

Archbishop of York's CE Primary School

SEND information report 2025-2026

What is the SEND information report?

The Special Educational Needs and Disabilities (SEND) report contains information about services provided by Archbishop of York's CE Junior School for children with SEND. Since 2014 schools are required to publish this information on their website with the intention of offering choice and transparency for families. This report may be read in conjunction with City of York's Local Offer which can be accessed on the City of York website or clicking on this link: <https://www.yorksend.org>

Mrs Zita Ferencz Clarke is the Special Educational Needs & Disabilities Coordinator (SENDCo) at Archbishop of York's CE Junior School and if you have any concerns about SEND she can be contacted on 01904 551630 or by emailing zita.clarke@ayis.yorkschoools.net

Support for your child at Archbishop of York's CE Junior School (AYJS)

Archbishop of York's C.E Junior School welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We are committed to ensuring that all children, including those identified as having a special educational need or disability, have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life. We value each child and encourage them to achieve the best possible outcomes enabling them to be confident and successful as they continue their lifelong learning. We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed. This report outlines the type of support we offer at AYJS, how we can help if your child has additional needs and how to access this support.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** *A child or young person has special educational needs if he or she*

has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- ❖ A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.**
- ❖ Special educational provision means educational or training provision that is **additional to, or different from, that made generally for others of the same age** in a mainstream setting in England.

- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
<p>Communication and interaction</p>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <p>Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</p> <p>Moderate learning difficulties</p> <p>Severe learning difficulties</p> <p>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>

AREA OF NEED	
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <p>Mental health difficulties such as anxiety, depression or an eating disorder</p> <p>Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</p> <p>Suffered adverse childhood experiences</p> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <p>A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</p> <p>A physical impairment</p> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

How do we identify special educational needs and disabilities?

- ❖ If a teacher thinks your child may not be making their age expected progress and considers this may be because of a Special Educational Need, they will discuss their concerns with our Special Educational Needs Coordinator (SENDCo). The SENDCo and teacher may then carry out observations, assessments or screening tests over a period of time to gather further information in order to establish the nature of the problem. This information can then be used to put appropriate support in place to support your child's learning.
- ❖ If you think your child has a special educational need, you can discuss this with your child's class teacher. We will observe your child closely and assess what may be the cause of their difficulty. If necessary, with parental consent, school may ask for help to assess your child from a professional such as a Speech and Language therapist or an Educational Psychologist. This would only happen with your agreement and you will be kept fully informed of their findings and recommendations.
- ❖ If your child has been identified as having SEND before they started at AYJS, we will use the information from their previous school to identify how we can meet their needs in our school.
- ❖ The SENDCo and your child's class teacher will talk to you about what additional needs your child may have. Your child might be placed on the SEND register and, as parents/carers, you will be informed of this. Support will be put in place to aid your child's learning. At

every point in your child's learning journey, we will share with you what we find out and what we will do next.

- ❖ If a specific educational need is highlighted and your child's needs can be met through school-based SEND provision, a 'Pupil Support Plan' or 'My Support Plan' may then be put in place as part of a graduated response. These identify clear SMART (specific, measurable, achievable, relevant, time-bound) targets to be supported in class and may include a specific intervention. These are regularly reviewed and altered as part of the ongoing Assess, Plan, Do, Review cycle.

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

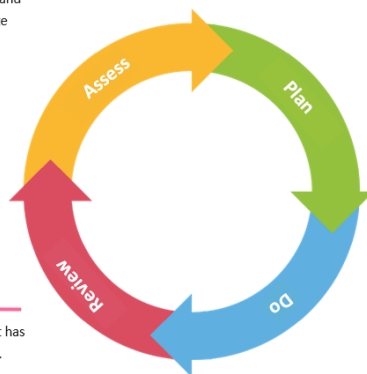
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps are planned with parents, outside agencies and the child themselves (where appropriate). Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make a plan - what do we all want the child to improve, develop or achieve?

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a date for review.

Do

Implement the support as planned with class teachers, practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

- ❖ If your child's needs are more complex and/or severe and they need more support than is available through the school's school-based SEN provision, we may make a request to the Local Authority for a Statutory Assessment. This may lead to an Education, Health and Care Plan (EHCP).

How do you know if my child needs extra help?

- ❖ Teacher assessments take place each half term, which give information about academic, social and developmental needs. Pupil progress meetings then follow, where individual children and their needs are discussed. Based on the information provided by class teachers, some children are identified as needing additional support.
- ❖ At key points throughout your child's school life, they will take part in standard assessment tasks (SATs) as well as specific screening programmes that are used to help identify an additional need.

