

East Riding Local Offer

North Ferriby CE Primary School

1. Contact details:

	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	Miss J. Zuill	Mrs L. Mowthorpe	Mr R. Orr
Contact number	01482 631200		
Contact email	Northferriby.primary@eastriding.gov.uk		
Address	Church Road North Ferriby HU14 3BZ		

2. School ETHOS:

The school recognises that the curriculum must be relevant to all pupils and so takes SEND into account in the formulation and implementation of all policies throughout the school. The school believes that it is the role of teachers to help pupils to reach their potential and that every person should be given full access to their educational entitlement and encouraged to respond positively to challenges. This positive approach is supported within the school environment, including a weekly good work assembly.

3. Policies:

The following policies are available on our website (<http://www.northferribyprimaryschool.co.uk>):

- SEND Policy
- Anti-bullying Policy
- Health and Safety Policy
- Safeguarding Policy

4. Admissions:

Capacity - 280

Children on roll - 268

Children who have SEND - 11

Children with a statement - 0

5. How does the setting/ school/ academy /college:

- Identify and assess Children and Young People with SEND?
- Evaluate the effectiveness of provision for Children and Young People with SEND?
- Assess and review progress of Children and Young People with SEND?

The school system of assessment includes reference to information provided by:

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum
- Independent work produced by the pupil
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing IEP/Education Health Care Plan

Children requiring additional support in school have personalised targets and interventions which are monitored and evaluated termly. A review of their progress is discussed at pupil progress meetings and this information is used to inform reviews and planning.

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)?

Miss J. Zuill SENDCO and Mr R. Orr Head teacher

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

- Differentiated work within the classroom
- Focussed small groups or individual support
- From Class Teacher or Teaching Assistant
- Phonics Groups
- Maths Sets
- SEND resources, e.g. Toe by Toe, Plus One, Power of Two

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

Staff ensure awareness of SEND through a child's individual support plan and discussions with SENDCO.

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?

Parent/carers invited into school for consultation with Class Teacher.

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

Class Provision records inform a School Provision map which is drawn up for the year and is adjusted. Support is monitored and is adjusted as required, including TA time.

11. How does support move between the key stages?

Support for SEND children is mainly organised by the Class Teacher/TA and is passed on to the following teacher via transition meetings. This is overseen by the SENDCO.

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

- Educational Psychology and Behaviour Support
- Speech and Language Therapy
- Integrated Physical and Sensory Service (IPaSS)

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

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

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

Teachers adopt and use a variety of teaching styles and resources within the classroom to help support children with SEND.

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

Appointments with Class Teacher and or SENDCO can be made if required. Class Teachers are happy to give advice and support to parents.

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

Our school is fully accessible with dedicated disabled parking bays and toileting facilities. We have ramp into both KS1 and KS2. We have changing facilities for children who require adult support. Our grounds are inclusive. We also have a range of inclusive PE equipment to ensure all children can access the PE curriculum.

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?

All of our lunchtime and after school clubs are inclusive and accessible for children with SEND.

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)

Transition visits to our school occur each year between Preschool and Reception. Year 6 children moving to South Hunsley in Year 7 visit on various occasions. South Hunsley Teachers/TAs also visit our school. In addition there is an extra visit planned for children with SEND to South Hunsley.