

## East Riding Local Offer

### Holme Upon Spalding Moor Primary School

#### 1. Contact details:

|                       | <b>Special Educational Needs Co-ordinator (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>           | Aileen Rush  | Diane Stead  | Steve Woodhouse<br>(Headteacher)  |
| <b>Contact Number</b> | 01430 860287   | 01430 860287   | 01430 860287  |
| <b>Contact Email</b>  | <a href="mailto:hosm@eastriding.gov.uk">hosm@eastriding.gov.uk</a>                                 | <a href="mailto:hosm@eastriding.gov.uk">hosm@eastriding.gov.uk</a>                                 | <a href="mailto:hosm@eastriding.gov.uk">hosm@eastriding.gov.uk</a>  |
| <b>Address</b>        | Holme upon Spalding Moor Primary School,<br>High Street,<br>Holme upon Spalding Moor,<br>YO43 4HL. | Holme upon Spalding Moor Primary School,<br>High Street,<br>Holme upon Spalding Moor,<br>YO43 4HL. | Holme upon Spalding Moor Primary School,<br>High Street,<br>Holme upon Spalding Moor,<br>YO43 4HL.                                  |

#### 2. What is our school ethos regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

At Holme upon Spalding Moor Primary School we are committed to enabling all children to achieve their full potential in all aspects of their school life. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life. We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within the school. All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. As a whole school we understand and recognise that some children will have or develop a special educational need or disability at some time during their school life and endeavour to recognise this at the earliest possible stage.

#### 3. Our Policies.

The following policies are accessible through our school website: <http://www.holmeprimary.co.uk>

- SEND policy
- Anti-bullying policy
- Health and safety policy
- Safeguarding policy

#### 4. Our Admissions.

Schools capacity – 350

Children on Roll – 213 excluding Nursery

Children who have SEND – 30 children

Children who have a Statement – 4 children

#### 5. How does the school identify, assess and evaluate provision for children with SEND?

All teaching staff carry out the ongoing process of assessment, planning and review that recognises individual children's strengths as well as areas for improvement and the need for support. A tracking system is in place to assist with the identification of children who are not making the required level of progress. The SENCO monitors and evaluates the progress of all children who have SEND.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching, assessing and reviewing. Children with SEND may be identified at any time during their school life through this process.

At Holme upon Spalding Moor Primary School we use a wide range of assessments to support our identification;

- The Foundation Stage Profiles.
- P Scales.
- Termly assessments of progress in literacy and numeracy.
- Ongoing teacher assessment.
- Pupil Progress review meetings.
- Review of Termly Support Plans.

If further help or advice is needed regarding a particular child, then the SENCO will contact specialists from outside the school setting. This is in addition to the extra support the child is already receiving in school. These specialists may include the Educational Psychologist, School Nurse or the Speech and Language Service.

When new children are transferred to our school with SEND, we contact the previous school to ensure that all records and appropriate information are received.

## **6. Who are the best people to talk to in your school about difficulties with learning/SEND?**

Parents and carers are welcome to discuss any aspect of their child's learning or needs with, in the first instance, your child's class teacher. If you have further concerns, you should then contact the SENCO (Mrs Rush) via the school office and they will arrange an appointment for you.

The Head Teacher (Mr Woodhouse) is also happy to discuss your child's learning and needs. Please contact the school office to arrange an appointment.

## **7. What are the different types of support available for children with SEND in our school?**

Offering support to children that is appropriate to their needs is important within our school. We achieve this through;

- Differentiation of the curriculum.
- Differentiated groups within classes for literacy and numeracy.
- Use of a range of teaching styles which recognises the individual learning styles of children.
- Working within a small target group with an adult.
- Working one to one on a targeted intervention linked to specific outcomes for individual children.
- Access and use of specific resources/equipment.
- Use of positive behaviour strategies both within the classroom and as part of the whole school Behaviour Policy.

## **8. How will our school ensure all staff are aware and understand a child with SEND?**

As a whole school we recognise the importance of confidentiality, so we always share our information in a sensitive manner. Any child highlighted as having any additional needs are discussed in a staff meeting so that all staff are aware of; the child, registration group and any other significant needs. Very often, particularly if the child is in Nursery, a photograph will be distributed to assist with identification.

