
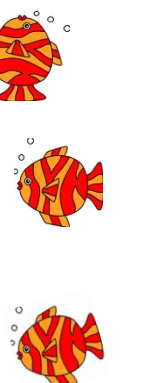


Special Educational Needs At Fishergate Primary School



Our aim at Fishergate School is that every child should be valued for who they are and given the chance to achieve all that they are able to. Some children will need extra support to do this because they have special educational needs.



What are Special Educational Needs?

A child is considered to have special needs if either

- he/she has significantly greater difficulty in learning than the majority of children of the same age, or
- he/she has a disability (e.g. hearing or visual impairment) which makes it difficult to use the facilities generally provided in school.

Children with special educational needs or disability (SEND) will need to be provided with help that is extra or in some ways different from most children if they are to make all the progress they can. Your child may also require support if they have social, emotional and mental health difficulties.

What happens if my child has Special Educational Needs?

If your child is having difficulties in a particular area of the curriculum we firstly discuss this with you and develop a plan to work collaboratively to support your child in overcoming these difficulties. If your child continues to have difficulties they will be identified as having special needs. With your permission they will be placed on the school's SEN register. Each child on the register is unique and his/her needs are considered individually. The class teacher, with the help of the Special Educational Needs Co-ordinator (SENCo), will meet to determine a small number of short-term outcomes that the child is working towards and shows what arrangements we have made in school to help support him/her. You and your child will also contribute to these discussions. Your child can be removed from the SEN register once their progress has improved and is sustained.



What kinds of SEN can be supported in school?

We pride ourselves on being an inclusive school which approaches every child as an individual. We at Fishergate School have a wealth of experiences and expertise supporting a wide range of Special Education needs. In recent years our staff have expertise in supporting children with:

- * Dyslexia
- * ADD and ADHD
- * Speech and Language difficulties
- * Anxiety,
- * Dyspraxia
- * ASC
- * Global delay
- * Hearing and visual impairment
- * Attachment difficulties
- * Attachment difficulties,
- * Turner's syndrome

The school is physically accessible for children who use a wheelchair.



We are also extremely experienced in supporting the behavioural and social needs that often run alongside learning needs. We have considerable experience of children who are looked after or adopted. Some of our staff are trained in attachment issues, and children with attachment difficulties have been supported and progressed very well at Fishergate. Our school is able to support dual placements, where a child will spend some time in an enhanced resource unit and the remainder at Fishergate. In the past we have arranged this with the Dyslexia Centre (St Oswald's school) and Danesgate Behaviour Unit.

How do we track the progress of children?

Assessment takes place throughout the term using a broad range of methods from observation, marking and feedback, discussion and independent work to diagnostic tests and the involvement from outside agencies. The school's tracker system for all children is used to assess the progress of children with SEND in terms of

'points progress' against National Curriculum levels. However we strive to ensure this is not a stressful process for the children and ensure they understand that it is so they can be taught the next steps in their learning. Further information on assessment and the new National curriculum can be found on our website.



What sort of help is given?

All class teachers will assess children's individual progress and provide differentiated teaching which meets their needs and addresses any areas of concern. Children with SEND are identified by a graduated approach. **Step 1**-Children will be given extra support in the classroom or specialised materials/equipment to help them in learning. They may also be taken out of the classroom to work individually or in a small group with a teaching assistant. This teaching is tailored to the children's needs and goes in small steps as they progress.

Clicker 6 Rapid readers Nessy

Home school book Quiet time out space Socially speaking

Some of our Additional resources

Time to talk Practical apparatus Hands on learning
Sound cards Visual Timetables Life skills sessions

Step 2- Children will be supported by the SENCo either in or out of the classroom working on small steps. **Step 3**- If even with extra help, a child is still having difficulties, the class teacher and SENCo will, with your permission, ask for specialist help from outside the school. Your child may be seen by an Inclusion Support Teacher, Educational Psychologist, Behaviour Support Teacher, Speech and Language Therapist or another specialist. If necessary, on-going help and advice from the support agency will then form part of a **My Support Plan**. **Step 4**-A small number of children may need more support than this and the Educational Psychologist may advise us to refer him/her for **Statutory Assessment**. The Local Authority will then carry out a detailed assessment in order to see if an **Education and Health Care Plan (EHCP)** is necessary. An EHCP is a legal document which sets out the child's needs and the special help that he/she should have. This plan is a multi-agency approach to supporting your child make progress. This is only necessary where there is a level of need that goes beyond what is normally

Social and Emotional support

ELSA Insight

Island mentoring Talk boost Men-
toring

Limetrees Playground pals Nurture groups

How can you be involved?

