



Anlaby Primary School

Local Offer

1. What are the following contact details for your school.

	Special Educational Needs and Disability Coordinator (SENDCO)	Special Educational Needs and Disability Governor (SEND)	Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?
Name	Mrs L. Rudd	Mrs J Power	Mr G May
Contact number	01482 653077	01482 653077	01482 653077
Contact email	anlaby.primary@eastriding.gov.uk	anlaby.primary@eastriding.gov.uk	anlaby.primary@eastriding.gov.uk
Address	Anlaby Primary School First Lane Anlaby East Yorkshire HU10 6UE	Anlaby Primary School First Lane Anlaby East Yorkshire HU10 6UE	Anlaby Primary School First Lane Anlaby East Yorkshire HU10 6UE

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

Anlaby Primary School is a place where everyone feels valued and respected. The school promotes a warm, happy, calm and safe atmosphere where everyone enjoys learning and working together. It is a school which has learning and teaching at the heart of everything that it does and which recognises the achievement and success of all pupils. It is a place which has consistently high expectations for all and where academic achievement is not the only measure of success for its pupils.

We aim to develop children who are confident and highly motivated learners. We aim for our pupils to achieve to the very best of their ability and fulfil their own potential.

We make sure that when we talk with parents, carers and children we focus on progress.

Everyone here is on a learning journey, and we travel at different speeds and arrive at stops along the way at different times.

Children who feel good about themselves make effective learners, and this is what we strive to achieve. Our children recognise that they, and the adults they learn with, are each a unique blend of skills, talents and abilities. We focus on the positives in all of us.

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

All statutory policies can be viewed on our website: www.anlabyprimaryschool.co.uk You will find the following documents:

- SEND Policy
- Anti-bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- The Accessibility and Access Plan

4. What is the standard admissions number?

Figures for 2017/2018

How many Children and Young People do you have on roll? 368

How many Children and Young People have SEND? 37

How many Children and Young People have an Education, Health and Care Plan? 6

5. How does the school:

- **Identify and assess Children and Young People with SEND?**

- a) Early identification of pupils with SEND is a priority.
- b) Once a teacher or parent has concerns then appointments to discuss these are made.
- c) Observations and in some cases assessments are undertaken and a plan is put in place to support the child as soon as possible and if appropriate.
- d) New children to the school in Key Stage 2 are assessed by the SENDCo on admission.

- **Evaluate the effectiveness of provision for Children and Young People with SEND?**

- a) This takes place through discussions with pupils, parents and class teachers during the review of termly support plans.
- b) The SENCO monitors the interventions and provision provided for individuals. The data provided by class teachers each term helps to inform the SENCO of individual pupil progress. RAISE Online and the Autumn data pack is used to inform the overall effectiveness of the SEND provision in school.
- c) Pupil Progress Meetings between the Senior Leadership team, subject co-ordinators and class teachers are held to discuss progress and evaluate the provision provided.

- **Assess and review progress of Children and Young People with SEND?**

- a) Assessment in class is on-going and teachers keep a careful record of children's progress.
- b) Cornerstones data is collected termly analysed by staff to identify any problems with children's progress.
- c) SEND children have a support plan. The support plan is reviewed termly and pupil progress is monitored through the review process.
- d) Standardised reading and spelling scores are collected each September and March which provide an additional measure of progress.
- e) Children with an EHC (Education, Health and Care) Plan also have an Annual Review. Although it is called an Annual Review it can take place more often if a need or problem arises. At this meeting any outside agencies involved with the child will be requested to produce a report about the child's progress and attend the review. Parents attend this review and they may bring a representative as a 'critical friend' from either the ISS –Independent Support Service, FISH or KIDS (Hull)

6. 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)?

- a) In the first instance the class teacher.
- b) If the concern is appropriate then the SENDCo.

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

The main methods of provision made by the school are:

- a) Full-time education and high quality first teaching in classes, with additional help and support by class teacher/subject teachers and TAs through a differentiated curriculum
- b) Periods of withdrawal to work with a support teacher or therapist / TA or SEND co-ordinator.
- c) In-class support with adult assistance.

- d) Support and advice from outside or in school specialists to be used within class or as part of a withdrawal programme.

