

East Riding Local Offer

Education Provider – St. Anne’s School and Sixth Form College

*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	Chris Lee	Geoff Ogden	Lesley Davis
Contact number	01482 667379	01482 667379	01482 667379
Contact email	chris.lee@stannes.eriding.net	geoff.ogden@stannes.eriding.net	lesley.davis@stannes.eriding.net
Address	St Anne’s School and Sixth Form College St Helen’s Drive Welton East Yorkshire HU15 1NR	St Anne’s School and Sixth Form College St Helen’s Drive Welton East Yorkshire HU15 1NR	St Anne’s School and Sixth Form College St Helen’s Drive Welton East Yorkshire HU15 1NR

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

Our aims and ethos underpin the work in the school and are incorporated within our school logo “We all achieve”.

We value children as an individual, and as such we

- give the best education and care that can be provided
- respect each child as unique
- address each child by their name
- ensure consistency across all settings
- encourage independence
- offer time to take part
- use communication systems appropriate to each child
- have high and realistic expectations for each child
- respect each child’s privacy
- involve children in conversations
- treat information with respect and confidentiality

We endeavour to provide an environment and culture where staff work co-operatively, in a professional manner, displaying positive attitudes towards other staff, pupils their families and other professionals. We invest in our staff who we regard to be a group of highly competent staff, clear in their intentions for pupils’ learning and who have skills in assessment, planning, and recording so that children are provided with a highly differentiated curriculum which meets individual needs.

3. Provide the link to the following policies on the website of the setting/ school/ academy /college

SEND Policy: See website

Anti-bullying Policy: See website

Health and Safety Policy: See website

Safeguarding Policy: See website

4. What is the standard admissions number?

How many Children and Young People do you have on roll? 144

How many Children and Young People have SEND? 144

How many Children and Young People have a statement ? 144

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?**

On entry to the school, pupils will have a Statement of Special Educational Needs and a formal recommendation naming St Anne's made by a multi-disciplinary team from the local Authority. However some pupils may be at St Anne's undergoing statutory assessment. Annual Reviews more recently Educational Health care Plans play an important part in evaluating progress and analysing the appropriateness of a pupil's placement. Through the review process, there is always the possibility for pupils to transfer to another type of school e.g. in the case of a pupil who makes exceptional progress and appears ready to take on a more demanding level of work and a change of school environment

The Governing Body and staff of the school will evaluate the effectiveness of the school through a process of internal review and external assessment.

External monitoring and evaluation will be gained through:

- Ofsted Inspections
- Local Authority advisors

Internal monitoring and evaluation will be gained by:

- Reviewing individual pupil achievement and progress e.g. Learning profiles and target achievement, evaluation of pupil progress as seen in Educational Health Care plans
- Review of SDP targets and Self Evaluation with Leadership Team and Governing Body
- Staff support through learning walks, lesson observation and evaluation
- School performance management system
- Staff supervision

Pupil progress is measured on an individual basis and the school has a robust whole-school tracking system to ensure pupils make or exceed expected levels of progress. Progress is defined as 'a measure of the rate of learning; it is the measure of differences in attainment at two points in time.

In their everyday teaching, staff have a commitment to collecting evidence and evaluating children's progress.

The sources of evidence will include pupils' work, photographic evidence of pupils' achievements, what children can do and say, progression against learning profiles, teacher's assessments, recording and reporting to parents.

Assessments are also made against the foundation stage profile and recorded in our whole school tracking system.

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 school has 17 teachers including the head and assistant head teachers and 71 full time/part time e teaching assistants, including Midday supervisors assist at lunchtime. The school operates a multi-disciplinary approach and has a nurse on site and physiotherapists, speech and language therapist, and occupational therapy regularly on site. The school currently employs a pastoral care co-ordinator who works closely with parents, is a trained ELSA worker, (one of three staff trained) and one of the schools three safeguarding officers. We also work closely with social workers, education welfare, educational psychologists, advisory and specialist teachers.

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

- Small classes
- Good staffing ratios
- Broad and balanced curriculum
- Inclusion links with Primary and Secondary schools
- Offsite provision with external providers
- Support from other professionals
- Internships in partnership with East Riding college

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

The school recognise the importance of developing staffs' knowledge, skills and understanding of special education and ensuring that pupils benefit from staffs' professional development.

