

Airy Hill Primary School Information Report

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Introduction – SEND Provision at Airy Hill

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive, if you choose Airy Hill Primary School for your child. We welcome all children to our school.

At Airy Hill, we are proud to offer a nurturing, inclusive environment where every child is valued, supported and encouraged to succeed. As a Rights Respecting School, we are committed to upholding the rights of all children, including the right to an education that is inclusive and meets their individual needs.

We believe that every child has the potential to achieve, and we work closely with families, staff and external professionals to ensure that all pupils – regardless of their need – can thrive in a way that works best for them. Our SEND provision is tailored to support each child's unique strengths and challenges, fostering confidence, independence and a love of learning as they progress through school. Through our fully inclusive approach, we celebrate diversity and ensure that every child feels a strong sense of belonging in our school community – meaning every child has an equal opportunity to access the curriculum alongside their peers.

Any concerns around a child's development or progress is identified early through close observation and communication between staff and parents. This is closely monitored and through the Assess, Plan, Do, Review cycle children are supported effectively. Targets that are set within this cycle are reviewed termly where we are able to adapt our approach to ensure progress.

Where necessary, we seek advice from external professionals, including the Local Authority SEND Hub, Educational Psychologists, Speech and Language Therapists along with other specialist services we see appropriate. We also support families through statutory processes, such as applying for Education, Health and Care Plans (EHCPs) when longer term or more complex support is required.

Our aim is to ensure that every child feels safe, understood and empowered to reach their full potential by being able to learn in a nurturing, supportive and predictable environment. We ensure that every child has access to high, quality, personalised support through strong scaffolds, resources, outside agencies and communication between home and school. By working together, we build strong foundations for lifelong learning, wellbeing and success – ensuring no child is left behind.

What does the term Special Educational Needs mean?

- The term refers to a child who requires additional and different provision from that usually provided within the classroom. Children can have special educational needs due to a range of reasons or circumstances.
- Special educational needs come under four broad areas:
 - o Communication and interaction
 - o Cognition and learning
 - o Social, emotional and mental health
 - o Sensory and/or physical
- We ensure that we know each pupil as individuals within their broad area of need so that support is tailored to them.

What support do we provide for you as a parent of a child with Special Educational Needs or disability (SEND)?

- As a Rights Respecting School, we ensure your child has a right to an education and we ensure they are actively involved in all aspects of the school curriculum. They will be consulted and their (and your) thoughts and feelings taken into account as we aim to work collaboratively to achieve the best possible outcomes for them. We aim to prepare your child for adulthood and achieve outcomes that reflect their ambitions.
- Class teachers, SENCO and headteacher are all available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- When we have sought advice from outside professionals this will be discussed with you prior to any work carried out and then after as well. This could be through face to face meetings or a report. You will always be consulted on everything that involves your child.
- Provision for your child will be reviewed regularly through termly meetings to discuss your child's progress towards targets/outcomes that have been set.
- Relevant home/school communication systems can be set up, as required. This could include things like home/school diaries, regular telephone communication, face to face meetings.
- Adaptations within classrooms are in place so that your child can be fully included in all aspects of the learning. This could include things like using different resources, technology, target table working
- Specific strategies (which may be suggested by the SENCO or Specialist staff from outside agencies) are in place to support your child to learn. For example, one to one interventions such as precision teaching is available if applicable to your child's needs.
- Your child will be monitored regularly to check for progress. Gaps in their learning /understanding will be identified and support put in place to help them make the best possible progress.
- We believe that early intervention is key and will do everything we can to ensure that every child is supported in a way that helps them the best.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

Class teachers

Your child's class teacher is responsible for:

- High quality teaching of all children, including those with SEND.
- Regularly checks on the progress of all children in their class and identifying, planning and delivering additional support if needed.
- Liaising with the SENCO to ensure that the best/most relevant support is being sought.
- Using the graduated approach of Assess, Plan, Do, Review to support pupils progress, setting SMART outcomes to ensure your child is being supported in their learning.
- Keeping parents up to date as part of the graduated approach and taking their views into account.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any kind of SEND.

