



SEND INFORMATION REPORT

2025-26

At Osbournby Primary, we believe every child deserves the opportunity to thrive - academically, socially, and emotionally; regardless of their individual needs.

Our school values of **honesty**, **kindness**, **aspiration** and **resilience** are at the heart of everything we do. These values guide our relationships, our teaching, and our commitment to creating a nurturing and inclusive environment.

We are a compassionate and dedicated team, focused on supporting every child's journey. We recognise that early identification of needs is key to ensuring children receive the tailored support they require to succeed.

Together with families, we aim to build strong foundations that help every child grow in confidence, independence, and happiness.



WHAT DOES SPECIAL EDUCATIONAL NEEDS MEAN?



According to the **SEND Code of Practice**: 0 to 25 years:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



The **SEND Code of Practice**: 0 to 25 years identifies four broad areas of need:

Four broad areas of need	Examples
Communication and interaction	Speech, Language and Communication (SLCN) Autism Spectrum Condition (ASC, previously known as ASD)
Cognition and Learning	Specific Learning Difficulties (such as dyslexia, dyscalculia and dyspraxia) Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD)
Social and Emotional and Mental Health (SEMH)	Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder Anxiety
Sensory and Physical	Visual Impairment Hearing Impairment Multi-sensory Impairment Physical Disability

RESPONSIBILITY

The Headteacher,
Mrs H Bide has overall responsibility for SEND provision, ensuring statutory duties are met and the school's Special Educational Needs policy is implemented.

Miss B Mason is the SENCO (Special Educational Needs and Disabilities Coordinator) who leads the day to day SEND provision, coordinates support, liaises with staff, parents and external agencies.

Class teachers are responsible and accountable for the progress and development of all pupils, including those who access support from teaching assistants and specialist teachers.

WHAT TRAINING AND EXPERIENCE DO STAFF HAVE?

All staff in school (teachers and support staff) have been trained and are regularly updated on:

- Safeguarding
- PREVENT
- First aid
- Keeping Children Safe in Education (KCSIE)
- Online safety

All teachers have Qualified Teacher Status and receive regular whole school training on inclusive practises. Our teachers and teaching assistants are skilled in supporting children across a broad spectrum of abilities and needs. Where staff are working with children with specific needs, specialist training is accessed by outside agencies.

Our SENCO attends regular training and updates. She has completed the National Qualification for the Coordination of Special Educational Needs.

WHAT SHOULD I DO IF I THINK MY CHILD HAS A SPECIAL EDUCATIONAL NEED OR DISABILITY?

