

East Riding Local Offer

Education Provider Template

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	Miss Sally Mansell	Mrs Claire White	Miss Sally Mansell
Contact number	01482 869247	01482 869247	01482 869247
Contact email	Swinemoor.primary@eastriding.gov.uk	Swinemoor.primary@eastriding.gov.uk	Swinemoor.primary@eastriding.gov.uk
Address	Swinemoor Primary School Burden Road Beverley East Yorkshire HU17 9LW	Swinemoor Primary School Burden Road Beverley East Yorkshire HU17 9LW	Swinemoor Primary School Burden Road Beverley East Yorkshire HU17 9LW
2. What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?			
<p>To ensure that all pupils have access to a broad and balanced curriculum</p> <p>To provide a differentiated curriculum appropriate to the individual's needs and ability.</p> <p>To ensure the identification of all pupils requiring SEN provision as early as possible in their school career</p> <p>To ensure that SEN pupils take as full a part as possible in all school activities</p> <p>To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment</p>			
3. Provide the link to the following policies on the website of the setting/ school/ academy /college			
<p>SEND Policy</p> <p>Anti-bullying Policy</p> <p>Health and Safety Policy</p> <p>Safeguarding Policy</p>			
4. What is the standard admissions number?			
<p>How many Children and Young People do you have on roll? 252</p> <p>How many Children and Young People have SEND? 32</p> <p>How many Children and Young People have an Educational Health Care Plan ? 10</p>			
5. How does the setting/ school/ academy /college:			
<ul style="list-style-type: none"> • Identify and assess Children and Young People with SEND? <p>Children are assessed on entry to school. This is completed through observations undertaken by the teacher. The teacher takes account of information passed on from other settings. Children who are identified as making less progress than expected may also be assessed using some standardised tests or specialist tests. The school</p>			

may consult other agencies for assessments. The school also talks to parents about progress and concerns and any other factors which may impact on the child's progress.

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

The school monitors the progress of all children with SEND and reports to governors annually on this progress. We evaluate progress to establish the effectiveness of interventions and specialist provision. Children themselves also participate in this process. We monitor and match the progress in comparison to other children in similar schools.

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

We use the school's own assessment system to monitor the progress of children with SEND and ensure small step progress across all subject areas. This enables accurate targets to be set. It also enables us to identify any gaps.

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)?

Miss Mansell has completed the SENCo qualifications and is available to discuss any difficulties with learning or specific SEND. Class teachers are also good people to discuss any concerns in the first instance.

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

Children identified with SEND in KS1 may be given additional support from the Teacher or Teaching Assistant within the classroom. Differentiated work will be given to ensure engagement for all. Some children may require a short Intervention. Some children may have an EHC Plan. If so the school will address the targets set to achieve good outcomes for the child's individual needs.

At KS2 will have their needs met within their class but may access an Intervention programme or some additional precision teaching through their class teacher or teaching assistant in consultation with Miss Mansell.

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

Staff are informed through a child's IEP which will be available in class for all members of staff. Staff may also be informed through discussions with the SENCO. The Dinner Supervisor will inform dinner staff as appropriate taking into account the sensitivity of some children's needs. As children transfer from one class to another teachers discuss the needs of every child in their class.

9. 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?

Parents will be informed at Parents Evenings. The teacher may ask to talk to parents at any other time if there are concerns. At KS1 Parents have the opportunity to see teachers daily. At KS2 teachers are always available at the end of every day.

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

Support is allocated on the basis of need. Support does have to be organised at the beginning of every school year but sometimes things change during the year due to unexpected admissions and new needs. We do try to respond as swiftly as we can and as flexibly as we are able within the limits of resources available to the school.

11. How does support move between the key stages?

We have a team of Teaching Assistants who work at KS1 and KS2. Their time is allocated at the beginning of each year. Sometimes children will work with the same Teaching Assistant between the key stages but often as they move key stages they will work with different staff. We ensure that children have the opportunity to meet new staff to make sure this transition is as smooth as possible.

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

Educational Psychology, Speech & Language, Youth & Family Support, Integrated Sensory Support Service, CAMHs, School Nurse, Local Authority Inclusion Service, Physiotherapy.

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

Many of our teaching assistants have undertaken specialised training. The SENCO has led whole staff training sessions and is available to support and advise staff when required.

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

Teaching will be differentiated to meet the individual needs of children with SEND. Planning takes careful account of all children.

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

The SENCO supports many families and attends multi agency meetings when appropriate. We will try to put families in contact with agencies who can support families in particular need. The SENCO will meet parents on request to discuss concerns around a child.

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

The school is generally accessible to all, with wide doors in most areas. The school does have stairs which are less accessible however we try to make every reasonable adjustment to allow access to the building.

17. 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?

The Learning Resources Room is used to support children at lunch times and break times who need additional support.

18. 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)

A transition day takes place each year in July so children can meet their new teacher and have the opportunity to talk about their new class. Children moving to KS3 with SEND may have additional visits. These usually happen at the beginning of Year 6. Statemented pupils and those with EHC Plans have Transition reviews in Year 5. Other professionals such as the Educational Psychologist may attend these meetings to offer advice. Preparations are made with children to ensure transition is as smooth as possible.