SENDCO (Special Educational Needs and Disabilities Co-ordinator)

Responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Supporting teachers in implementing the Assess, Plan, Do, Review process and ensuring early identification of needs.
- Ensuring that you as a parent are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing and monitoring how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that the training needs of the SENCO and all other staff are met.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND. Our SEND Governor monitors SEND provision alongside the SENDCo every term.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Meeting with SENDCo to discuss progress, targets, new developments (local and national).

What are the different types of support available for children with SEND at Airy Hill Primary School?

- Class teacher input via excellent targeted classroom teaching (also known as Quality First Teaching). For your child this means:
 - That the teacher has the highest possible expectations for your child and all pupils in their class.
 - That all teaching is based on building on what your child already knows, can do and can understand.
 - Specific group work within a smaller group of children may be used where appropriate.
- Pupils may be identified as needing some extra support in school. For your child this would mean:
 - Engaging in group sessions or interventions with specific targets to help your child to make more progress, led by either a teacher or a teaching assistant, with relevant experience/training as appropriate. For example, extra reading intervention etc.
 - This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. Regular assessments ensure that we are targeting the correct children who need further support.
- Specialist support from outside agencies
- This means your child has been identified by the class teachers and SENDCo as having additional educational needs – particularly if earlier strategies have perhaps been unsuccessful or are no longer having an impact and therefore needing some extra specialist support in school from a professional outside the school. This may be from:
 - Local Authority SEND Hub, Speech and Language therapy (SALT) Service or Educational Psychologist etc.

For your child this would mean:

- Your child will have been identified by the class teachers/SENDCO (or you will have raised your worries) as needing more specialist input in addition to quality first teaching and intervention groups.
- You will be included in the process and your views taken into account at every step.
- You will be asked to give your permission for us to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help us and yourself understand your child's particular needs better and be able to support them more successfully in school.
- The specialist professional will work with your child and class teacher through discussions, classroom observations and one to one work to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to reach appropriate outcomes which will include their specific expertise and work towards the ambitions of the young person.

Specified individual support for your child

- This means your child will have been identified by the class teachers / SENDCO as needing a particularly high level of individual or small group teaching. Your child will also need specialist support in school from a professional outside the school. This may be from:
 - Local Authority central services such as those supporting with hearing, vision or ASD.
 - Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.
- We would meet together to complete an Education Health and Care Plan Request (EHCAR) which is paperwork designed to assess the level of need. It is designed to be a process, which keeps children at the centre of the assessment and involving parents and all agencies working with your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will invite you and a member of school staff (this could be the teacher, teaching assistant or SENCO) to a meeting. At this meeting, we will discuss your child's needs and the Local Authority will decide whether they think your child's needs seem complex enough to need a statutory assessment.
- An assessment period will then follow, where the Local Authority will gather additional information from you, the school and other professionals, as appropriate.
- Following this assessment period, the Local Authority will make a decision as to whether an Education and Health care (EHC) Plan is to be provided.
- The EHC Plan will identify your child's strengths and needs and set targets for their future development.
- The school will then decide how best to support your child in working towards these goals, which may include providing additional adult support, resources or other provision.

How is SEND provision monitored at Airy Hill Primary School?

- The Head teacher, SENDCo, Senior Leadership Team and the Governing Body monitor SEND provision.
- Support Plans are used across the school to ensure consistency for the inclusion of all pupils, including those with SEND.
- Monitoring takes place in the form of analysing data, learning walks and liaising with staff, parents and pupils for feedback.
- The SEND policy is reviewed annually and approved by the YEAT Trustees.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should initially speak to your child's class teacher.
- If you are still concerned you could request a meeting with the headteacher and/or SENDCo.
- If you are still not happy you can speak to the SEND Governor.
- Any concerns or complaints about SEND provision should be referred to the Headteacher and/or SENDCo.

How will the school let me know if they have any concerns about my child's learning in school?

- Airy Hill Primary School ensures that communication with pupils and parents is regular throughout the year.
- If your child is then identified as not making sufficient progress, the school will set up a meeting to discuss this with you in more detail and to:
 - listen to any concerns you or your child may have
 - plan any additional support your child may receive and how parents can work with the school to support their child
 - discuss with you if a referral to an outside agency is appropriate to support your child's learning

How is extra support allocated to children?