If a child has a medical need the school nurse will hold a staff meeting to share information and good practice. Staff are frequently trained on administering emergency treatment for children with Diabetes and allergies. Where a child has a medical need or disability, a care plan is written and shared with the relevant staff including Teaching Assistants. Parents are invited to share their experiences and information about their child with staff during a staff meeting.

### **9. How does our school let a parent/carer know if they have any concerns about their Child's learning?**

We aim to keep parents/carers regularly informed about their child's learning. If a teacher has any concerns, they will contact the parents/carers as soon as possible to discuss the matter.

We hold parents' evenings in the Autumn and Spring Terms followed by an Open Evening in the Summer Term. At the end of the academic year each child receives an Annual report which is sent home.

Parents/carers of children with SEND are often contacted more frequently to discuss their child's needs and progress. This takes place with the SENCO. Parents/carers are welcome to arrange additional meetings by appointment. We encourage active involvement from parents working alongside school, to help their child overcome difficulties and celebrate their achievements.

### **10. How is support allocated?**

Support is allocated through the careful consideration of the class teacher to the individual needs of all the children within their class. When extra support is needed for children to reach their full potential, they may receive targeted support through small group work for example; in literacy or numeracy. All support is monitored and adjusted as required.

### **11. How does support move between KS1 and KS2?**

Any support is based on the needs of the individual child and the availability of resources within the school therefore the support will continue between Key Stages, if required. We aim to provide a smooth transition between the key stages and to do this ensure that any resources/specialised equipment move with the child. Any specific programmes/interventions that the child is part of will continue. All SEND paperwork is passed up to the next class teacher and continued, with support from the SENCO. Parents/carers are continued to be informed about the support their child is receiving.

### **12. Which other people/organisations provide services in our school?**

The following professionals are available to the SENCO for specialised support;

- Educational Psychologist.
- Speech and Language Therapy (SaLT).
- School Nurse.
- Integrated Physical and Sensory Service (IPaSS).
- Occupational Therapy.
- Child and Adolescent Mental Health Service (CAMHS)

### **13. What training have staff received to support children with SEND?**

When areas of need are identified appropriate/relevant training is addressed either on training days, staff meetings or professional development courses.

Teaching assistants also regularly attend LA training sessions to improve outcomes for all children.

The SENCO regularly attends SEN courses run by the LA.

The SENCO has a Masters in Inclusive Education.

#### **14. How will teaching be adapted for a child with SEND?**

All teachers at Holme upon Spalding Moor Primary School are teachers of SEND children. Lessons are made accessible through quality first teaching and several other strategies including differentiation of both the curriculum and resources and the use of additional adults.

#### **15. What support is available for parents/carers of a child with SEND?**

Our admissions policy does not discriminate against pupils with SEND and parents/carers are always more than welcome to come into school to discuss their child. The outside agencies that work alongside school are also available for support to parents/carers.

#### **16. How is the school's physical environment accessible to SEND children?**

Holme upon Spalding Moor Primary School is fully accessible with a dedicated disabled parking bay and toileting facilities. We have a ramp into our school hall from where the remaining building can be accessed.

#### **17. How will children be supported during Transitions? (when moving to another setting/school or between classes/groups in the setting/school)**

Transition visits start within the Nursery setting and occurs between Nursery and Foundation. During the summer term weekly visits take place to familiarise the children with both the setting and the staff.

For all children, at the end of the academic year in the summer term a transition morning takes place. The children spend time with their new class teacher for the next academic year.

For the Y6 children preparation for moving to secondary school begins in the autumn term with parent's evenings at the feeder secondary schools. Children and parents visit the schools to enable them to make an informed decision about the choice of secondary school for their child. During the summer term a day visit is arranged followed by a further day's visit;

- Woldgate – Arts day.
- The Market Weighton School – extra days visit for SEND children and others who may benefit from more than one visit.

Additional visits can be arranged when requested. Staff from the feeder secondary schools visit the children at Holme upon Spalding Moor Primary School during the summer term. The SENCO also has a meeting with respective colleagues from the secondary school to discuss SEND children.