



All East Riding Local Authority maintained schools have a similar approach to meeting the needs of all children with Special Educational Needs and Disabilities. We are supported by the Local Authority to ensure that all children, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

What is the Local Offer? The Children and Families Bill 2014 requires Local Authorities and schools to publish and keep under review, information about services they expect to be available for children and young people with Special Educational Needs and Disabilities ages 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents/carers in understanding the range of services and provision in the local area

Drifffield C of E Infant School Local Offer

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

	Special Educational Needs Coordinator (SENDCO)	Special Educational Needs (SEND) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your school?
Name	Mrs Victoria Lee	Mrs Alison Young	Any complaints regarding SEND can be directed to the SENDCO/Headteacher or class teacher. Concerns should initially be raised with the class teacher. If a satisfactory conclusion cannot be reached then the Governing Body must become involved.
Contact number	01377253094	01377253094	01377253094
Contact email	vicky.lee@dis.eriding.net	drifffield.infants@eastriding.gov.uk	drifffield.infants@eastriding.gov.uk
Address	c/o Drifffield Infant School, Saint Johns Road, Drifffield, East Yorkshire YO256RS	c/o Drifffield Infant School, Saint Johns Road, Drifffield, East Yorkshire YO256RS	c/o Drifffield Infant School, Saint Johns Road, Drifffield, East Yorkshire YO256RS

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

At Drifffield Infant School our aim is to provide a challenging and stimulating, inclusive curriculum for children of all abilities. We recognise that some children have additional special educational needs and we address each child's needs on an individual basis. If a child is placed on the school's Special Educational Needs register parents will be included in the process and given the opportunity to contribute to discussions with the class teacher and the Special Needs Disabilities Co-ordinator.

Our ethos is to support and offer challenge to all children.

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

The following policies can be found on <http://www.drifffieldinfantschool.co.uk/about-us/policies>

SEND Policy
Anti-bullying Policy
Health and Safety Policy

Safeguarding Policy

4. What is the standard admissions number?

As of September 2018 the numbers are as follows:

How many Children and Young People do you have on roll? 186

How many Children have SEND? 21

How many Children have an Educational Health and Care Plan? 1

5. How does the school:

Identify and assess Children and Young People with SEND?

Observations are made of all children when they enter school to ascertain their level of development.

If a child is demonstrating significant need or is identified as having a need which cannot be met by normal classroom provision then in some cases referrals may be made to outside agencies. This can happen at any time deemed necessary during a child's time at school! During this process the teachers are encouraged to raise concerns with the SENDCO regarding the performance of pupils they suspect to have a SEND.

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

Pupil Progress meetings are held every half term and are attended by class teachers, year group leaders, the SENDCO, Assistant Head and Head Teacher. Pupils who do not make adequate progress may be further assessed by external agencies, such as the Educational Psychologist or The Speech and Language Therapy Services.

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

As above

Pupils are assessed half termly against progress markers. This progress is then reviewed and any intervention/support is evaluated in terms of its effectiveness in order to plan the next steps.

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)?

The Special Needs Co-ordinator, Mrs Lee

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

Children are supported differently dependant on individual needs, this may be via small group interventions or 1:1 work.

Some children are supported for Social and Emotional needs both within and outside of the classroom.

Children assigned specific targets by the SALT will be given opportunities to work on them.

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

Through half-termly pupil progress reviews and regular staff meetings. Class teachers and support staff meet with the SENDCO on a regular basis. Information will be shared with relevant adults in school, including teachers, Teaching Assistants and Lunchtime assistants.

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

The school work closely with parents at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss initially with the class teacher and subsequently the class teacher and SENDCO the needs of their child. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class teacher informally.
- b) Termly parents Evenings when advice and support in helping their child at home can also be given.
- c) Formal reviews of their child's progress with the SENDCO and class teacher upon request.

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

At Drifffield Infant School support is allocated to the children who need it. The allocation and impact of intervention/allocation is regularly reviewed and adapted accordingly.

11. How does support move between the key stages?

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

We liaise closely with pre-schools and the Junior School with regards transition.

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school.

Transition packages need to be planned carefully for children with special educational needs and we now offer additional visit time and / or transition meetings to support all new pupils. We plan transition packages carefully for children joining us from pre-school and nursery and hold joint Early Support Meetings to ensure continuity of support. The child and family are offered additional visits prior to starting school.

When children leave us to join the Junior school (or other KS2 provider) meetings are held between the SENDCO's of the two schools. The family and any agencies involved with the

family attend too in order to ensure continuity of support. Again, additional visits to the new school are arranged as required.

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

- School Nurse/Health Visitor
- Educational Psychologist
- Behaviour Support
- Speech and Language Therapist Services
- The Children's Centre
- Children and adolescent Mental Health Services (CAHMS)
- Sensory and Physical Teaching Services (SAPTS)

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

Our SENCO has a degree in Special Educational Needs and has completed the National SENDCO Award through the University of Wolverhampton. Our SENDCO also attends regular SENDCO forums, cluster meetings and relevant training.

We employ Teachers and Teaching Assistants who are trained in:-

- Speech and Language
- Autism
- Sign Language
- Promoting Positive Mental Health
- Emotional Literacy Support
- Team Teach Positive Handling

Our Head Teacher is trained in Dyslexia Awareness.

All staff deliver high quality teaching which is differentiated for individual pupils and have regular CPD to maintain this.

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

High quality teaching, differentiated for all individual pupils is the first step in responding to pupils who may have a SEND.

Class teachers are responsible for the progress and development of all pupils in their class including where pupils receive support from T.A's

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This is reviewed half termly by class teacher's in collaboration with the Head, SENDCO and Assistant Head Teacher. These meetings identify pupils at risk of under achieving. Reviewing the quality of teaching includes reviewing and where necessary improving teachers understanding or strategies identified to support vulnerable pupils.

At our school we believe it is important that pupils are happy and develop confidence. So we place a high priority on supporting pupils in social and emotional development and speech and language.

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

School Works closely with families and we have an open door policy. We also work very closely with the Children's Centre who are able to support us in supporting parents and carers. Parents can also access support from The Families Information Service Hub (FISH) www.fisheastriding.gov.uk and East Riding Parent Carer Forum.

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

All classes are accessible by wheelchair.

We have ramps in the playground and an easily accessible disabled toilet.

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

We run a range of lunchtime and after school clubs which all children are offered. We have the Butterfly Room which is designed for small group and nurture work.

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

Successful transitions are important.

Prospective families are welcomed to view school and meet with staff.

Tailored transitions can be planned where necessary.

If your child is joining us from a pre-school setting:

- The SENDCo will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a 'Stay and Play' session.
- Parents will be invited to meet with staff to discuss transition arrangements.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher.

In Year 2:

- Year 2 class teachers arrange transition support sessions prior to the children moving to the Juniors
- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's junior school.
- Your child will visit their new school on several occasions, and staff from the new school will visit your child in our school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special

arrangements or support that need to be made for your child.

- We will make sure that all records about your child are passed on.