Our school has a policy and ethos of involving parents in all aspects of their child's education. It is crucial that you as a parent feel involved in this process. We encourage you to address any concerns with the class teacher, and the schools open door policy (with parents bringing children to the classroom until Year 2) supports this. All parents are invited to a parents' evening appointment twice a year. In



In addition, children who are on the SEND register will have a termly review of progress with the SENCo and class teacher, you will be encouraged to complete a parent passport to share concerns, strategies and achievements. Children with statements or EHCPs will have a formal annual review. We will always receive minutes from any meeting we hold in the form that you prefer

We also have a termly newsletter which contains games and activities, SEND and school news and information on the lending library. It can be found on the school website.

Day to day concerns are communicated by methods appropriate to the child. For some children this will involve a home-school communication book, while others may need a brief daily handover between parents and teacher. You can also help your child by making sure they are at school everyday, by hearing them read and helping with homework and by giving them lots of praise for the progress they make. We may also work together to devise a plan of short activities you can do at home to support your child make progress.

How can your child be involved?



All children, including those with SEND have their own views about their needs and what sort of help they want. At Fishergate School we show sensitivity and respect by listening to children and to take their views into account. We also encourage the children to contribute to the discussions about their progress, areas for development and how these can be achieved. The children take an active part in reviews in a range of ways, such as completing pupil passports, shooting short films, photos or power point presentations. Children are involved in peer marking, setting their own targets and in self-assessment among other methods.



Who will help my child?

As a staff, we provide each child with the means to fulfil their potential and enjoy their learning. We audit our skills yearly and identify any areas for improvement so we can organise training tailored to our learning community. The class teachers are responsible for their progress and are always happy to discuss any issues or concerns or achievements you may want to share and discuss. We are also extremely fortunate to have highly experienced and qualified teaching assistants. Our teaching assistants are dedicated to specific areas of Special education needs ranging from dyslexia, ASC, social emotional difficulties and Speech and language needs. All classes have teaching assistants working with them at every morning. Our teaching assistants play an invaluable role in supporting our learners with additional needs by building a supportive relationship based on trust and mutual respect whilst fostering independence. Ann Cole is our SEND teaching assistant and she will work with children in small groups and individually each afternoon. She has many years experience working with SEND children and a wealth of resources that can be borrowed.



Specialists who work with the school:

Educational Psychologist-Penny Taylor

School Nurse-Helen Gillespie

Behaviour Support Teacher-Lesley Armstrong **Speech & Language-Julie Harrison**

Primary Mental Health Worker-Jenny Walters **Education Welfare-Mark Smith**

Hearing impairment teacher-Shelley Young

ASC support-Anne Mckelvey

What is the role of the SEN co ordinator?

Our SENCo, Lisa Solanki is employed part-time but is in school most days. For most of that time she is teaching children with SEND in small groups or individually. In addition she is involved in assessing children and provides advice and resources to help teachers and

teaching assistants in supporting individual children. She is also responsible for liaison with the different support agencies, for arranging meetings and writing reports. She will also work with parents to devise a plan of support at home to ensure we are working together. Our SENCo is always ready to meet with you to hear your concerns and to provide advice and support. She can be contacted via the school office.





Extra Curricular activities

Fishergate provides a range of extra-curricular activities, which are open to all children with and without SEND. Where a child wishes to attend an activity and adjustments may be required, parents are welcome to discuss this with the class teacher, SENCO or teacher running the activity.

