



*'Me in Virtute'*



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## Airmyn Park Primary School's Response to the Local Offer

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Name and Title of Author: Joanne Bloxam

Name of Responsible Committee: Airmyn Local Governing Body

Trade Union Representative Approval:

Implementation Date: November 2021

Review Date: October 2026

Version: 5

Approval Date: November 2021

Target Audience: All Key Stakeholders

Related Documents: Inclusion and Protected Characteristics Policy

References: SEND Code of Practice

## Revision History

Version	Date	Summary of Revision	Revision Author
2	November 2022	Updated with new Head of School details and put onto trust proforma.	JB
3	September 2023	Training and resources updated.	JB
4	October 2024	Training and resources updated.	JB
5	October 2025	Training and resources updated. SEND Governor updated	JB

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## 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 Virtute.

## Purpose

Airmyn Park Primary School's Response to the Local Offer 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. What are the following contact details for your setting/school/academy/college?** (Please provide contact name, telephone number and email address)

	<b>Special Educational Needs Coordinator (SENDCO)</b>	<b>Special Educational Needs (SEN) Governor</b>	<b>Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?</b>
<b>Name</b>	Joanne Bloxam	Lynne Last	<b>1<sup>st</sup> contact:</b> Class teacher or SENDCo
<b>Contact number</b>	01405 762086	01405 762086	<b>2<sup>nd</sup> contact:</b> Headteacher
<b>Contact email</b>	<a href="mailto:jo.bloxam@edukos.co.uk">jo.bloxam@edukos.co.uk</a>		Mrs Natalie Dodds 01405 762086
<b>Address</b>	Airmyn Park Primary School Percy Drive Airmyn Goole DN14 8NZ	Airmyn Park Primary School Percy Drive Airmyn Goole DN14 8NZ	head@airmynparkps.co.uk <b>3<sup>rd</sup> contact:</b> Chair of Governors Mrs Sarah Turner via the school 01482 631300

**2. What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?**

We are a fully inclusive school and believe that all children should be given the opportunity to achieve their full potential. We 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. We believe that teaching of pupils with SEND begins with the teacher in the classroom and through our rigorous planning, assessment and tracking we are able to provide for pupils of all abilities within the class setting.

**3. Provide the link to the following policies on the website of the setting/ school/ academy /college**

All relevant policies are on the school website <https://airmynparkps.co.uk/policies/>

**4. What is the standard admissions number?**

We have 103 children on roll, 22 children have an identified Special Educational Need, 9 of these children have an Educational Health and Care Plan

**5. How does the setting/ school/ academy /college:**

**Identify and assess Children and Young People with SEND?**

- 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.
- Being a small school, class teachers and support staff work very closely with the SENDCo and an open dialogue is always present. The SENDCo is always available to discuss concerns and give advice to all members of staff.

#### **Evaluate the effectiveness of provision for Children and Young People with SEND?**

- 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, discuss 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.
- If there are outside agencies involved in supporting your child's educational progress, their reports and updates will also contribute to the termly support meetings. 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.

#### **Assess and review progress of Children and Young People with SEND?**

- Pupil progress meetings take place termly with the class teacher and Head of School to review individual progress.
- 'Pupil centred' termly support plan meetings for pupils with SEND take place on a termly basis held with the parent, class teacher and SENDCo (if needed). This gives an opportunity to discuss achievements, targets and interventions.
- Annual Reviews (for children with EHCP's)

#### **6. Who are the best people to talk to in your setting/ school/ academy /college about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?**

Generally, both the SENDCo and class teacher are available to talk to parents and carers of children. The class teacher is usually the first point of contact to discuss your child as they are the person with the majority of information and work directly with your child on a daily basis. Class teachers are able to deal with most concerns regarding in class support and provision, but the SENDCo is always willing to discuss matters further and can give advice with regards to outside agencies, interventions, testing and diagnosis. The SENDCo works with and monitors pupils through 'pupil interviews' and 'pupil voice'

meetings and therefore will also have some first-hand experience of working with your child. A mutually convenient meeting date and time may need to be arranged to discuss your child with the SENDCo.

Mrs Elizabeth Hobbs (Edukos Trust SENDCo)

Miss Joanne Bloxam (SENDCo responsibility for the day-to-day provision for pupils with SEND at Airmyn Park Primary School)

Mrs Natalie Dodds (Headteacher)

#### **7. What are the different types of support available for Children and Young People with SEND in setting/ school/ academy /college?**

At Airmyn School, we believe that there is no replacement for ‘high quality teaching’ but where we identify that pupils require further support, we draw on the expertise and knowledge of all staff and work to tailor support and interventions to individual needs. Depending on needs, pupils with SEND may require in class support or may receive 1:1 support. We are always aware of the importance for pupils to develop independence.