It should be acknowledged that continuing professional development is not a replacement for staff investing their own time to investigate and reflect upon their practise in order to refine, alter or improve it.

The school has a designated member (Dorothy Colley) of staff who carries a responsibility for staff development. The school has regular staff INSET and a formal system of staff appraisal.

8. 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?

We have a strong commitment to parent partnership, as incorporated in the overall schools' ethos. The Governing Body place special importance on finding out what parents expect from the school and aim to be represented at all school events to maintain regular contact with them. Parents are always welcome in school. Where appropriate home visits are made. Pupil planners, newsletters and school website and Twitter feed, are other channels of communication.

We also recognise the importance of trying to provide a support network for parents. This is achieved through the Parents Group, the Pastoral Care Co-ordinator, social gatherings, questionnaires and information evenings.

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

Support is allocated on a needs basis. Staff who have experience or expertise with specific SEN need will be assigned to work with identified students, One to One students have a designated member of staff assigned to them. Class numbers are small to allow for all students to receive the support that they need to progress.

10. How does support move between the key stages?

Staff with remain with specific pupils for consistency
Transition reviews
Transitions days
Involvement of Youth Support Service
Visits to alternative providers and agencies

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

- a. Speech and Language Therapy
- b. Physiotherapy
- c. Occupational Health

- d. Dietician
- e. School Nurse
- f. Public Health Nurses
- g. Home School Liaison Officer
- h. Parents Group
- i. Morrison's supermarket, County Supplies, Stockbridge Park Pre School, Rock Challenge, Lifestyle
- j. Rotary Club, Mires Beck
- k. Local Churches
- l. Primary and Secondary schools as indicated in our inclusion links
- m. Bishop Burton College, Welton Waters, Freedom KDC
- n. Other Special schools.
- o. School Council

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

The school recognise the importance of developing staffs' knowledge, skills and understanding of special education and ensuring that pupils benefit from staffs' professional development.

It should be acknowledged that continuing professional development is not a replacement for staff investing their own time to investigate and reflect upon their practise in order to refine, alter or improve it.

The school has a designated member (Dorothy Colley) of staff who carries a responsibility for staff development. The school has regular staff INSET and a formal system of staff appraisal. For example: Team Teach, Teacch, First Aid, Autism Awareness and Eye-Gaze training.

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

All pupils have access to a broad, balanced, differentiated and relevant curriculum which includes the National Curriculum Sensory curriculum, awards and qualifications.

Learning profiles are written for each pupil for English, Maths, ICT and PSHCE. Families are invited to play an active part in the formulation of these targets and their views are always listened too.

Pupils' curriculum needs are continually assessed and refer to:

- The pupil's statement of special educational needs
- The pupil's Learning profiles which include academic and personal skills
- The parent's wishes for their child's education
- The pupil's views wherever possible
- Reports and advice from other disciplines e.g. speech and language therapists, physiotherapists, educational psychologists.

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

- Parent support group
- Governors attend social events and parents evenings
- Signing classes offered to staff and parents
- PSHCE workshops for parents
- Parent links course
- Pastoral Care Co-ordinator
- Trainers on site

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

- Single storey building with suitable modification for mobility issues
- Key pad entry with internal fob system
- Secure fencing around the site
- Approved transport used for all journeys involving students

16. 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?

- a. Speech and Language Therapist and Occupational therapist, Physiotherapist, Dietician, Educational Psychologist onsite regularly
- b. Health Care practitioner on site
- c. Hydrotherapy pool
- d. School hall
- e. Horticultural unit with small animals unit
- f. Sensory rooms
- g. Two adventure playgrounds with safety surfaces
- h. Bike track
- i. Pupil's library bus
- j. Sensory garden
- k. Dedicated room for physiotherapy.
- l. Emotional Literacy (ELSA) room

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)

Most of our 16 year old students stay on at St Anne's for a further three years. Pupils can stay until the end of the academic year in which they are 19 years of age.

Time is devoted to transition plans and reviews in conjunction with other agencies.

Aspects of Careers Education are embedded throughout the curriculum from year 7 onwards. Parents can discuss their child's career aspirations at any time. As part of the Educational Health Care Plan at year 9 and subsequently at each review as part of the Transition these aspects are discussed in detail, with all possible options considered.