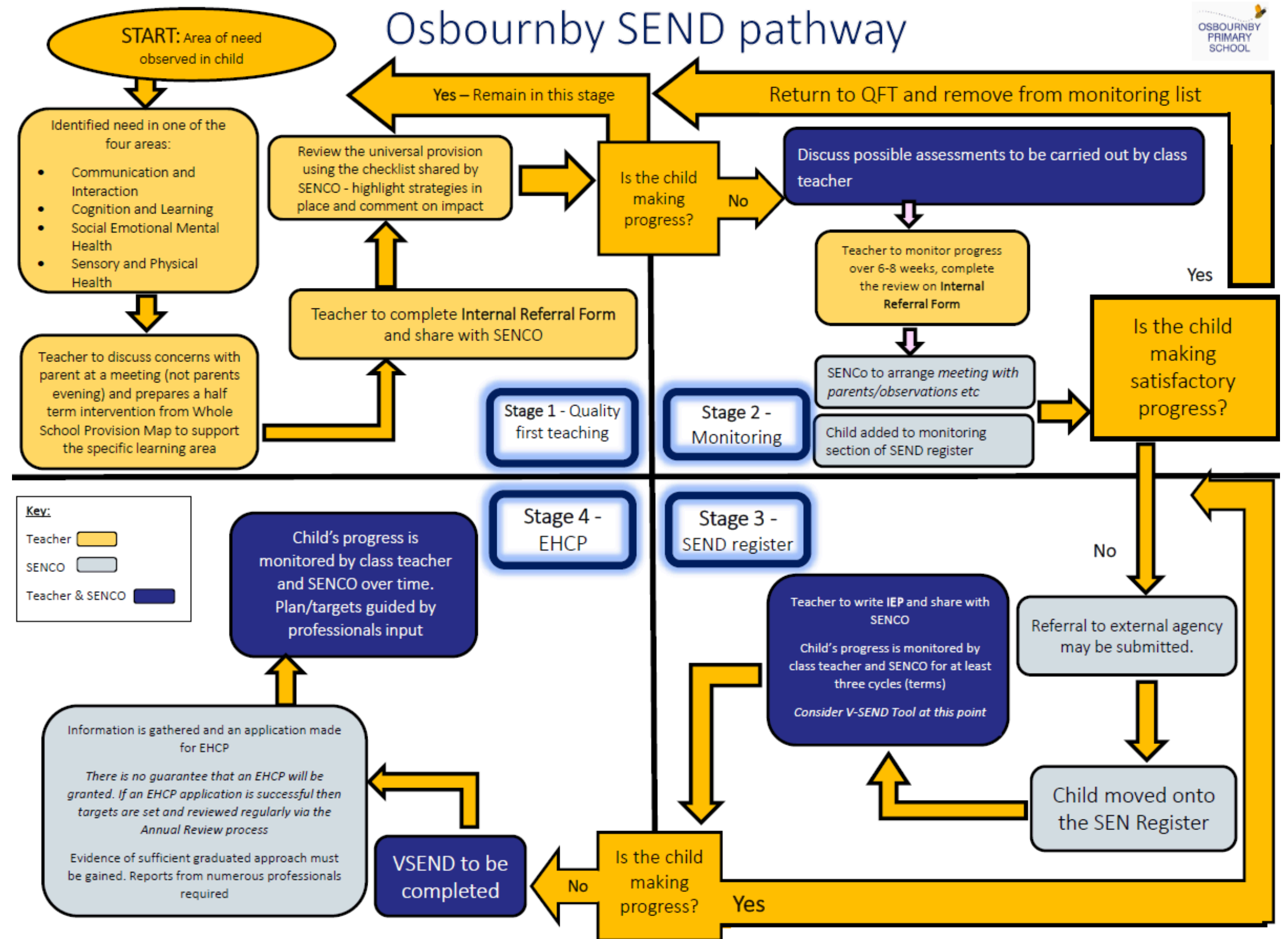
If you have any concerns about your child's needs, please contact their class teacher. It's beneficial to identify a child's needs early so please make contact with us.

If your child's class teacher has concerns about their progress or needs, they will contact you to discuss this.

Your child may express concerns about their progress or needs and these views will need to be shared with parents/carers.

WHAT HAPPENS IF A CONCERN IS RAISED?

At Osbournby Primary School, all staff follow the Osbournby SEND pathway. Throughout the process, teachers ensure parents/carers are kept informed.



EARLY IDENTIFICATION

In line with the school's SEND pathway, class teachers will share any concerns with parents/carers at the earliest opportunity.

An appropriate programme of support will be agreed upon. This may be given in the class setting or in the form of a programme of intervention, according to the child's needs.

High quality teaching adapted for individuals needs, is the first step in responding to pupils who have SEND.

Slow progress and low attainment will not automatically mean that a pupil is recorded as having additional needs or SEN.

HOW WILL THE SCHOOL SUPPORT MY CHILD?

If after a period of monitoring your child is identified as having a Special Educational Need, they will be placed on the SEND register.

At Osbournby Primary, we follow a four-step cycle to ensure every child with SEND receives the right support. This is called the Graduated Approach, and it helps us plan, deliver, and review support effectively:

Assess, Plan, Do, Review

ASSESS

We carefully observe and assess your child's needs.

This may include:

- Teacher observations
- Input from parents
- Specialist assessments (if needed)

This helps us understand what support will be most helpful.

PLAN

We work with you to create an Individual Education Plan (IEP).

