

# East Riding Local Offer

**1. What are the following contact details for your setting/school/academy/college? (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>           | Alison Metcalfe  | Debbie Potter  | Alison Metcalfe<br>(Head teacher)<br>Debbie Potter<br>(Chair of Governors)   |
| <b>Contact number</b> | 01759 302061   | 01759 302061   | 01759 302061   |
| <b>Contact email</b>  | ametcalfe@warterschool.eriding.net   | office@warterschool.eriding.net  | ametcalfe@warterschool.eriding.net   |
| <b>Address</b>        | Warter C.E Primary School<br>Addelkeld<br>Warter<br>East Yorkshire<br>YO42 1XR | Warter C.E Primary School<br>Addelkeld<br>Warter<br>East Yorkshire<br>YO42 1XR | Warter C.E Primary School<br>Addelkeld<br>Warter<br>East Yorkshire<br>YO42 1XR   |

**2. What is the ETHOS of the school regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?**

The whole ethos of Warter CE Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential -whatever their needs and irrespective of ability, race or gender.

Warter CE Primary school believes that:

\*a child with SEND should have their needs met

\*a child with SEND should (where it is in the child's interests) have the opportunity to learn and play with typically developing peers of the same age

\*a child with SEND should have the chance to participate fully in the extra-curricular life of the school

\*the SEND of children should be met in a mainstream school

\*the views of the child should be sought and taken into account

\*parents have a vital role to play in supporting their child's education

\*children with SEND should be offered full access to a broad, balanced and relevant education,

including an appropriate curriculum for the foundation stage and the National Curriculum.

**3. Provide the link to the following policies on the website of the school.**

**4. The following policies are all available on the website in the policy document folder.**

SEND Policy

Anti-bullying Policy

Health and Safety Policy

Safeguarding Policy

**5. What is the standard admissions number?**

The standard admission number is 20 per year group.

**6. How does the school identify children with SEND:**

All children in school are assessed on entry to the nursery or reception year through observational assessments to achieve a baseline. Teaching and learning opportunities are planned to meet the needs of individual children according to their ability from their own starting point.

Each term children throughout the school are assessed against the national curriculum levels and the attainment carefully monitored. If children are not reaching the expected level for their age or not making sufficient progress for their ability then intervention activities are put in place to narrow the gap in their learning. All intervention activities are reassessed at the end of a unit of work and the child is observed carefully to ensure new skills are applied in their learning.

If further assistance is required the school will refer to the Educational Psychologist /Speech therapists/Occupational therapists as required.

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

The first point of contact is the class teacher to discuss your child. If further discussions are required then together chat with Miss Metcalfe the SENCo.

**8. What are the different types of support available for Children and Young People with SEND in school?**

Speech and language intervention including Language Steps.

Friends group

Lexia

RM Maths

Power of 1/Power of 2

Bear Mountain reading

**9. How will the school ensure ALL staff are aware and understand a Child or Young Person's SEND?**

To ensure children are known to staff the following systems are in place:

- Team briefings
- Weekly team/key stage meetings
- Weekly staff meetings
- Telephone conversations with parents to discuss needs and actions for a child
- Personalised action plans focusing on the individual needs of children.

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

The teachers in each class know their children very well and the expectations for learning. If

any child is finding work difficult the teachers, after talking to the head teacher, will arrange a meeting with parents/carers to discuss the next steps needed. At this meeting individual targets will be discussed and agreed together. Review meetings will be held regularly to update parents.

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

The head teacher /SENCo will use the information from the assessment meetings and/or parent meetings with teachers to decide on the intervention required to support individual children.

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

Warter School is a small school therefore all the teachers know all the children well and support if required moves through the school with a child. The child's records move through the school with the child along with personalised learning plans, if needed.

**13. Which other people and organisations provide services to Children and Young People with SEND in your school?**

Warter School uses:

East Riding Inclusion Services including educational psychologists and behaviour advisory teachers

Parent Support Advisor for the Pocklington Cluster - Gillian Davies

The Children's Centre at Pocklington

The Toy Library from the Children's Centre at Pocklington

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

All the teachers at Warter school are qualified teachers with many years' experience which they confidently share to ensure the best possible solutions for children.

The teaching assistants who ably support children have NVQ level 2 and 3 qualifications and /or HLTA qualifications.

All the staff will receive the necessary training as and when required.

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

The school can confidently differentiate activities to meet the needs of individual children within the Early Years and Primary school. Personalised learning plans will be developed as needed for individual children.

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

The school offers support to parents through teacher /parent discussions and can sign post parents effectively to the FISH team.

**17. How is the school's physical environment accessible to Children and Young People with SEND?**

The school has wheel chair access through the Warter Babies entrance using the paths from the front and side of the building with a disabled toilet located in the mobile classroom. In the Warter Babies toilet area the school has changing facilities.

The step areas at the back of the school have hand rails for assistance while the mobile classroom has a ramp leading to the door.

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

At lunchtime, we occasionally run clubs which are available to groups of children, for example book club.

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

At transition points children will be supported by:

- Early discussion about transition and the next steps in learning.
- Meeting the new teacher /school/SENCo so visits can be arranged as required.
- Visits to the new classroom / school and shared lessons as appropriate.