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

- a) All children with SEND have a confidential folder containing appropriate information about their needs which is available for all staff.
- b) Termly Support Plans are available which highlight additional support, all class teachers and TAs have copies. These are updated termly. A folder is kept on the server with copies and the SENCo has a master copy in her office.
- c) At the beginning of every school year there are transition meetings between the SENCo and every year group regarding their new SEND children.
- d) Class teachers pass on information about SEND children to the new class teacher.
- e) TAs pass on information about any SEND children they have been working with.
- f) A SEND register which is updated every term is available on the server to inform staff of changes.
- g) Reviews take place termly to discuss and update support plans. Pupils, class teachers, teaching assistants and parents are invited to contribute to the termly support plans.
- h) Staff are invited, when possible, to attend all meetings with parents to discuss SEND concerns. If they do not attend then the SENCo provides a report from the meeting or verbal feedback.

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

- a) Initially, the class teacher will invite the parent into school to discuss their concerns.

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

- a) Children with an EHC plan will be allocated the appropriate support outlined in the plan.
- b) SEN Support children will receive support appropriate to need.

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

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

ELSA-Emotional Literacy Support Assistant
Educational psychologists
Behaviour Support Advisors
Medical officers
Speech therapists
Physiotherapists
Occupational therapists
Hearing impairment services
Visual impairment services
SaPTS- Sensory and Physical Teaching Service
The LA
Education Welfare Officer
Social Services
The Children's Centre
Parent Partnership Services
Visual Stress Clinic
Dyslexia Sparks – Dyslexia assessment company

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

- a) New members of staff and TAs have an induction meeting to explain the SEND procedures in school.

- b) Twilight meetings for teachers and Inset for TAs take place. Most recently we have received training on restorative practice and emotional well-being in the class, Dyslexia awareness training and team teach training.

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

- a) We have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.
- b) Advice, materials and equipment recommended by specialists is put into place as are different interventions and learning/teaching strategies.
- c) All work is differentiated to support children's needs and abilities.
- d) Where necessary, individuals are supported in class by a 1:1 teaching assistant.

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

- a) We have a friendly and supportive office staff who will deal with parents in the first instance.
- b) The school operates an 'open door' policy for parents to make appointments to speak with class teachers as soon as possible. In Foundation Stage and Key Stage 1 TAs and Teachers 'meet and greet' the children in the morning and at the end of school for messages to be passed on.
- c) We offer, when appropriate, 'Home/School' books which is an important link for some SEND children.
- d) The SENCo is available for meetings and discussions by appointment.
- e) We also offer telephone calls if parents are unable to attend a meeting in school.

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

- a) Over the last few years the school has gone through a modernisation build and is now 'Disability Friendly'.
- b) There are 2 disabled toilets available and a 'changing/shower' room for those children to access with this need identified in their EHC plan.
- c) Ramps, car parking, wide corridors are other ways in which the physical environment has been made accessible to SEND children.

See the Accessibility and Access Plan on the school website for detailed information.

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

- a) We have a cosy Counselling Room with comfy settee and bean bags where children can have a quiet time with a member of staff. This room is also used by our ELSAs (Emotional Literacy Support Assistants) for counselling and support with those children identified for this.
- b) There are a variety of clubs available for all children to attend. Reasonable adjustments are made to make sure SEND children can access them.
- c) A lunch time club for children with special passes for those who find lunchtimes more challenging. This runs every day for 30-40 minutes with a varied weekly timetable eg gardening warriors, arts and crafts and quiz time.
- d) Around the school there are comfy work areas for children to work close by their classrooms.

18. How will Children and Young People be supported during transitions?

- a) All children experience a transition morning before the end of the summer term. This enables them to spend time in their new class room with their new teacher.
- b) For some pupils, additional transition support may be required. These pupils will be supported with additional class visits and TAs are available to address concerns they

may have. These pupils create a “one page profile” with a TA to outline how they are best supported in school. This is passed to their new class teacher.

- c) In some cases we make ‘transition’ booklets for children to have at home over the six weeks holidays to look at. These booklets contain photos of new staff and classroom areas and have proved very successful.
- d) There is a vigorous programme of transition arrangements for Key Stage 3 to a new school. There are visits to the school from secondary teachers and SEND children have extra visits arranged in small groups or on a1:1 depending on need.
- e) The SENCo and Y6 staff send on all relevant information to the secondary school and also meet with the school SENCo and Y7 teachers, if appropriate, to pass on information.

19. East Riding Local Offer Website

<http://www.eastridinglocaloffer.org.uk/>

Here you will be able to obtain information on the following:

- * training provision;
- * travel arrangements for children and young people to schools, colleges and early years education;
- * preparing for adulthood, including housing, employment and leisure opportunities