After school sports clubs including 'fit for life', Multi-skills, cricket, Zumba and breakdancing

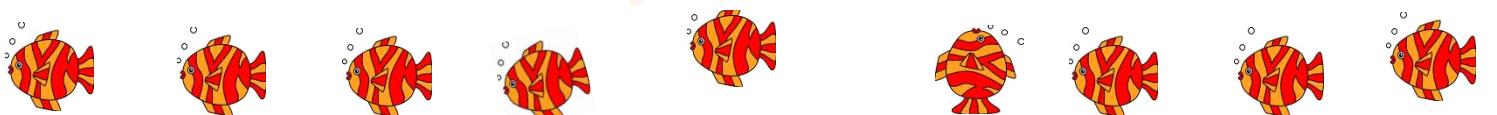
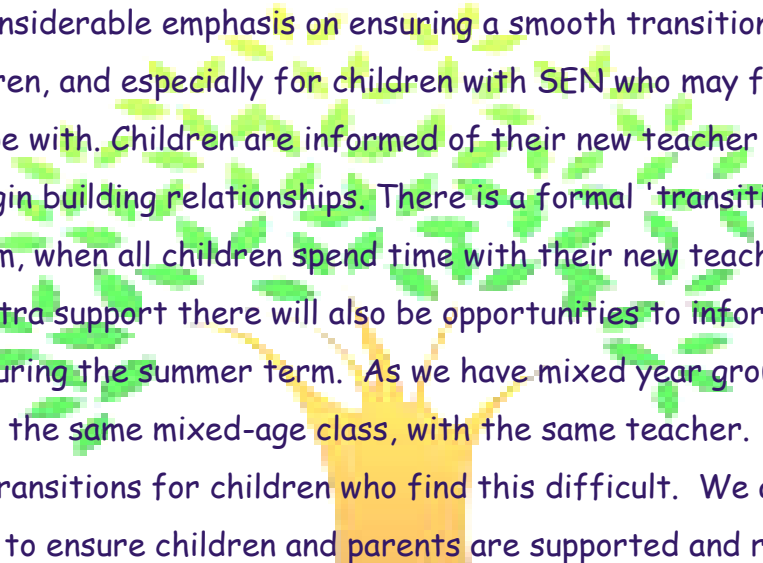
- Art club
- Chess club
- Newspaper club
- School choir
- peripatetic music lessons (bursaries are available for children with SEND)

- A small number of children with SEND undertake a 'Life Skills' group with Teaching Assistants on a weekday afternoon, during which they enjoy extra-curricular activities which develop their social skills and ability to carry out everyday activities.



Transition arrangements

We place considerable emphasis on ensuring a smooth transition between key stages for all children, and especially for children with SEN who may find change more difficult to cope with. Children are informed of their new teacher well in advance, in order to begin building relationships. There is a formal 'transition afternoon' in the summer term, when all children spend time with their new teacher, and for children requiring extra support there will also be opportunities to informally visit their new classroom during the summer term. As we have mixed year groups children spend two years in the same mixed-age class, with the same teacher. This reduces the number of transitions for children who find this difficult. We also use buddying and worry trees to ensure children and parents are supported and reassured.



York Parent Partnership service



The Local Authority provides this service to support parents carers of children with SEND. They are available if you feel you

need additional advice and support in putting your views forward and ensuring your child receives the help they need. They can be contacted on:

Tel: 01904 554562 (Gill Milner) 01904 554312 (Gillian Bucklow)

Email: gill.milner@york.gov.uk

gillian.bucklow@york.gov.uk

As a school we have an experienced parent partnership team. More information <http://www.fishergateschool.com/school-information/information-for-parents-and-carers>

What happens if you have a complaint?

We hope that we can all work together to see your child make good progress. If however you have a complaint about the way we have supported and helped your child, the following steps should be taken:

1. Discuss the matter with the class teacher and/or the SENCo.
2. If the problem is not resolved arrange a meeting with Mr Herbert, the Head Teacher. It may be appropriate for others to be involved in the meeting (e.g. the class teacher, SENCo or Educational Psychologist). You can also speak with the SEN Governor, Mrs Clare Offer. We will make every effort to resolve the matter in school.
3. If the problem still remains unresolved you can meet with a representative of the Local Authority. Contact David McCormick, Education Officer for SEND on 554306 to arrange this.

Who to contact



Andy Herbert- Head teacher



Sarah Dixon- Deputy Head



Clare Offer- SEN Governor

"Achieving great things together"