What should I do if I think my child may have special educational needs?

- ❖ The first point of contact for a parent wishing to discuss any concerns regarding their child is the child's class teacher. Parents are welcome to make an appointment to speak with their child's teacher when more time is needed. If a parent wishes to speak with someone else regarding their child, the SENDCo is very happy to speak with them about any concerns they may have.

How will staff support my child?

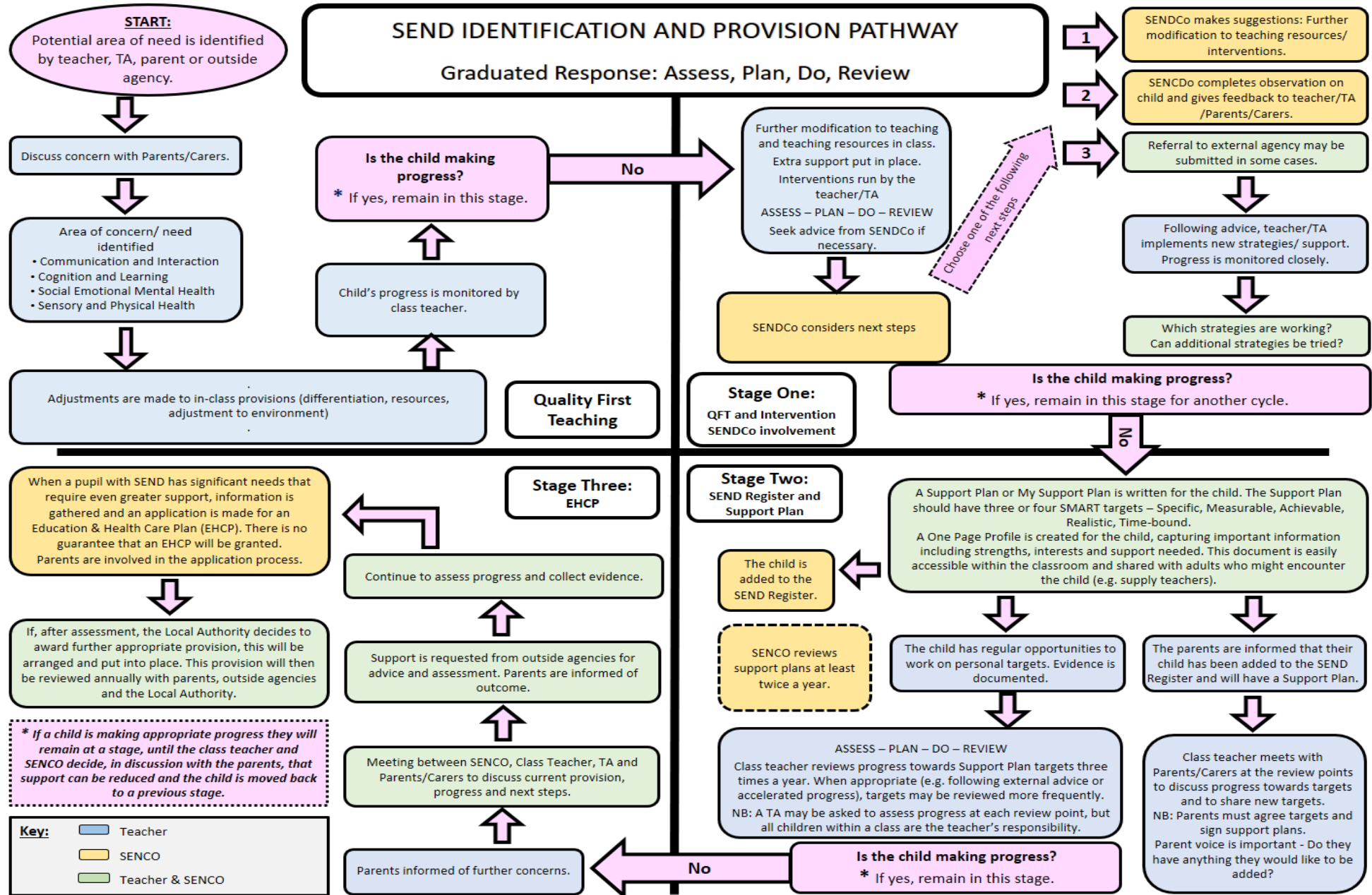
- ❖ When a child has been identified as having SEND before they start the school, we work with the people who already know about them to build a picture of the child and to plan

our provision. We closely monitor children in terms of their social and emotional development and their learning. If a teacher had concerns about an area of a child's development or learning, they would first approach the child's parents for an initial discussion.