- The school budget includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
- Decide what resources/training and support is needed.
 - All resources/training and support are reviewed regularly and changes made as needed. This is reviewed regularly and if a gap in knowledge/expertise arises then extra training and development is sought.

How are the staff in school helped to work with children with SEND and what training do they have?

- The school plans training for all staff to improve the teaching and learning of children, including those with SEND. This may include whole school or targeted training in areas such as Dyslexia, Autism and Speech and Language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- We are nurturing school at Airy Hill and ensure that all children are supported wholly and feel they can learn in a safe, predictable and supported environment.
- We have access to the National Association for Special Educational Needs (NASEN) training which includes a vast range of online training for supporting children with special educational needs which can be accessed and used when needed.
- Pupil views are sought through our Rights Respecting School Ambassadors. Each class is represented with two ambassadors and they all meet weekly to discuss matters that have arose.

- As part of the school's monitoring programme, senior leaders, including the SENDCO, conduct pupil interviews to ensure the views of all pupils, including those with SEND, are collected and heard.

How will the teaching be adapted for my child with SEND?

- Class teachers are made aware of all students with specific needs and plan lessons according to all groups of children in their class, which will ensure that your child's needs are met.
- Specially trained support staff work alongside class teachers to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs. If you have concerns about your child's progress you can speak with your child's teacher in the first instance.
- Personalised programmes may be needed for some pupils, alternative care and / or curriculum activities can be arranged on an individual need basis. The SENDCO will discuss this with you and involve you and your child in the planning process should it be needed.

How will we measure the progress of your child in school?

- Your child's progress and application to learning is continually monitored and reported to parents through the school's regular monitoring rounds (eg termly parents' evenings and annual school reports).
- In addition to the usual monitoring, parents of children with SEND will be invited to meet with class teachers termly to discuss progress towards individual targets that have been set out in Support Plans.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all involved with the child's education, including the child. We meet to review their progress on a termly basis, via our Individual Education Plan reviews.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Who are the other people providing services to children with SEND?

Airy Hill Primary School continues to work closely with key services from North Yorkshire County Council, including support for pupils with SEND. This may include the following types of support:

- Communication and Interaction, including support for pupils with Autism
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs

Provided and paid for by the Health Service (York NHS Trust) but delivered in school or clinic:

- Healthy Child Team
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy

At times, we may have access to support from other specialist agencies (such as play therapy), which will be allocated in line with any criteria provided to the school. Parents will be informed of any such provision, where relevant to their child

SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) can offer impartial advice and support for parents of carers of pupils with SEND, making home visits, attending meetings, putting you in touch with support groups and assisting with paperwork. They can be contacted on 01069 536923 or via their website <http://sendiassnorthyorkshire.co.uk/>.

How is Airy Hill Primary School accessible to children with SEND?

- The main building is accessible to children with physical disabilities. Handrails are available to support children in accessing the steps around school.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We request advice from external agencies as needed to ensure all lessons are accessible and inclusive for those pupils with SEND; alternative activities can be taught as required to enhance their curriculum. Specialist sporting competitions and leadership opportunities for SEND pupils are offered alongside mainstream activities.
- Extracurricular activities are accessible and encouraged for children with SEND. Adult support can be arranged as required.
- Trips including residential are accessible and encouraged to all children including those with SEND. Extra risk assessments, arrangements and planning will take place as required on each individual basis.
- Advice and support from outside agencies is sought if needed to ensure children with SEND can fully access all aspects of school.

How will we support your child when they are joining or leaving our school?

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.
- For students joining Airy Hill Primary School:
 - The Head, SENDCo and class teacher where possible will meet or be in contact with the SENDCo at their existing setting and with the child's parent to discuss the specific needs of your child.
 - For any child, the SENDCo and class teacher will liaise with and attend relevant meetings during the transition period to gather information, become familiar with the needs of the child and discuss the needs and transition with yourselves.
 - Information will be passed on to all new teachers in advance and provision will be made to ensure inclusion within the classroom and around school.
- If your child is moving from Airy Hill Primary school to another school:
 - We will contact the receiving school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
 - Where possible, and as needed, your child will visit their new school on several occasions and, in some cases, staff from the new school will visit your child in this school.

