



School's Local Offer and Information Report

Special Educational Needs Provision

The school's local offer is to inform you of the types of support available for your child at Kirk Ella St. Andrew's C.P. School. It will help you understand who can help and how this support can be accessed

Who should I contact regarding SEN?

	Special Educational Needs Coordinator (SENCo.)	Special Educational Needs (SEN) Governor	Headteacher If you have a compliment, concern or complaint about SEN provision
Name	Amanda Stevens	TBC (David Roberts covering)	Jamie Church
Contact number	01482 657208		01482 657208
Contact email	mrs.stevens@kirkella.eriding.net		mr.church@kirkella.eriding.net
Address	St. Andrew's C.P. School West Ella Road Kirk Ella HU10 7QL	c/o St. Andrew's C.P. School West Ella Road Kirk Ella HU10 7QL	St. Andrew's C.P. School West Ella Road Kirk Ella HU10 7QL

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

Kirk Ella St. Andrew's School is fully inclusive and aims to meet the individual needs of all the children with our setting. We have a dedicated team of staff who are constantly monitoring and updating the provision we provide to ensure that all pupils have fair access to learning. We are committed to providing the conditions and opportunities to enable any child with special educational needs to reach their full potential in all aspects of school life. We recognise that many pupils will have special needs at some time during their school life and endeavour to recognise this at the earliest possible stage. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, carers, teachers, support staff, pupils and outside agencies working together. All children in school receive good and outstanding quality teaching. This means that a range of teaching and learning styles are used, appropriate learning objectives are set for all children and the curriculum is matched to their individual needs. Staff are given appropriate training on specific needs. Support and interventions are implemented as necessary.

The School's local offer needs to be read with the following policies on the website

SEND Policy
Inclusion Policy
Behaviour and Anti-bullying Policy
Safeguarding Policy

What is the standard admissions number?

We currently have 430 pupils on roll.

14 children with and EHCP and a further 26 with special educational needs.

How does the school:

- **Identify and assess Children and Young People with SEND?**
- **Assess and review progress of Children and Young People with SEND?**
- **Evaluate the effectiveness of provision for Children and Young People with SEND?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. In foundation there is a Baseline assessment and Welcome speech & language assessment. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views (where possible)
- Advice from external support services, if relevant

All children are assessed regularly and progression is tracked throughout the year. We will look at progress towards specific target set and age-related expectations. If children are not making the expected

progress despite the individual interventions programme, alternative interventions may be tried or outside agencies involved for further support. Where a child has very complex needs and a number of outside agencies have been involved, it may be necessary to request a statutory assessment by the local authority, who will look at all the evidence from the school's graduated response and ascertain whether an Education and Health Care Plan is necessary to meet the child's individual needs.

Although their starting point may be below that of the majority of children, they will still be expected to make 'good' progress

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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)?

Mrs. Stevens is the SENCo and Mrs. Colville is the deputy SENCo they are the best people to talk to about a child with learning difficulties.

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

All work is suitably differentiated to allow children to access the curriculum. In class, support may be given by a teaching assistant or class teacher within a small group or one to one. Some children are also withdrawn from the class/assembly for targeted interventions in English, maths, physical, social or emotional support. These programmes are delivered by teaching assistants. However, all interventions are monitored by the class teacher and SENCo. The school also works with a number of consultants and outside agency giving specialist support for dyslexia, dyscalculia, autism, speech and language difficulties, sensory and physical difficulties. We also have two Emotional Literacy Support Assistants (ELSA).

1. How will the setting/ school/ academy /college ensure ALL staff are aware and understand a child or young person's SEND?

The school has a system of 'Pupil Passports' which tell the class teacher and anyone who comes into contact with the child, important information about them. i.e. how the child likes to work, the nature of their difficulty, how best to support them. Teachers within the year group liaise between each other, and with new class teachers at times of transition. All staff, teaching and non-teaching have received training through the Inclusion Development Programme and updates on autism, speech and language difficulties, dyslexia, behavioural difficulties and social and emotional difficulties. The school also supports Continuous Professional Development to ensure staff have relevant updated training to support the needs of the children.

2. How will the setting/ school let a parent / carer know if they have any concerns about their child or young person's learning?

When staff or parents have concerns about a child's progress, a 'Cause for Concern' form will be completed by staff and parents. This will form part of the early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

These forms will be signed by parents and added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support and be placed on the SEN register. The pupil will be put on a Termly support Plan with SMART targets set in relation to their needs. These are assessed each term and new targets set. The termly support plans and reviews are shared with parents via a link to our Edukey Programme and parents can share their comments with staff through the link. Parental consent will be requested for any further testing or referral to outside agencies. Parents will be kept informed at all stages and copies of reports shared. Parents will be invited to all the meetings. The views of children and adults will be sought at every stage of the process.