- ❖ If school and parents consider that a child may have SEND that require further support from outside agencies, the SENDCo with parents' permission, will take the lead in making a referral to the relevant agencies for further assessment and support.
- ❖ Our teachers use a range of teaching styles and approaches to ensure that learning objectives and individual needs are met, this is referred to as 'quality first teaching'. During lessons children have access to various types of support such as:
 - Additional support in class from a Teaching Assistant
 - Differentiated work tailored to the child's abilities and needs
 - Working in a small group or intervention out of class
 - Access to specific resources such as a laptop, workstation or visual support
 - Support during playtime and lunchtime with social situations
 - Emotional and pastoral support from our Emotional Literacy Support Assistants (ELSA)

How will both you and I know how my child is doing?

- ❖ The Class Teacher, SENDCo and Head Teacher will carefully monitor the progress of all children with SEN.
- ❖ Children, who have a Pupil Support Plan, My Support Plan or an Education, Health and Care Plan, will have regular reviews. Parents, the child where appropriate, school staff and outside agencies are invited to review meetings where they discuss the child's current level of need and help set new targets for the child.
- ❖ We hold two formal parent meetings a year - one in the autumn term and one in the spring term. In the summer term parents receive a written report about their child's attainment. Teachers also meet with parents of children with SEND to discuss their personal plans.



How will you help me to support my child's learning?

- ❖ Assessment of the progress that your child is making is an ongoing process and will include observation and targeted marking and feedback. In addition to this, teachers work together to check that their judgements are correct and the senior leadership team check the progress of pupils every term. From this, we discuss what we are going to do to make sure that each child is making good progress. For children with SEND, teachers review personal targets termly, or sooner if appropriate, and discuss these with parents.
- ❖ We encourage you to work with us and support any extra interventions that your child may undertake and will keep you informed of how to do this.

What support will there be for my child's overall wellbeing?

- ❖ Each class has regular Jigsaw/PSHE lessons where a range of issues are explored.
- ❖ We have one Emotional Literacy Support Assistant (ELSA), who is trained to support children with a range of needs. Our ELSA can work 1:1 with children or in small groups on a variety of subjects including emotions, self-esteem, self-regulation, friendships and resilience.
- ❖ We have access to support from our School Well-being Worker who can provide emotional and mental health advice. They can also be a point of contact between school and Child and Adolescent Mental Health Services (CAMHS).
- ❖ Our Positive Behaviour Policy is adhered to by the whole school.
- ❖ Our safeguarding procedures and policies ensure that we offer a safe, caring environment.

How will you prepare and support my child with transition?

- ❖ We have a clear transition procedure for children entering our school and moving to their next school.
- ❖ For children with additional needs meetings will be arranged with staff from each setting, parents and outside agencies are also invited. A Pupil Support Plan may be written or an existing My Support Plan or Education, Health and Care Plan will be reviewed to aid transition.
- ❖ Extra transition visits are arranged for children to ensure that they settle in quickly and receive the appropriate support.

How are resources allocated and matched to my child's special educational needs?

- ❖ The school receives a notional SEN budget which is a portion of the school's overall budget meant to cover the costs associated with supporting SEN pupils. The notional SEN budget does not mean that a specific amount of money is allocated to each child with SEN. It is used to fund a range of support services and resources that benefit all pupils with SEN.
- ❖ We use the SEN funding to pay for:
 - specialist resources, equipment and teaching materials, including simple auxiliary aids, such as a pen grip to additional specialist software that supports spelling
 - small group learning support
 - targeted interventions
 - extra support in the classroom
 - employing additional support staff

- professional advice, for example from educational psychologists or speech and language therapists

How are decisions made about what type and how much support my child will receive?

- ❖ In consultation with parents, children and outside agencies, we will make the decision about how much support and the type of support your child will receive. As all children's needs are different, we have to be flexible in the way in which we assess and meet their needs.

What should I do if I have a complaint about my child's SEN support? What are the arrangements for handling complaints?

- ❖ Complaints about SEN provision in our school should be made to the class teacher in the first instance. Issues should then be discussed with the SENCO and/or Headteacher. If the concern is not resolved informally, parents may lodge a formal complaint. The procedure for lodging a formal complaint is contained within the Complaints Policy.

Where can I get further information, advice or support?

- ❖ Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) provides free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disability.
<https://www.yorksendiass.org.uk/>
- ❖ York SEND Local Offer
<https://www.yorksend.org/>
- ❖ City of York – Help with SEN
<https://www.york.gov.uk/special-educational-needs-disabilities>