

East Riding Local Offer

Education Provider Template

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

1. What are the following contact details for your setting/school/academy/college? (Please provide contact name, telephone number and email address)			
	Special Educational Needs Coordinator (SENCO)	Special Educational Needs (SEN) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?
Name	Mrs Laura Whittington	Mrs Marcia Spicer	Mrs A Nicholl: Head Teacher Mrs L Whittington: SENCO
Contact number	01482 882587	01482 882487	01482 882487
Contact email	stjohnofbeverley.primary@eastriding.gov.uk	stjohnofbeverley.primary@eastriding.gov.uk	stjohnofbeverley.primary@eastriding.gov.uk
Address	St John of Beverley RC Primary School Wilberforce Crescent Beverley East Yorkshire HU17 0BU	St John of Beverley RC Primary School Wilberforce Crescent Beverley East Yorkshire HU17 0BU	St John of Beverley RC Primary School Wilberforce Crescent Beverley East Yorkshire HU17 0BU
2. What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)? Our Mission Statement asserts that everyone at St John of Beverley R.C. Primary School knows we are a family. We share, play and learn together and try to be the best we can be. It is the aim of the school to include all children, and to enable those with special educational needs to access a broad, balanced and creative curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, recognising the contribution they can make and their right to economic well-being in adult life.			
3. Provide the link to the following policies on the website of the setting/ school/ academy /college SEND Policy Anti-bullying Policy Health and Safety Policy Safeguarding Policy www.stjohnofbeverleyrcprimaryschool.co.uk			
4. What is the standard admissions number? How many Children and Young People do you have on roll? 173 How many Children and Young People have SEND? 16 How many Children and Young People have a statement ? 2			
5. How does the setting/ school/ academy /college: <ul style="list-style-type: none"> Identify and assess Children and Young People with SEND? Discussion with parents, transition meetings with pre-school or current school. Classroom 			

<p>observations, assessments and tests. Support and advice from outside agencies.</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of provision for Children and Young People with SEND? Monitoring of provision and interventions. Pupils Progress is monitored. Use of RAISE online and Autumn data pack. • Assess and review progress of Children and Young People with SEND? Parents evening, reports, half termly assessments, analysis of data, checking of pupil progress, work scrutiny. Individual Education Plan reviews. Parent's comments asked for. SENCO available for parent's consultations.
<p>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)? The Class teacher The SENCO</p>
<p>7. What are the different types of support available for Children and Young People with SEND in setting/ school/ academy /college? Teachers will differentiate work, use support or practical materials. Work in small groups or one to one with an adult. The school has adopted a bespoke approach to individualised learning, setting targets to meet the specific needs of every child.</p>
<p>8. How will the setting/ school/ academy /college ensure ALL staff are aware and understand a Child or Young Person's SEND? Staff meetings, discussions with lunchtime staff, training.</p>
<p>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? Parents meetings, Meeting with teacher or SENCO, Individual Education Plans sent home at least half termly.</p>
<p>10. How is support allocated to Children and Young People? There is a Teaching Assistant in each class and they are used as appropriate to support the needs of the children in that class. Support is allocated on a needs basis.</p>
<p>11. How does support move between the key stages? Meetings between class teachers to ensure smooth transition. Pupils with SEND have increased contact with new teacher/TA.</p>
<p>12. Which other people and organisations provide services to Children and Young People with SEND in your setting/ school/ academy /college? Local Authority School Nurse Educational Psychologist Behaviour Support Speech and Language Occupational Health Physiotherapy ISSS</p>
<p>13. What training have staff received to support Children and Young People with SEND? SENCO is currently undertaking the National Award for SEN Co-ordination and regularly attends courses and conferences. TAs receive regular updates from the SENCO for delivering interventions or supporting children with SEND.</p>
<p>14. How will teaching be adapted for a Child or Young Person with SEND? Differentiated in the classroom. Additional adult support: small groups or one to one support. Use of practical, multisensory resources. Use of laptop or other equipment if necessary. Peer support.</p>
<p>15. What support is available for parents/ carers of a Child or Young Person with SEND? Parent Support Advisor, SENCO, sign posting to other agencies.</p>
<p>16. How is the setting/ school/ academy /college's physical environment accessible to Children and Young People with SEND? Disabled/wheelchair access. Disabled toilet. Specially designed equipment is often purchased to provide support for example, keyboards, writing slopes, pencil grips.</p>
<p>17. What facilities are available for Children and Young People with SEND on the setting/ school/</p>

academy /college site e.g. special quiet room, lunchtime club?

We offer a large range of clubs at lunchtime and after school. We make appropriate provision for children including use of the intervention area, library and peace room.

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 have meetings with the pre-school for new starters or telephone conversations with the previous school. When children are changing classes, teachers meet with the previous teacher or if necessary meet the parents before they start their new class. The SENCO meets with the secondary school for Year 6 pupils that are transferring to secondary school. There are annual reviews for children with a statement and can be multi-agency meetings when necessary.