

# East Riding Local Offer

## Education Provider Template

\*Please add N/A if any question is not applicable to you

<b>1. What are the following contact details for your setting/school/academy/college?</b> (Please provide contact name, telephone number and email address)			
	<b>Special Educational Needs Coordinator (SENCO)</b>	<b>Special Educational Needs (SEN) Governor</b>	<b>Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?</b>
<b>Name</b>	Georgina Ingham	Mark Sutton	Amanda Barnett
<b>Contact number</b>	01482 899327	01482 899327	01482 899327
<b>Contact email</b>	Hedon.primary@eastriding.gov.uk	Hedon.primary@eastriding.gov.uk	Hedon.primary@eastriding.gov.uk
<b>Address</b>	Hedon Primary School Kettwell Lane Hedon HU12 8BN	Hedon Primary School Kettwell Lane Hedon HU12 8BN	Hedon Primary School Kettwell Lane Hedon HU12 8BN
<b>2. What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?</b> At Hedon Primary School, we believe that a school should be an interesting and exciting place to be; where children are encouraged to ask questions, seek solutions and in general. We aim to ensure that all pupils, regardless of specific needs, make the best possible progress in school. We take time to get to know the individual child and ensure that we meet their needs fully.			
<b>3. Provide the link to the following policies on the website of the setting/ school/ academy /college</b> All relevant policies can be found at: <a href="http://hedonprimarieschool.co.uk/parents-2/policies-and-statements/">http://hedonprimarieschool.co.uk/parents-2/policies-and-statements/</a>			
<b>4. What is the standard admissions number?</b> How many Children and Young People do you have on roll? 198 How many Children and Young People have SEND? 11 (16 further on concern register) How many Children and Young People have a statement ? 3			
<b>5. How does the setting/ school/ academy /college:</b> <ul style="list-style-type: none"> <li> <b>Identify and assess Children and Young People with SEND?</b>            Class teachers work tirelessly to check the progress of each individual child in our school. They use their assessment knowledge to plan and deliver high quality first teaching and additional help to any child that may need it. Through early intervention, we aim to support pupils whom begin to fall behind age related expectations, to ensure they catch up as soon as possible and do not fall further behind. This is discussed and tracked by the Senior Leadership Team, of which the Special Educational Needs Coordinator (SENCo) is a member. The Senior Leadership Team (SLT), through pupil progress meetings, also ensures that all pupils for whom progress has faltered or those falling behind age related expectations are discussed regularly and that additional support is provided. We work alongside a wide range of additional agencies including the Inclusion service, Educational Psychologist, Hearing impairment service, School Nurse and Speech and Language         </li> </ul>			

Services. These outside agencies support us as we aim to meet individual needs appropriately and allow accurate assessments to be made.

- **Evaluate the effectiveness of provision for Children and Young People with SEND?**

The effectiveness of provision is evaluated on an ongoing basis both daily as it is delivered and at designated points in each programme cycle by the members of staff delivering them. This allows amendments to be made as required to ensure needs are met fully. The school's Senior Leadership Team takes an active role in ensuring purposeful evaluation which leads to positive changes for our pupils through pupil progress meetings and ongoing discussion.

Teacher's, supported by the school Special Educational Needs Coordinator (SENCo), have responsibility to review, renew and deliver interventions and support for all pupils within their class including those with a Support Plan or Educational Health Care Plan. They do this in variety of ways including clear communication with parents and pupils so that everyone is aware of what is expected and can work together.

- **Assess and review progress of Children and Young People with SEND?**

Statement reviews are scheduled carefully and pull together information from all agencies involved with a specific child. This ensures amendments can be made to ensure individual needs continue to be met. All pupils with SEND are assessed through teacher assessment levels termly and against targets set on their Support Plan. Discussions at this time review their needs and may result in not only additions to the schools SEN register but removal when interventions have been successful in allowing pupils to catch up with their peers.

#### **6. Who are the best people to talk to in your setting/ school/ academy /college about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?**

Parents are asked to approach their child's class teacher in the first instance alongside Mrs Ingham (SENCo) to discuss any concerns they may have. The school operates an open door policy, although appointments may be required to ensure time can be dedicated to discussions appropriately. Mrs Barnett (Head teacher) and Miss Baker (Deputy Head teacher) are also available should parents wish to discuss individual children.

#### **7. What are the different types of support available for Children and Young People with SEND in setting/ school/ academy /college?**

Support available includes:

- Class teacher input via good/outstanding teaching.
- Specific small group interventions, led by teachers or teaching assistants, within the classroom or in our intervention spaces throughout the school.
- Speech and Language programme delivered by trained staff.
- Emotional Literacy Support from our training ELSA.
- Specified individually designed programme to support individual needs.
- Physiotherapy.