Should you wish to discuss any aspect of this document in more detail, please do not hesitate to contact us via the school office or by contacting the SENCO via admin.airyhill@yeat.co.uk

Overview of our offer

The Local Offer will provide information about:	Our setting will:
<i>Identifying the particular special educational needs of a child or young person;</i>	We monitor the progress of all children on a regular basis. By doing this we can ensure early intervention and assessment of needs. Strategies will be put in place to meet the needs of the pupil. If, after all the school's strategies, a child's progress continues to cause concern then additional help will be sought through outside agencies.
<i>Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs;</i>	Parents and pupils are involved through regular meetings. Support Plans will be discussed and agreed with the parents and the child, if appropriate, will understand how they are going to be supported in order to make progress.
<i>Securing the services, provision and equipment required by children and young people with special educational needs;</i>	Additional help will be sought as required from a range of external providers. Schools will allocate resource (materials / equipment/ range of technologies, which are appropriate to meet the needs of the pupil) as indicated in their support plan.
<i>Supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;</i>	<p>For pupils joining our school, information of their needs will be gained from previous providers and through discussions with parents. Where appropriate, transition plans will be put in place.</p> <p>For pupils moving onto a new school, information of their needs will be shared with the destination school and, where appropriate, transition plans will be put in place.</p>
<i>Airy Hill's approach to teaching/ learning and development of children and young people with special educational needs;</i>	Strategies employed will be recorded on a support plan which will include information about the short term targets, teaching strategies to be used and the provision to be put in place. This process will be reviewed termly and targets / provision will be recorded. If children require additional support which will benefit from the use of new technologies, we ensure that these can be used and adapted as needed.
<i>How Airy Hill adapt the curriculum/provision and additional learning support available to children and young people with special educational needs;</i>	We provide a curriculum which is differentiated to meet the needs of all children. Targeted support is given to children with SEND and, where appropriate, specific intervention programmes will be put in place. Progress is monitored regularly and different strategies will be employed if required. If the support within school is not showing improvement for the child then additional agencies will be worked with for support, advice and guidance. We use a range of resources and technologies to support the curriculum and meet the needs of all our pupils.
<i>The additional learning support available to children and young people with special educational needs;</i>	A range of agencies e.g. Education Psychologists, Early Help, Education Social Work Services, Speech and Language services and SEND Hubs will be used.
<i>How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their</i>	Support Plans are reviewed termly with parents. Assessment data is collected termly, pupil progress meetings are held and plans are adapted where appropriate. In addition to this, informal discussions with parents are always ongoing within school. Children with an EHCP also have an annual review to monitor progress towards their longer term targets.

The Local Offer will provide information about:	Our setting will:
<i>parents and young people will take part in any assessment and review;</i>	
<i>How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation;</i>	SEN provision is monitored by the headteacher, SENDCo and designated governor. Adjustments to provision are discussed with parents and children, if appropriate. If a child has an EHCP those other agencies involved with the pupil will also be involved in discussions.
<i>How facilities that are available can be accessed by children and young people with special educational needs</i>	The school has an Accessibility Plan and Equalities Plan to show reasonable adjustments. The school acts as a facilitator to access appropriate resources and facilities.
<i>What activities are available for children and young people with special educational needs in addition to the curriculum;</i>	All children are able to attend extra-curricular activities. They have equal opportunity to become involved in any other activity / sporting events or any other areas of the curriculum. Reasonable adaptations will be made to enable this. Specialist sports events are organised to ensure all pupils are able to be involved in a wide range of events and activities.
<i>What support is available for children and young people with special educational needs;</i>	Where further support is necessary, outside agencies will be involved to provide guidance and resources where appropriate. Class teachers and teaching assistant are highly skilled in meeting the needs of all pupils. As part of Yorkshire Endeavour Academy Trust, we have experienced staff who can share their skills, knowledge and understanding of children with various educational needs.
<i>How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people.</i>	Schools will actively seek information, training and support for children with SEN when specific needs arise. Staff attend regular training to keep up to date with new initiatives and strategies.
<i>How the emotional and social development of children and young people with special educational needs will be supported and improved.</i>	We are currently part of the MyHappyMind programme that all children are accessing. All children also follow a PSHE curriculum to support their emotional and social development. We also received the Nurturing Schools Award in 2023.