

Woodmansey CE Primary School



Local Offer

WOODMANSEY CE
PRIMARY SCHOOL

Reviewed and updated: September 2020, September 2021, September 2022

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 setting/ school/academy/ college?
Name	Mrs Sarah Charlton	Mrs Sara Fletcher	Mrs Sarah Charlton (SENCO) Mrs Bethan Nicholls (Head of school)
Contact number	01482 862186	01482 862186	01482 862186
Contact email	Woodmansey.primary@eastriding.gov.uk		
Address	Woodmansey CE Primary School Hull Road Woodmansey Beverley HU17 0TH		Woodmansey CE Primary School Hull Road Woodmansey Beverley HU17 0TH

What is the ETHOS of the school 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.

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

- Disability Equality Scheme
 - Equal Opportunities Policy
 - Equality Policy
 - Good Behaviour Policy
 - Inclusion Policy
 - Supporting Children with Medical Needs
 - SEN Letter of Information
- www.woodmanseyprimary.school

What is the standard admissions number? 15

September 2022

85 children are on roll

5 children are identified on the SEND Register

1 child has an Education Health and Care Plan

How does the school identify and assess Children with SEND?

- Discussion with pre-school settings and parents on admission to identify any known needs;
- Class teacher observations and assessments;
- Involvement of the SENCO and specialist agencies as required;
- Pupils are set specific targets.

How does the school evaluate the effectiveness of provision for Children with SEND?

- SEN provision and interventions are monitored by the head teacher and SENCO.
- The progress of children with SEND and the effectiveness of provision are monitored each term through progress review meetings;
- 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.

How does the school assess and review progress of Children 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 meetings with the class teacher in the Autumn and Spring terms.
- Parents are invited to SEN Support Planning meetings where the progress of the pupil with SEND towards specific targets is reported and next steps are agreed. Pupils are also included in the review process.
- School progress data is evaluated each term by the head teacher and governing body.

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)?

- If a parent/carer has a concern about a child they should initially speak to the class teacher;
- A parent may also speak to the head of school: Mrs Bethan Nicholls;
- A parent may also speak to the SENCO: Mrs Sarah Charlton

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

- Class teachers provide high quality first teaching and appropriate materials and teaching strategies to support the child's needs.
- Individualised programmes may be implemented to support particular needs and these could be delivered by the class teacher or teaching assistants.
- A child may follow an intervention programme delivered to a small group, either in class or outside the classroom led by the teacher or teaching assistant.
- Computer based learning programmes such as Lexia or IXL Maths are introduced as independent learning tools.

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

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

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

- Initial concerns will be shared by the child's class teacher at consultation meetings (or before if appropriate)
- Following this contact will be made by Mrs Charlton (SENCO), or Mrs Nicholls (Head of School).

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.

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;
- Time is given for teachers to transfer knowledge and data regarding the pupils and the progress they have made. They also share strategies used to support the children.
- Transition meetings are organised to liaise with the secondary school staff.

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:

- Educational Psychologist
- Autism Inclusion Practitioner-Family and Individual Support
- Behaviour Support Service
- Mrs Fiona Riley-Independent SEND Consultant
- Sensory and Physical Teaching Support Service
- NHS Speech and Language Therapy
- NHS Specialist Speech and Language Therapy services
- Independent Speech and Language Therapists
- NHS Occupational Therapy
- NHS Physiotherapy
- Barnardo's Occupational Therapist providing Sensory Integration Therapy
- Downsright Special
- CAMHS
- School Nurse
- Specialist Diabetes Nurse
- Portage
- KIDS
- Plus any other agency who may be required to provide support to a child with SEND.

Details of the East Riding of Yorkshire Council's Local Offer:

www.eastridinglocaloffer.org.uk

What training has staff received to support Children and Young People with SEND? School Staff have received training in the following Areas:

- The SENCO has the National SENCO Award, Certificate of Competence in Educational Testing.

- The SENCO has a Masters in SEND.
- Class teachers and staff receive updates and training through weekly staff meetings and specific targeted training for specific needs.
- Class teachers and support staff also attend relevant training sessions from the agencies mentioned above and the East Riding of Yorkshire Council.
- The Head of School and SENDCo have completed training in Youth and Children Mental Health First Aid.
- We have 2 trained ELSA Teaching assistants working within school.

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

- Every child will receive the curriculum to which they are entitled;
- Teachers will ensure that the work is suitably differentiated to match the needs of every individual child. These needs are seen not only as intellectual but also social, physical, aesthetic, cultural, moral and spiritual;
- It is recognised that whereas every child is an individual they each are equal in terms of opportunity.
- To release the potential of every individual, resources will be employed be they human or material (within the budget available) to enable children to prove their capabilities.

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

- The head teacher/SENCO will speak to parents/carers about concerns, although sometimes an appointment may be required;
- Family 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 following this link: www.fish.eastriding.gov.uk

How is the school physical environment accessible to Children and Young People with SEND?

- The school has disabled/wheelchair access to the rear and front of the building and a disabled toilet;
- The school is a small school with wide corridors and is on one level once inside.

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

- A breakfast and Tea club are available on a daily basis;
- We offer a range of lunchtime and after school clubs to enhance the children's learning experiences;
- For children who find lunchtimes and playtimes hard additional support/resources could be provided to support their emotional wellbeing.

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)

- Transition within school class-class: Children visit their new classroom and teacher, as many times as required. A photo passport book can be made as required. Mrs Charlton SENCO facilitates transition meetings for parents with new class teachers as required.
- Transition between schools to Secondary Phase: For Children with EHC Plans a transition Review with the new school will be held. A photo passport can be made as required. For other children with SEND transition review meetings can be arranged. Additional visits for children to their new school are arranged, the visits are supported by Teaching Assistants from Woodmansey CE Primary School.