As a school, we have a wide range of resources including purchased schemes which can be used, when required, to support individuals or groups of children. We seek to meet all pupils' needs and look to source appropriate resources and/or support as need arises.

#### **8. How will the setting/ school/ academy /college ensure ALL staff are aware and understand a Child or Young Person's SEND?**

Staff meet together twice weekly which ensures that all staff are fully aware of all pupils needs. Lunchtime staff share information through the school's senior midday supervisor. Teachers and Senior managers ensure that information about individual SEND needs are shared at end of term hand over meets. Individual Education Plans are shared with all adults coming into contact with the individual children and are on the child's table alongside supportive resources daily. New staff benefit from full induction procedures to ensure they are aware of all pupils needs.

#### **9. How will the setting/ school/ academy /college let a parent/ carer know if they have any concerns about their Child or Young Person's learning?**

Teaching staff at Hedon Primary School benefit from ongoing conversations daily with parents which allow concerns to be shared with ease. Concerns are shared as they occur with all parties involved. Parents'

evenings are held three times a year and written reports given at these times. Individual Education Plans are also shared with parents three times a year and signed by parents and pupils.

**10. How is support allocated to Children and Young People?**

The school budget, received from East Riding of Yorkshire Council, includes money for supporting children with SEND. The head teacher decides on the budget for SEN in consultation with the school governors and SENCo.

Support is allocated on a needs basis with parental involvement and is reviewed regularly to ensure maximum impact.

**11. How does support move between the key stages?**

Support seamlessly moves between Key Stages due to comprehensive pupil progress transition meetings at the end of each academic year. Senior Leadership takes the lead in these discussions and ensures the schools provision map is updated and enacted.

Wherever possible teaching assistants follow interventions to ensure continuity for our pupils.

**12. Which other people and organisations provide services to Children and Young People with SEND in your setting/ school/ academy /college?**

As a school we have a range of organisations and individuals who provide support to our pupils including:

- Local Authority Inclusion Services
- Visual impaired/sensory support services.
- IPAss
- Speech and Language Services
- Physiotherapy
- CAMHS
- Children's Centre support workers
- School Nurse

**13. What training have staff received to support Children and Young People with SEND?**

Staff remain well training and have received specific training in areas relevant to the pupils in the school at the current time, in particular relating to speech and language, physiotherapy, Autism, emotional literacy support, Asperger's, selective mutism and medical needs.

This training will be topped up as required and tailored to our pupils. As a staff, regular meetings ensure strategies and experiences are shared to ensure consistency.

**14. How will teaching be adapted for a Child or Young Person with SEND?**

Our teachers are highly skills and adapt daily teaching to meet the needs of all pupils within their class to ensure accelerated progress for all. This may be through the support offered, pre-teaching, scaffolding or differentiated tasks and targets.

**15. What support is available for parents/ carers of a Child or Young Person with SEND?**

We operate an open door policy and would like parents to talk to their child's class teacher regularly so that we know what your child is doing at home and we can tell you about what they are doing in school. The SENCo or Head teacher is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professional will be shared with you alongside Support Plans and Pen Portraits as they are reviewed. Homework will be adjusted as needed to meet your child's needs.

**16. How is the setting/ school/ academy /college's physical environment accessible to Children and Young People with SEND?**

Hedon Primary School works hard to meet the physical needs of individual pupils and has added handrails around the school and in the toilets. Internal works to widen hall doors has also begun. We ensure that equipment used is accessible to all pupils regardless of their need. The school is however currently not suitable for wheelchairs due to its hillside setting and stepped internal and external environment.

**17. What facilities are available for Children and Young People with SEND on the setting/ school/ academy /college site e.g. special quiet room, lunchtime club?**

The school currently employs play workers to facilitate play at lunchtimes which allows pupils access to organised play and games. We have a range of afterschool/morning clubs and quiet space available when

needed.

**18. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the setting/ school/ college)**

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth and possible.

If your child moves to another school, we will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child and will pass all records about your child on as soon as possible.

When moving classes in school, information is passed on to the new class teacher through pupil progress meetings and other informal discussion times. Opportunities for visiting new classes are timetabled individually and as a whole cohort.

In year 6 the class teacher and SENCo meet with secondary staff to discuss individual needs as appropriate. Additional transition work takes place for all those it would benefit alongside visits to school from Secondary staff and the whole cohort transition visit. Transition work is completed in class during the Summer term to support staff at the Secondary School.

**Reviewed Sept 2019**

**Reviewed annually**