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
- TheraBand
- 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)

**8. How will the setting/ school/ academy /college ensure ALL staff are aware and understand a Child or Young Person's SEND?**

Pupil passports are created with the child. These are a one-page document that provides an overview of the child's strengths, needs and relevant support strategies. These are shared with staff and are kept in a folder electronically; they are also kept in the classroom. When relevant, individual medical care plans are written and kept in a care plan file electronically and in the child's classroom where relevant.

Supply staff are made aware of the file and directed to look at the key information. Office staff also hold a copy. Information on the key medical needs is outlined on our internal registration database (Arbor). Staff meetings are used to share key information and any important changes to children's needs.

We work very much on an individual basis, working closely with you as parents and any outside agencies involved ensuring all relevant information is shared with those who work with your child.

There are strong transition arrangements. Many parents choose to meet with the new class teacher to share relevant information prior to the start of a new year. There are planned meetings between existing and new teachers to transfer information.

**9. How will the setting/ school/ academy /college let a parent/ carer know if they have any concerns about their Child or Young Person's learning?**

Parents of all pupils are given the opportunity to attend a parent's consultation meeting three times a year. It would usually be in these meetings when concerns would initially be shared. Due to the scrutiny of data and work, we are aware at an early stage of potential difficulties that pupils may face and these would be discussed with parents. If the class teacher feels through their own professional judgement or through discussion with the SENDCo that issues should be discussed before the next parent's meeting, then parents would be invited in to discuss the matters at that time. It would be unusual for parents to be totally unaware of issues relating to SEND at this point as we keep parents fully informed of their pupil's progress towards individual targets and national expectations at parent meetings. Future dialogue and feedback depend very much upon the concerns raised or the individual needs of the pupil with SEND and may take the form of weekly feedback chats, further scheduled meetings or review at next parent's meeting. Once a pupil has been identified as having SEND, then termly 'pupil centred' parent review meetings are also scheduled with the class teacher and SENDCo (if needed).

**10. How is support allocated to Children and Young People?**

Support is allocated following the assessment procedures outlined in section 5. The needs of individuals are taken into account and strategies are planned to achieve a required outcome. At this stage, group and one to one interventions plus in class support can be allocated to achieve the best possible outcome for individuals. We also act on advice from outside agencies. For children with an Education, Health and Care Plan, the document, as well as the 'termly support plan' meetings, drive the support. All support is focused on achieving outcomes for children. Our Assess, Plan, Do, Review process in school informs our allocation of support to pupils.

### **11. How does support move between the key stages?**

Support is allocated on a basis of need and is transferable between key stages if it is still considered to be the most effective means of supporting a child to achieve their outcomes. All support is reviewed regularly. We recognise that all pupils need to gain independence as they move through school. This is no different for pupils with SEND but may require more strategic planning. We have strategies in place to encourage pupils to become more independent with organisation and personal achievements. Focus and support may change depending upon the needs of the pupil as they move from one Key Stage to the next. Communication between staff, parents and outside agencies remain ongoing.

### **12. Which other people and organisations provide services to Children and Young People with SEND in your setting/ school/ academy /college?**

We work closely with a number of outside agencies including:

- Educational Psychology Team
- Children with Disabilities Team
- Speech and Language Team
- Communication & Interaction Specialists (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
- Mental Health Support Team
- CAMHS
- Neurodevelopmental 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

### **13. What training have staff received to support Children and Young People with SEND?**

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

- Attention and Listening Training
- Dyslexia Training (Dyslexia Sparks)
- 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

Training accessed by the SENDCo:

- National SENDCo Award (completed by both our trust SENDCo and school SENDCo)
- Postgraduate Certificate in Vulnerable Learners and Inclusion
- Nurture UK – 3 day Nurture Training
- Maths Difficulties
- CAMHS Understanding Self Harm
- Commissioning Alternative Provision
- Reading Ambition for All
- First Aid Training
- I Thrive Together
- Trauma Informed Care
- NEY Regional MH Team: Free ARFID Training
- Safeguarding Children with a Disability
- Understanding and Managing ADHD (ADHD Foundation & NHS Training)
- Data Protection
- Sensory Processing Training
- Strengthening Young People against Anxiety
- Autism and Girls
- Strategic Leadership of SEND

- Positive Handling Training /TEAM Teach training
- SENDCo Forum
- SENDCo Conference
- NASEN – New to the SENCO Role – Part 1, 2 & 3
- Precision Teaching
- An Introduction to Emotionally Based School Avoidance (EBSA)
- Supporting Children with Literacy Difficulties and Dyslexia
- Anxiety and Autism for SENCO's (Primary and Secondary)
- SAPTs – Deaf Awareness Training
- Introduction to Coaching (4 days)
- Misunderstood Defiance – Understanding & Supporting PDA & ODD
- Understanding Specific Learning Difficulties (Cache Level 2)
- Behaviour that Challenges (Cache Level 2)
- Autism Awareness (Cache Level 2)
- Clicker Training
- Introduction to Autism
- Autism – Managing Anger

