

# East Riding Local Offer

## South Cave Primary School

<b>1. South Cave Primary School, Church Street, South Cave, East Riding of Yorkshire HU15 2EP Tel: 01430 422526 Email: office @ scps.eriding.net</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 your setting/ school/academy/ college?</b>
<b>Name</b>	Mrs Allison Worthington	Mrs Kay Williams	Mrs Julie Newby Head teacher
<b>Contact number</b>	01430 422526	01430 422526	01430 422526
<b>Contact email</b>	allison.worthington@scps.eriding.net	office @ scps.eriding.net	office @ scps.eriding.net
<b>Address</b>	South Cave Primary Sch, Church Street, South Cave, East Riding of Yorkshire HU15 2EP	South Cave Primary Sch, Church Street, South Cave, East Riding of Yorkshire HU15 2EP	South Cave Primary Sch, Church Street, South Cave, East Riding of Yorkshire HU15 2EP
<b>1. What is the ETHOS of the school regarding Children and Young People (CYP) with Special Educational Needs and Disabilities (SEND)?</b> At South Cave Primary School 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. The practice within school reflects our inclusive ethos from individual lesson planning responding to pupil diversity, to material resources being used to support learning and participation for all.			
<b>2. To view the following policies, please visit <a href="http://www.southcaveprimary.co.uk">www.southcaveprimary.co.uk</a></b> SEND Policy Anti-bullying Policy Health and Safety Policy Safeguarding Policy			
<b>3. What is the standard admissions number?</b> We currently have 368 Children and Young People on roll. 32 of these Children and Young People have SEND. 1 of these Children and Young People have a statement of Special Educational Needs.			
<b>4. Identification and assessment of Children and Young People with SEND</b> All staff have received training, and continue to receive updates, on identifying SEND as early intervention is important. Regular formal and informal assessments are carried out throughout the year by class teachers who meet with senior members of staff to monitor progress. Pupils, who are identified as not meeting expected progress, are discussed and ways to support them considered. The SENCo is involved in discussions and will carry out further assessments if needed.  <b>Evaluation of the effectiveness of provision for Children and Young People with SEND</b> A provision of map of additional support is collated for each year group, identifying interventions available to support pupils in the term. Progress made following each intervention in the term is reviewed and evaluated during Pupil Progress Meetings with class teachers and senior leaders. The successes of interventions are evaluated to			

ensure work carried out with pupils is effective.

### **Assessment and review of progress of Children and Young People with SEND**

Pupils, who are assessed as having SEND, will have an additional support plan to identify the outcomes they are working towards and the support they will be given to achieve these. Progress will be regularly assessed by teachers, the SENCo and outside agencies if they are involved; and reviewed each term during a joint meeting with class teachers, parents, SENCo along with pupils and outside agencies if appropriate.

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

Allison Worthington, SENCo or the pupil's class teacher.

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

- Quality first teaching in the classroom, with appropriately differentiated work and some additional adult support for maths, English and science.
- One to one withdrawal support with trained teaching assistant to work towards Speech and Language targets set by Speech and Language therapist.
- One to one withdrawal support with SENCo to work towards specific targets such as those related to dyslexia, dyspraxia and dyscalculia.
- Group interventions led by trained teaching assistants for maths support.
- One to one and small group interventions to address social and emotional needs with ELSA (Emotional Literacy Support Assistants) trained teaching assistants.
- Booster sessions with class teachers and/or using IT based resources including Bug Club and Abacus.

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

The school will have a programme of staff training needs for the coming year which will include regular updates on any changes to the provision and monitoring of SEND; refreshing staff awareness of the identification of SEND; and any identified training needs for supporting CYP with SEND.

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

Initially the class teacher will invite parents/carers into school to discuss any concerns they have. If concerns continue, the CYP will be referred to the SENCo who will then be included in discussions with class teachers and parents.

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

The SENCo considers all identified suggestions for support and aims to accommodate them, using the provision map to track who has received support previously and the impact interventions have had, or suggests alternatives.

#### **10. How does support move between the key stages?**

A provision map is collated for each year group and reviewed termly. Pupil progress is continuously tracked and data is passed on to the next teacher at the end of the school year. There is a seamless transition from key stage 1 to key stage 2 as the SENCo covers both key stages.

In preparation for transition from key stage 2 to key stage 3, meetings are held between our school SENCo and the SENCo from the partnership high school. Data and key information is shared and meetings between the high school SENCo, pupils and parents are arranged if needed, along with transition visits to the high school if appropriate.

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

The school has a close working relationship with a variety of support services including: Speech and Language therapy; Education Inclusion Service (EIS); Safeguarding Teams; Integrated Physical & Sensory Service (IPaSS); Educational Welfare Officer (EWO); Educational Service for Hearing & Vision; Child and Adolescent Mental Health Service (CAMHS) and Health services including the School Nurse, health visitors, physiotherapists and occupational therapists.

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

Allison Worthington, SENCo, has the SEN and dyslexia qualification as well as having attended a wealth of training sessions to help support pupils with Speech and Language, educational, behavioural, and social needs.

All teaching staff have received in school training led by the SENCo and outside agencies.

The teaching assistants have undergone the teaching assistant qualification and have subsequently attended a variety of training sessions to further enhance their skills.

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

Quality first teaching is the key to meeting the needs of children; involving an understanding of what level the children are working at, what are their next steps and how to differentiate tasks to meet the needs of all pupils. As part of detailed planning, the teacher may use additional adult support in class to help deliver lessons to all pupils, especially in maths and English. The teacher will also be mindful of addressing the different learning styles of pupils (visual, auditory and kinaesthetic); keying in pupils with attention difficulties; using appropriate language for those pupils with speech and language difficulties; make use of the up-to-date IT resources around the school; and have a dyslexia friendly classroom.

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

The school adopts an 'open door' policy which allows parents/carers to come into school to speak with class teachers or the SENCo as often as they need to, to talk about their children and to ask for support.

The school holds termly parent evenings to discuss pupil progress; special events to share teaching ideas with parents linked to maths, phonics, reading and IT; and has a school website with a variety of information.

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

The school site has been adapted to be accessible for all, including having ramps, handrails, chair lifts and a disabled toilet fitted.

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

There is a specific SEN room and a Conference room which are available throughout the day to use for individual work, small group work and withdrawal activities.

There are a variety of lunchtime clubs available for all pupils to join. The list continues to grow as children approach staff with suggestions of activities they would like to take part in, most recently a gardening group including children with behavioural and educational special needs.

**17. 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)**

-From Early Years to the Foundation Stage: foundation stage teachers and the SENCo visit the local nurseries, and the class teachers carry out home visits for all pupils. Following these visits, if any SEN concerns are identified the SENCo will contact the relevant agencies for information and put in place strategies for meeting individual needs on entry to the school, including an early meeting with the parents/carers.

-From Year 6 to High School: as mentioned previously, there are a number of activities carried out to promote a smooth transition, dependant on individual needs, including a visit to the high school; lessons led by high school teachers at our school and theirs; and transition booklets including photographs and special information about the child. For children with a Statement of SEN, there will be a transition review whilst they are in year 5 with parents, outside agencies and the SENCo from the high school (who will also have been invited to our school to work with/meet the pupil beforehand).