

# East Riding Local Offer

## Skipsea Primary School

<b>1. Contact details for our school</b>			
	<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 our school</b>
Name	Mrs C Shiels (Head) and Mrs F Cairns (Assistant Head)	Mrs H Himsworth	Ms Morgan Muir (Chair of Governors)
Contact number	01262 468394	01262 468394	01262 468394
Contact email	skipsea@eastriding.gov.uk	skipsea@eastriding.gov.uk	skipsea@eastriding.gov.uk
Address	Skipsea Primary School Hornsea Road Skipsea YO25 8ST	c/o Skipsea Primary School Hornsea Road Skipsea YO25 8ST	c/o Skipsea Primary School Hornsea Road Skipsea YO25 8ST
<p><b>2. ETHOS of our school regarding Children and Young People with Special Educational Needs and Disabilities (SEND):</b></p> <p>Skipsea Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs and disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.</p> <p>We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.</p>			
<p><b>3. Also see the following policies on the website of the school</b></p> <ul style="list-style-type: none"> <li>SEND Policy</li> <li>Anti-bullying Policy</li> <li>Health and Safety Policy</li> <li>Safeguarding Policy</li> </ul>			
<p><b>4. Our standard admissions number is 10 children per year group.</b></p> <ul style="list-style-type: none"> <li>September 2019</li> <li>Number of Children and Young People currently on roll-47 pupils</li> <li>Number of Children and Young People currently on roll who have SEND-10 pupils</li> <li>Number of Children and Young People currently on roll who have an EHC plan -1 pupil</li> </ul>			
<p><b>5. Our school identifies and assesses Children and Young People with SEND:</b></p> <p>In spite of high quality teaching there may be some children who fail to progress as expected or may have an identified need. Some may have SEN that require additional support and/or interventions that are additional to or different from those normally provided. This is known as SEN Support.</p> <p>Providing SEN Support in our school involves four types of action as part of a cycle.</p> <p><b>Assessment</b> by the class teacher and SENCO with support from our SEN Consultant (Mr Brown) or the Behaviour Support Team to determine whether the child has a significant learning difficulty. Assessment is reviewed regularly and takes into account:</p> <ul style="list-style-type: none"> <li>the teacher's assessment and experience of the pupil;</li> <li>pupil progress, attainment and behaviour development in comparison to peers;</li> <li>views and experience of parents;</li> <li>the child's own views if possible;</li> </ul>			

advice from external services.

**Plan-** where a decision is made to provide SEN Support, parents will be notified and a plan drawn up in consultation with them. The class teacher remains responsible for working with the child on a daily basis. The plan will include: the support and interventions to be put in place; the expected impact on progress, development or behaviour; a clear date for review.

**Do-** The class teacher remains responsible for working with the child on a daily basis and works closely with teaching assistants or specialist staff to plan and assess the impact of interventions. The SEN Consultant supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support. Support and intervention is evidence-based and provided by staff with sufficient skills and knowledge.

**Review-**regular reviews to monitor the effectiveness of the support and the impact on the child's progress – these happen with parents at least termly and clear goals are set

#### Involving Specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite the implementation of SEN support the school involves specialists including those from outside agencies.

#### **6. The best people to talk to in our school about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)are**

The SENCOs-Mrs Shiels (Head) and Mrs Cairns (Assistant Head)

**From September 2019, your child's Class teacher (s):**

**Miss Van-Heerden (FS/Y1) –due to go off on Maternity Leave towards the end of Autumn term 2019**

**Miss Evans (Y2/3)- for the Autumn term 2019 it will be Mrs Bentley for 2 days and Miss Evans for 3 days a week**

**Mrs Cairns (Y4/5/6)**

Head teacher-Mrs Shiels

SEN Governor- Mrs H Himsworth (Co-opted Governor)

#### **7. The different types of support available for Children and Young People with SEND in our school are: Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.**

Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.

Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases.

Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches.

Putting in place specific strategies (which may be suggested by the SENCO, SEN Consultant or outside staff) to support your child to learn.

**Specific group work with in a smaller group of children. This group may be**

**Run in the classroom or outside.**

**Run by a teacher/ additional adult.**

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group or within the classroom setting

#### **Specialist groups run by or in partnership with outside agencies e.g Speech and Language therapy, DV, Counselling sessions etc**

Your child will have been identified by the class teacher/SENCO/SEN Consultant (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups.

You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- a. Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
- b. Support to set better targets which will include their specific expertise for teachers to implement
- c. A group run by school staff under the guidance of the outside professional e.g a social skills group
- d. A group or individual work with outside professional

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

**Specified Individual support** for your child of more than 20 hours in school.

*This is usually provided via a Statement of Special Educational Needs or as from September 2014 an Education, Health and Care Plan (EHCP).* This means your child will have been identified by the class teacher/SENCO as needing a **particularly high level of individual or small group teaching (more than 20 hours a week)**, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the East Riding Local Offer.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support stage.

- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Educational Health Plan. If this is not the case, they will ask the school to continue with the support at SEN Support stage and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Educational Health Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

#### **8. Our school ensures ALL staff are aware and understand a Child or Young Person's SEND.**

Each term following pupil progress meetings and provision mapping, staff are given an updated list of children who have been identified with additional needs and regular meetings take place to discuss needs/strategies/updates and review how things are going. Additional information and support is provided when necessary and training needs addressed if relevant either in-house or through an external provider or outside agency/professional.

#### **9. Our school lets a parent/ carer know if we have any concerns about their Child or Young Person's learning:**

When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher raises this with the SENCO.

At our school, there are regular reviews and then subsequently meetings between the Head and Class teacher to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail.

- a. To listen to any concerns you may have too
- b. To plan any additional support your child may receive

To discuss with you any referrals to outside professionals to support your child's learning

### **10. Support is allocated to Children and Young People-**

The school budget, received from East Riding LA, includes money for supporting children with SEN. The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENCO (with support from the SEN Consultant) along with Class teachers discuss all the information they have about SEN in the school, including

- a. the children getting extra support already
- b. the children needing extra support
- c. the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

### **11. Support moves between the key stages-**

The school's Foundation Stage class teacher and /or Nursery Nurse makes a visit to observe new Foundation Stage intake children in any pre-school setting as well as if appropriate meet with relevant staff in order to plan for their transition to our school. The Head teacher meets with the parents of these new intake to discuss any child's difficulties which may have an impact on the day to day life of their child in school. This then allows the school time to liaise with all relevant agencies and staff in order to effectively plan for a smooth transition for the children.

Y6 staff and the SENCO liaise with the transition staff and SENCO from the local Secondary School to discuss whether the Y6 pupils have additional needs which they need to be aware of for the future provision of these children. The school also provides opportunities for members of the Secondary School Staff to visit the school and observe and work alongside the Y6 children as well as meet the children with their parents in our school during the Summer Term as part of the transition process.

The Head teacher rings other schools to find out about any additional needs of new children who transfer mid year or key stage.

When moving key stages in school:

Information about your child will be shared with their new teachers;

If your child would be helped by a personalised plan for moving to another key stage, we will put this in place.

### **12. Other people and organisations provide services to Children with SEND in our school-**

#### **Directly funded by the school**

Teaching Assistants and Nursery Nurse

School Counsellor (Mrs Sullivan)

Speech and Language Consultant (Mrs Trapnell)

Emotional Literacy Support Assistant (Mrs Simpson)

SEN Consultant (Mr Brown)

#### **Paid for centrally by the Local Authority but delivered in school**

Educational Psychology Service

Sensory Service for children with visual or hearing needs

#### **Provided and paid for by the Health Service but delivered in school**

School Nurse

Occupational Therapy

Speech and Language Therapy

### **13. Staff receive training to support Children with SEND-**

The school is committed to improve the teaching and learning of all children including those with SEN. This includes whole school information & training on SEN issues such as ASD, dyslexia etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class

Staff meetings are dedicated to SEN issues as appropriate.

Aspects of Staff Training Days can be dedicated to SEN eg dyslexia, autism as needed.

Staff have received restorative practice training and Team Teach training and this is reviewed in staff training sessions.

Staff are encouraged to undertake further CPD, which support the needs of all our children, in particular children with SEN. They can then devolve this training to the wider staff as part of staff training days and meetings, including TA meetings.

#### **14. Teaching is adapted for a Child with SEND-**

Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Support staff will support with your child's learning in the classroom.

Specific resources and strategies will be used to support your child individually and/or in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

#### **15. Support available for parents/ carers of a Child with SEND-**

We would like you to talk to your child's teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.

The SENCOs are available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

Homework can be adjusted as needed to your child's individual needs.

#### **16. Our school's physical environment is accessible to Children and Young People with SEND:**

We will make reasonable adjustments to ensure that the school environment is as accessible as possible.

Physical changes will be on-going as and when the school learns of the needs of any disabled children who might attend in the future. The school has set the following priorities for physical improvements to increase access:

- Ensuring that whatever mobility/accessibility problems new pupils have can be quickly and effectively managed.
- Provide a fully accessible site for all pupils, including facilities to aid their physical capabilities through PE

#### **17. Facilities available for Children and Young People with SEND on the school site:**

There are many adults on duty at both playtime and lunch time.

Where there is a specific identified need there can be additional support in the playground.

Through the Child & Family Support Team, we offer children we have identified as being vulnerable for priority drop in sessions during dinner times. Teachers may refer these children to the CFST if they believe a child needs some additional support. Staff review children's progress in these sessions regularly.

We also offer identified children time to talk through their day and/or at the beginning of each Morning if needed.

#### **18. Children are supported during transitions (when moving to another school or between classes in the school):**

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

- If your child is moving to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.

- When moving classes in school:
  - Information about your child will be shared with their new teachers
  - If your child would be helped by a personalised plan for moving to another year, we will put this in place.