This includes:

- Clear outcomes for your child
- Strategies and resources to help them
- Who will be involved and how often support will happen

You'll be kept informed and involved throughout.

DO

We put the plan into action.

This might involve:

- Targeted teaching strategies
- Support from teaching assistants
- Specialist interventions

Teachers remain responsible for your child's progress.

REVIEW

We regularly check how well the support is working. This includes:

- Reviewing progress toward outcomes
- Making changes if needed
- Meeting with you to discuss next steps

This cycle helps us adapt and improve support as your child grows and develops.

WHO DO WE WORK WITH?

At Osbournby Primary, we are fortunate to benefit from the expertise and guidance of a variety of external agencies, including:

WORKING
TOGETHER
TEAM

EDUCATIONAL
PSYCHOLOGISTS

SPECIALIST
TEACHING
TEAM

MENTAL
HEALTH
SUPPORT
TEAM

BEHAVIOUR
OUTREACH
SUPPORT
SERVICE

PHYSIOTHERAPY,
OCCUPATIONAL
THERAPY &
SPEECH THERAPY

EARLY
HELP
WORKERS

DYSLEXIA
OUTREACH
TEAM

HOW WILL YOU SUPPORT MY CHILD'S EMOTIONAL AND SOCIAL WELLBEING?

At Osbournby Primary, we understand that a child's emotional wellbeing is just as important as their academic progress. We are committed to creating a nurturing environment where children feel safe, valued, and supported.

We use the **Thrive** programme to support children's emotional development. Our two trained Thrive practitioners work with individuals and small groups to help children understand and manage their feelings, build resilience, and develop positive relationships.

We offer a range of evidence-based interventions tailored to individual needs:

- **Lego Therapy** – promotes teamwork, communication, and problem solving.
- **Drawing and Talking** – helps children express emotions in a safe and creative way.
- **Language for Behaviour** and **Language for Thinking** – supports children in developing self-awareness, emotional regulation, and social understanding.

All staff promote positive mental health through:

- Consistent routines and expectations
- Opportunities for reflection and discussion
- A culture of kindness, respect, and inclusion

We work closely with families and external professionals to ensure every child receives the support they need to thrive socially and emotionally.

MEDICAL NEEDS

At Osbournby Primary, we are committed to ensuring that pupils with medical conditions are fully supported so they can access education, participate in school life, and achieve their potential.

Our approach includes:

- Developing Individual Care Plans (ICPs)
- Ensuring staff are trained and confident in managing specific medical needs
- Making reasonable adjustments to the curriculum, environment and activities to ensure inclusion.
- Maintaining clear procedures for emergency situations ensuring all relevant staff are aware of pupils' needs.
- The Headteacher oversees the implementation of medical support policies and ensures staff are appropriately changed.

We follow the statutory guidance outlined in Supporting Pupils at School with Medical Conditions (DfE), and ensure our policies are regularly reviewed and accessible to families.

EDUCATION, HEALTH AND CARE PLAN (EHCP)

An Education, Health and Care Plan (EHCP) is a legal document for children and young people aged 0–25 who need more support than is available through regular SEN provision. An EHCP:

- Describes your child's special educational needs
- Sets out the support they need
- Lists the outcomes we're all working towards
- Includes input from education, health, and social care professionals

EHCPs are created through a formal assessment process led by the Local Authority, and can be requested via this [link](#) by parents/carers. They are reviewed at least annually.

Each pupil with an EHCP has a personalised tracking system to monitor progress toward their specific outcomes. We hold additional review meetings throughout the year to ensure support remains effective and relevant. Support is tailored to each child's needs and may include: Specialist teaching strategies, targeted interventions and support from external professionals

Need more information or support?

Click the image on the right to visit our Osbournby Padlet, where you'll find a range of helpful resources including:

- Printable resources for home (e.g visuals, developmental guides)
- Articles, books and podcasts
- Websites and details of agencies

Still need more information?

Please contact:

Your child's class teacher

SENCO - Miss B Mason

Headteacher - Mrs H Bide

