our facilities and resource bank following recommendations made, wherever it is feasible.

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

At Airmyn Park Primary School, we believe it is vital to maintain a close relationship with all parents and provide an open-door policy for parents on a daily basis. Staff are usually available for quick enquiries before and after school but may need to arrange a suitable meeting time if further discussions are required. Parent meetings take place and in addition to this, 'pupil centred' reviews also take place for SEND pupils.

Throughout the year there are many events, celebration assemblies, open mornings and activities that parents can get involved in. These are advertised in the school's newsletters. Airmyn Park Primary School has an active 'Family and Friends' group who organise events, fundraising and resource making sessions throughout the year. Contact school office for further details.

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

The young people at Airmyn Park Primary School are involved in making decisions about their education on a daily basis. All staff listen carefully to the needs and requirements of the pupils in their care and respond to these immediately. Pupils with SEND are given an opportunity to record a 'pupil voice' prior to termly review meetings and are involved at all stages of SEND reviews including having the option to attend a 'pupil centred' review meeting. At this meeting, pupils, parents, teacher and the SENDCo can celebrate achievements at home and school, discuss progress towards outcomes and set new targets.

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

We hope you will find us approachable and will feel comfortable talking to us about any issues. It is very important to us and your child's success that we can work in partnership. We are open to suggestions and welcome feedback. If you have a concern, query or complaint you can speak to your child's class teacher or the SENDCo. If you are not content with the response, the next contact should be the Head of School. If the outcome is still not to your satisfaction, you can contact the Chair of Governors. Contact details are below:

Head of School
Mrs Natalie Dodds

01405 762086

Head@airmynparkps.co.uk

Chair of Governors

Mrs Sarah Turner

Via the school on 01405 762086

Trust CEO

Mr Christopher Huscroft

01482 631300

chris.huscroft@edukos.co.uk

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.

The school works with a number of outside agencies including:

- Educational Psychology Team
- 0–25 SEND Team
- Speech and Language Team
- Communication & interaction Practitioners (working with individuals with social communication difficulties)
- Sensory and Physical Teaching Service (SAPTs) (Working with Pupils with sight, hearing difficulties or physical disabilities)
- Behaviour Support Team
- CaMHS
- Neurodiversity Team
- School Nurse
- Children's Centre
- Youth and Family Support Service
- Early Help & Prevention Service
- SENDIASS (Special Education Needs and Disability Information, Advice and Support Service)
- FISH/Look Ahead
- Social Services
- Paediatrician

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

First point of contact is always the class teacher who can then gain advice from the SENDCo and Head of School. The SENDCo will arrange a meeting if required

and should then be able to put you in contact with support services through the school.

Further information on support services is available on East Riding's Local Offer website.

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.

- Transition meetings take place between staff in school and in feeder schools/pre-schools for those children starting at our school and those in Year 6. Educational progress, interventions, social and emotional needs are all discussed plus anything else relevant to the individual.
- Pupils with SEND are usually given more opportunities to visit new settings /classrooms.
- Transition booklets are made tailored to the individual.

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

- There is a link on Airmyn School's website that will take you through to East Riding Local Offer. Otherwise, the website can be directly accessed at www.eastridinglocaloffer.gov.uk