#### **14. How will teaching be adapted for a Child or Young Person with SEND?**

All teachers are teachers of SEND and therefore within our daily planning, scaffolding and adaptations to teaching are identified. Class teachers plan lessons according to the specific needs of all children in their class and adaptations may range from 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. In addition to this, if your child is receiving an intervention, the class teacher will be aware of their targets and will ensure that there are opportunities for overlearning these in the classroom. Children identified as having a SEND have a 'termly support plan'. This will specify the next steps for the child and how and when these will be achieved. The teacher will ensure that the actions from the TSP are built into the classroom provision.

#### **15. What support is available for parents/ carers of a Child or Young Person with SEND?**

We believe that working in partnership with parents / carers is essential if we are going to do the best for our children. Our caring and nurturing ethos does not stop with the children, and we feel it is part of our role to ensure parents are happy, supported and fully informed with all decisions and processes. We operate an 'open door' policy. This means that we welcome you to phone, email or come in to meet with us at school as often as you feel is helpful.

Parents / carers of all children in school are invited to parent consultation meetings in the Autumn and Spring Term. In the Summer term, you will receive a written school report and are given the opportunity to meet with the class teacher if you want to discuss the content of the report. You are also invited to all significant meetings regarding your child. If your child has Special Educational Needs, you will also

be invited to a termly support plan meeting where you can contribute to discussions on their strengths, needs, the desired outcomes and the strategies and resources which will be used to work towards these.

Outside agencies when involved can provide further support and parents are kept fully informed. Families will be invited to 'Team Around the Family' meetings as appropriate. Parents can also access support from SENDIASS, who work independently to ensure families are fully informed and are gaining the correct information and accessing all the support that is available. This team can be accessed through FISH: The Family Information Service Hub where again a wide range of support can be accessed.

Being a small school, we have found that parents are very supportive of each other and are usually willing to give reassurance to other families in similar situations. The SENDCo holds termly 'Coffee & Chat' events, where parent/carers of children with additional needs are invited. These are great networking events where parent/carers can support each other.

We have worked with parents/ carers and outside agencies to build an inclusion area of our website "SEND-Include Me." This website can be accessed from a link on our main school website. It provides parents with information about SEND at the trust. It provides more information about our interventions and resources that we use, and parents can look at key documents that we use at our school and gain a better insight into what they are for. Parents can use this website to gain resources to use at home.

**16. How is the setting/ school/ academy /college's physical environment accessible to Children and Young People with SEND?**

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, and we make reasonable adjustments to meet the needs of individuals. 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 or sensory differences. We make reasonable adjustments to meet the needs of individuals.

**17. What facilities are available for Children and Young People with SEND on the setting/ school/ academy /college site e.g. special quiet room, lunchtime club?**

We have developed several quiet working areas in school in which groups of children can work and be taught away from the classroom. Although we believe that all pupils should be taught alongside their peers in the classroom, it is sometimes appropriate for small groups and individual pupils of any ability to fulfil tasks in a smaller more controlled environment. These areas in school can enhance the nurturing and supportive atmosphere we strive to provide.

Lunchtime and after school clubs are available for all pupils to attend. Pupils with SEND are encouraged to attend these clubs to support their social skills and provide a more structured environment.

**18. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the setting/ school/ college)**

Transition plans are in place to ensure all pupils move seamlessly from one key stage to the next. If through discussions between teachers, it is felt a pupil will benefit from further transition support then this is planned and carried out with the individual in mind and may include strategies, such as a transition book with photographs of new classroom, staff and cloakroom etc and extra visits with current support staff and new support staff working with pupil in current setting.

When pupils are moving onto other schools and secondary settings, meetings with relevant staff from the new setting are organised to discuss needs, achievements, progress and strategies currently in place. If it is felt that pupils may need support over and above what is usually provided for transition, then this is discussed and put into place. This may take the form of extra visits with current support staff, developing a transition booklet/guide familiarising the pupil with the new setting or setting up a 'buddy' within the new setting to act as a guide within the first few weeks. All information regarding the child is then passed up to the new setting once they start.

For children moving up to our school from the local pre-schools, visits are made to see the child in their pre-school setting or at home. Discussions take place between parents and key staff. The children entering our EYFS class are always offered at least two 'stay and play' sessions. Additional transition arrangements are made as needed depending on individual needs.