

# Roos Primary School Local Offer



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

## 1. What are the following contact details for your school? (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	Miss L Wilson	Mr B Rannard	Mrs M Miller
Contact number	01964 670535	01964 670535	01964 670535
Contact email	roos.head@eastriding.gov.uk	roos.admin@eastriding.gov.uk	roos.head@eastriding.gov.uk
Address	Main Street, Roos, Hull, East Yorkshire, HU12 0HB	Main Street, Roos, Hull, East Yorkshire, HU12 0HB	Main Street, Roos, Hull, East Yorkshire, HU12 0HB

## 2. What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

- We value the abilities and achievements of all our pupils.
- We are committed to ensuring that every child reaches his/her full potential.
- We believe the key to meeting the needs of each child is for teachers, support staff, parents/carers, pupils and outside agencies to work together.
- As a Church of England school everything we do is underpinned by our Christian values.

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

Special Educational Needs and Disabilities (SEND) Policy  
Anti-Bullying Policy  
Health and Safety Policy  
Safeguarding Policy

These policies can be found on the school website (link below) in the 'Our School' section under policies.  
<http://www.roosprimary.org.uk>

## 4. What is the standard admissions number?

How many Children and Young People do you have on roll? 116  
How many Children and Young People have SEND?  
How many Children and Young People have a statement? A few

## 5. How does the school:

- Identify and assess Children and Young People with SEND?  
Discussions with parents on admission to identify any known needs.  
Class teacher observations and assessments.  
Involvement of SENCo and specialist agencies as required.  
Pupils are set specific targets.

- **Evaluate the effectiveness of provision for Children and Young People with SEND?**  
SEN provision and interventions are monitored by the Head Teacher.  
The progress of children with SEND and the effectiveness of provision are monitored each term through progress review meetings and Individual Learning Plan reviews.  
The SEND governor meets with the Head Teacher each term to evaluate the effectiveness of provision.  
School progress data is evaluated each term by the Head Teacher and governing body.
- **Assess and review progress of Children and Young People with SEND?**  
Each pupil's progress is assessed, recorded and analysed each half term.  
Progress review meetings are held each term to review the progress of all pupils.  
All parents are invited to parent consultation evenings with the class teacher in the Autumn and Spring terms.  
Parents are invited to Individual Learning Plan review meetings where the progress of pupils with SEND towards specific targets is reported and next steps agreed. Pupils are also included in this review process.  
School progress data is evaluated each term by the Head Teacher and governing body.

**6. 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)?**

If a parent/carer has a concern about a child s/he should speak to the class teacher initially.  
A parent can also speak to the Head Teacher/SENCo.

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

Class teachers will provide work, support materials and appropriate teaching strategies to meet a child's needs in lessons.  
Support may also take the form of work within a small group with adult support.  
A child may follow an intervention programme individually or within a group, in class or outside of the class. The intervention would be led by an adult but also involve independent work.

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

Staff training as required.  
Weekly teaching and support staff meetings.  
Liaison with lunchtime supervisors and other members of the school community as required.

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

The class teacher will contact the parent/carer.  
The parent/carer will be informed at parent consultation meetings or Individual Learning Plan meetings.

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

Support is allocated according to need and the resources available during a financial year.  
Teaching assistants are allocated to each class enabling support for pupils who require it.

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

Support is reviewed according to need and the resources available during a financial year.  
Transition days are held to help children adjust to new classes/new year groups/new schools.  
Time is given for teachers to talk to the previous/next teacher about the pupils, the progress they have made, any appropriate strategies/resources etc.  
We liaise closely with staff from the secondary schools to ensure that all relevant and appropriate information is passed on.

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

If a child is not making expected progress we may seek advice from a number of sources, these include:

- SEN consultant who visits each half term and may carry out general assessments or observations of individual children to identify barriers to learning.
- Educational Psychologist – for children who have more underlying educational needs.
- Integrated Physical and Sensory Service (IPaSS) – for children who have difficulties with their gross or fine motor skills e.g. appearing ‘clumsy’, having difficulty with writing.
- Speech and Language Therapy (SALT) – for children who have underdeveloped speech or whose speech is not clear.
- School Nurse.

In addition there are a number of other agencies we can consult with should a specific need arise including:

- Children and Adolescent Mental Health Services (CAHMS) – for children who may suffer with extreme anxiety or have other difficulties which are not education based.
- Physiotherapy Services.

Details of East Riding of Yorkshire Council’s Local Offer please follow this link:

[www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk)

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

The SENCO works with children identified as S.E.N.D and has done so for many years. Currently another member of staff is studying for the National SENCO award.

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

Class teachers will differentiate work, resources and strategies in the classroom to ensure a child’s needs are met.

Additional adult support may be provided for a child individually or in a group for class work.

Specific intervention programmes in class or outside of class may be provided.

Specific resources may be provided e.g. writing frames, reading overlays, adapted pens, pencil grips, technology.

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

The Head Teacher/SENCO will always speak to parents/carers about concerns, although sometimes an appointment may be required.

The Families Information Service Hub (FISH) contains lots of information for parents and carers. It also holds information about courses and activities on a wide range of subjects many of which are free. You can get more information on FISH by clicking the following link:

[www.fish.eastriding.gov.uk](http://www.fish.eastriding.gov.uk)

## 16. How is the school’s physical environment accessible to Children and Young People with SEND?

The school has disabled/wheelchair access and a disabled toilet.

The school is a small school with wide corridors and is on one level once inside.

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

A breakfast club and after school club is available daily.

We offer some lunchtime and after school clubs.

For children who find lunchtimes and playtimes hard, additional support/ resources could be provided e.g. quiet activities in classrooms.

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

Transition days are held to help children adjust to new classes/new year groups/new schools.

Time is given for teachers to talk to the previous/next teacher about the pupils, the progress they have made, any appropriate strategies/resources etc.

We liaise closely with staff from secondary schools to ensure that all relevant and appropriate information is passed on.