

Parents

At Dunnington we value support and feedback. We have an active school council and conduct 'pupil voice' activities throughout the year.

Parents may wish to join our Governing Body or get involved through our Parent Improvement Panel or with the Parent Teacher Association (PTA).

If you want advice from professionals outside school you may find the following numbers helpful:

SENDIASS (formerly Parent Partnership): 01904 554312

impartial support, advice and information for parents and carers of children with SEND.

CANDI 0775 182 8369

Forum for parents of disabled children, or those who have additional needs, in York and surrounding area

School admissions: 01904 551554

School Health Nurse Charlotte Campbell: 01904 725341

City of York Council SEN Offer:

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

Available Provision

We welcome every child at Dunnington school and continually strive to meet each student's needs. We have ramps, disabled toilets and disabled parking is available. We have different resources to support children with physical needs in PE. We currently support children with dyslexia, dyspraxia and children with social and communication needs on the autistic spectrum. Staff regularly attend a range of courses to support all learners and we constantly strive for excellence.

Claire Rigden SENCO
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SEN Jargon Buster

We are aware that often as education professionals we talk in acronyms. We hope this may help—but never be afraid to ask!:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAMHS	Child and Adolescent Mental Health Services
COP	Code of Practice
EAL	English as an Additional Language
EHCP	Education and Health Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
KS	Key Stage
LEA	Local Education Authority
MLD	Moderate Learning Difficulty.
MSP	My Support Plan
NC	National Curriculum
OT	Occupational Therapist
SALT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability.
SENCO	Special Educational Needs Coordinator
SLT	Senior Leadership Team
SpLD	Specific Learning Difficulty eg Dyslexia
VI	Visual Impairment

SEN Banding

Band 1— Identified needs highlighted to staff with advice on strategies and monitored by SLT/ SENCO

Band 2— Identified needs that require additional specific provision and/or advice which might include intervention, personalised timetable and/ or resources. There may be existence of secondary needs (My support Plan).

Band 3— Significant primary needs which impact on progress requiring long term involvement of other professionals as part of statutory assessment/ EHC plan. Possibly some complexity of other needs.

Band 4— The pupil experiences significant, persistent and enduring difficulties and layered needs within the four areas of SEN identified in the 2014 Code of Practice.

Dunnington CE Primary

Growing and Learning Together

Our SEND Plan

Information for Parents on how children with special needs or disabilities are supported at our school.



My child has special educational needs. What can you offer?

At Dunnington we embrace the fact that every child is different and so the educational needs of every child are different – we offer a range of expertise and we treat each child as an individual.

The outstanding care and guidance provided for pupils ensures provision is made for additional, well targeted support contributing to pupil progress.

Church School's Inspection March 2013

Thank you so much for all you have done this year. It is, without doubt, very much appreciated. (Parent 2014)

Telephone: 01904 552910
<http://www.dunningtonprimary.co.uk/>



Caroline Hancy
Head Teacher

What We Offer

So....

What we offer children with Special Educational Needs and/or Disabilities is different for every child and, as much as possible, **this provision is designed by relevant Dunnington staff members working alongside the child, the child's family and, where necessary, outside agencies**



⇒ Children with SEND will have an ILP. (Individual Learning Plan). This sets out targets the child is working on and additional support the child is receiving. It is discussed with parents at parent's evening and continually reviewed with children.

⇒ For many children, **targets** will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control). The most important point is that **targets depend on the needs of the child.**

These targets are worked on by class teachers, TAs, specialist support staff and by parents and families at home.

Please also read our school SEND policy and Accessibility Plan for more information. These can be found on the school website.

I enjoy school. My friends and teachers support me. I am getting confident – I keep trying. (child)

Additional Provision

- ⇒ We offer many different forms of **additional provision**. This can include: additional in-class support, additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; emotional support from an ELSA (emotional literacy support) trained TA; and access to a wide range of outside agencies.
- ⇒ Additional provision is overseen by the school's qualified SENCO and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of teaching assistants. Like with individual targets, the most important point is this: **additional provision depends on the needs of the child.**
- ⇒ In addition, **all** Dunnington pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to ICT including a fantastic IT suite and our own set of ipads, annual productions and a broad range of extra-curricular activities (including a residential in Y5 and Y6).

Pupils' behaviour is exemplary in lessons and around school. They enjoy school, feel extremely safe and are ready to learn. Effective systems check the progress of individual pupils. The school's leadership promotes and checks on equal opportunities well and has developed a number of well-considered actions aimed at raising pupils' attainment to accelerate the progress they make and close the gap with other pupils in their learning.

(OFSTED November 2012)



SEN and how can we help?

- ⇒ Approximately one in five children will have SEN at some time during their schooling.
- ⇒ Children with SEN have learning difficulties and/or physical disabilities which make it significantly harder for them to learn than most children of the same age.
- ⇒ There are four areas of SEN identified in the Code of Practice: Cognition and learning, communication and interaction, social mental and emotional health, sensory and/or physical.
- ⇒ **At Dunnington the progress and attainment of all pupils is reviewed every half term by teachers and members of the Senior Leadership Team at which time staff may identify additional needs or the need for assessment of children's learning to identify how we can support them further.**
- ⇒ Professionals who support us in identifying and working with children's learning/medical/behavioural and social needs include:
 - Educational Psychologist (C. Ardern)
 - School Nurse (C. Campbell)
 - Primary Mental Health Worker
 - Speech and language therapist (J. Harrison)
 - Behaviour support outreach workers
 - Early Years support team
 - YILTS (York independent living and travel)
 - Fulford Secondary SENCO
 - City of York Council's specialist teaching team.
- ⇒ **To ensure our staff have the skills and knowledge to support children with SEN there is a programme of ongoing training. Recent training has included: Dyslexia Awareness, Autism support, support for children with learning difficulties and makaton training.**