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

The children's needs are prioritised, and support is allocated appropriately with resources available. All support is designed to make the children as independent as possible.

4. How does support move between the key stages?

When a child has an Education and Health Care Plan, their needs, support and targets will be reviewed annually, where it is considered that the same level of support is required this will continue regardless of the move between Key Stages. However, support may not always equate to a set number of hours or one to one support, as more independence is encouraged especially as we work towards the transition into Key Stage 3. Our school liaises closely with the secondary schools and support their transition programmes. Education and Health Care Plans and reviews, current termly support plans, and medical reports will be shared with the relevant school.

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

Educational Psychologist, Behaviour Support, Speech & Language, Physiotherapy, Occupational Therapy, Sensory & Physical Teaching Services, Children and Adolescent Mental Health Services, Autism Outreach, medical professionals and social services.

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

All Staff (teaching and non-teaching) have received training through the 4 year 'Inclusion Development Programme' (Autism, Dyslexia, Speech & Language, Behavioural, Social and Emotional Difficulties) with relevant updates, and Dyslexia friendly schools. A number of teaching assistants have been trained to deliver a Multi-Sensory Learning Programme to our children with dyslexia. We have three 'Emotional Literacy Support Assistants' supporting children with emotional difficulties and low self-esteem. A number of staff have received Macaton signing training. Amanda Stevens our SEND Co. Has an MEd in Special Educational Needs and Inclusive Education, she has also done training AS Mental Health Lead and Mental Health First Aid, Nurture Groups, Drawing and Talking Therapy. Penny Colville our Deputy SEND Co. Has the National SEND Co Award, and Mrs. Caley our SEN Assistant, is a trained Emotional Literacy Support Assistant (ELSA) and has been trained to support our pupils with dyslexia. Mrs. Cook and Mrs. Clarkson have also had ELSA training.

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

We aim to support all children with SEND to becoming independent learners through quality

first teaching.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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

The School works in partnership with parents to ensure their child receives the best possible education and support in order to achieve their potential. Parents can request a meeting with the class teacher or SEND Co. at any time, to discuss any concerns. Parents are invited to all meetings with other agencies, given additional time if necessary, at the termly parents' evenings with the class teacher and offered a separate meeting with the class teacher and SEND Co. in the Autumn term to discuss their child's needs.

If you require support from an independent service regarding the provision for your child, you might find it helpful to contact: -

Families Information Service Hub (FISH) has a dedicated information, advice and support service for parent carers and children and young people (aged 0 – 25) with special educational needs and disabilities (SEND). County Hall, Beverley HU17 9BA. Tel: (01482) 396469 or email sendiass@eastriding.gov.uk

KIDS Information, Advice, Support and Advocacy Service KIDS, Chanterlands Avenue, Hull, HU5 4DJ Tel: 01482 467540 or email enquiries.yorkshire@kids.org.uk

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

The environment is accessible to all children with SEND. The site is marked to aid any children or adults with a visual impairment. Although the building is not ideal for wheelchair access, due to the steps within the main building, there are ramps into both buildings and it is possible to access all areas apart from the staffroom and Deputy Headteachers' office, without negotiating steps. However there is an accessible meeting room in the South Block building. There are disabled toilet facilities accessible through the main entrance and the boys' cloakroom in the main block.

10. 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?

There is a 'Sensory Room' on site in the South block building, if children need a somewhere to calm down, or to be away from others. Staff stay with the children at all times, and they can return to the classroom when they feel ready. There is also the ELSA room in the main block where children can go to talk to one of the Emotional Literacy Support Assistants. The SEN teaching assistant is based in the designated SEN room where she can work with individual children or small groups. There are also designated quiet areas on the playground for children who need their space, and some lunchtime clubs for children who find the unstructured time over lunch more challenging. There are some quiet areas across the school or workstations for children who require a quieter area to work without distractions.

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

The school has an effective transition programme when children start school. In addition to the usual visits to the nursery and school, children with SEND receive additional visits to the nursery. As children move between classes, there is close liaison between the teachers and some informal visits are made by the child. Children will be given a transition booklet to look at over the summer, to remind them of the new teacher, classroom and important information. The school works closely with all the secondary schools, sharing information and organising additional transition visits to the chosen secondary school. All EHCPs, reviews, current Termly Support Plans, Pupil Passports, professional / medical reports will be shared with the new setting to enable them to have a good understanding of the child's needs. SENCos from the new setting will also be invited to the transition reviews for those children with an EHCP.