

# East Riding Local Offer

## Education Provider Template

\*Please add N/A if any question is not applicable to you

1. What are the following contact details for your school? (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	Mrs Nicola Joplin	Miss K Kirby	Mrs Melissa Shirley: Head Teacher
Contact number	01430 440668	01430 440668	01430 440668
Contact email	njoplin@gilberdykeprimary.co.uk	gilberdyke.primary@eastriding.gov.uk	mshirley@gilberdykeprimary.co.uk
Address	Gilberdyke Primary School Scalby Lane Gilberdyke East Yorkshire HU15 2SS	Gilberdyke Primary School Scalby Lane Gilberdyke East Yorkshire HU15 2SS	Gilberdyke Primary School Scalby Lane Gilberdyke East Yorkshire HU15 2SS
<p>2. What is the ETHOS of the school regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?</p> <p><i>Gilberdyke Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all of our children, including those identified as having special educational needs, should have access to a broad and balanced academic and social curriculum. We aim at all times to provide a stimulating, caring environment where children feel safe, valued and happy, and where every individual can be included in all aspects of school life.</i></p>			
<p>3. Provide the link to the following policies on the website of the setting/ school/ academy /college</p> <p>A number of policies can be found on the school website, including:</p> <ul style="list-style-type: none"> <li>• SEND Policy</li> <li>• Anti-bullying Policy</li> <li>• Health and Safety Policy</li> <li>• Safeguarding Policy</li> </ul> <p><a href="http://www.gilberdykeprimary.co.uk/index.php">http://www.gilberdykeprimary.co.uk/index.php</a></p>			

**4. What is the standard admissions number?**

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

**225**

*How many Children and Young People have SEND?*

**15**

*How many Children and Young People have an EHC plan?*

**4**

**5. How does the school:**

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

*The school has a system for regularly observing, assessing and recording the progress of all children, which is then used to identify children who are not progressing satisfactorily and who may have additional needs.*

*The school's system includes reference to information provided by:*

- *Baseline assessment results*
- *EYFS Framework*
- *Progress measured against the objectives in the National Curriculum*
- *National Curriculum descriptors for the end of a key stage*
- *Progress measured against the P level descriptors*
- *Independent work produced by the pupil*
- *Phonic assessment data*
- *Standardised screening and assessment tools (PIRA)*
- *End of unit assessments (Effective Maths)*
- *Observations of social, emotional and mental health development*
- *An existing EHC plan of SEND*

*In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCo may contact them if the parents/carers agree.*

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

*The school has a number of systems in place which allow us to track the effectiveness of the provision currently taking place, including:*

- *Regular monitoring checks and visits by the SENDCo*

- *Baseline assessment tests*
- *Folders of evidence for each child*
- *Half termly data collecting*
- *Pupil and staff questionnaires*
- *Pupil progress meeting with staff*
- *Intervention assessments (Toe-by-Toe)*
- *PM Benchmark Reading assessments*

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

*Regular data collection tracks the progress of all children, including those with SEND. Where a pupil is not making sufficient progress, a monitoring system is in place to support and evaluate the child's progress.*

*All children with identified SEND have a Support Plan in place. This is used to clarify for the child, parents and teachers, the individual's SMART targets and is reviewed on a termly basis. We ensure that this is a working document, which changes frequently, to support the needs of each individual.*

*Progress to parents is fed back: at parent evenings; in reports and at SEND meetings, on a regular basis.*

### **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)?**

*At Gilberdyke Primary School the SENDCo (Nicola Joplin) and the Head Teacher (Melissa Shirley) are always happy to discuss any SEND related queries/issues.*

*The role of SENDCo involves:*

- *overseeing the day-to-day operation of the school's SEND policy*
- *co-ordinating provision for children with SEND*
- *liaising with the relevant Designated Teacher where a looked after pupil has SEND*
- *advising on the graduated approach to providing SEND support*
- *advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively*
- *liaising with parents of pupils with SEND*
- *liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies*
- *being a key point of contact with external agencies, especially the local authority and its support services*
- *liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned*

- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

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

**Broad areas of need that are supported:**

Communication and Interaction

Cognition and learning

Social, Emotional and Mental Health difficulties

Sensory and/or Physical needs

The SENDCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment.

This may include:-

- Differentiated in class activities to meet the needs of the learners
- Different learning materials or special equipment, given to the child within the classroom
- Some small group or individual support, within the classroom
- Additional small group or individual intervention work, which usually takes place during assembly
- Differentiated intervention programmes, e.g. Toe by Toe, Daily Reading, Precision Teaching
- Individual time with the school's Emotional Well-being and Support Officer.
- Access to LEA support services for one-off or occasional advice on strategies or equipment

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

- Class Teacher's and (where possible) ASAs are involved in the termly SEN review meetings with parents.
- Information regarding children with SEND is shared with all staff, when/where required.
- Staff meetings, training sessions and regular discussions allow staff to disseminate information and develop their understanding of how to best support the SEND children within their care.
- Children with medical needs have an up to date care plan in place, to ensure all members of staff are aware of their needs.
- Support plans are kept in school at all times and are kept in a visible place in each classroom.
- The SENDCo sends out a monthly SEN newsletter to all staff to disseminate any current/new SEN information.
- Half termly CPD sessions on SEN take place.

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

*If a child is not making the expected amount of progress, the class teacher/SENDCo may get in touch with the child's parents/carers to discuss the possible intervention strategies that could be put in place: the child would then be placed on a monitoring list, with the parent's consent.*

*If a child continues not to make the required progress, a conversation between the parents, teacher and SENDCo would then take place, at which it would be recommended that the child be placed on the SEND register.*

*Once a child has been identified as SEND:*

- Staff and parents/carers will work together to support pupils identified as having additional needs.*
- Parents/carers will be involved at all stages of the education planning process. The class teacher will meet with all parents/carers whose children are recorded as having additional needs. The SENDCo will attend this meeting if the school or the parent thinks this is appropriate.*
- At review meetings with parents/carers we always make sure that the child's strengths, as well as weaknesses, are discussed. We give parents/carers the opportunity to play an active role in their children's education.*
- SPs and annual reviews will be copied and sent to parents/carers after meetings.*
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.*
- Regular communication between school and home will ensure that concerns are promptly acted upon. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head Teacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.*
- The SENDCo's name and email address is on the school website for parents to contact directly.*

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

*The school budget includes money for supporting children with SEND.*

*Teaching Assistants:*

At Gilberdyke Primary School we are lucky enough to have a good number of ASAs (Achievement Support Assistants) who work throughout the school. ASAs can be assigned to a particular class (if there is a high need) and in these instances it is the class teacher's responsibility to direct the ASA, to support/extend children's learning, as they see fit. ASAs can also be assigned to support specific children: these children often have an EHCP in place and may require 1:1 support throughout the day, for a number of different reasons. ASAs often lead intervention sessions, both in and out of the classroom to support small groups or individuals. These interventions may include:-

- Literacy/Numeracy support
- Reading fluency and Reading comprehension
- Spelling/Phonics support
- Socially Speaking/Friendships group support
- Speech and Language support
- Other

Resources and training:

The Head Teacher and SENDCo discuss all of the information they have about SEND in the school, and decide what resources/training and support is needed.

All resources are audited regularly.

The SENDCo (and any other members of the staff) attend training sessions, when a need arises.

### **11. How does support move between the key stages?**

The SP folders will follow the children up to their next classes and SP meetings are arranged between the teachers, to ensure the move is seamless.

Moving up week, allow the children time to meet and work with their new class teacher and teaching assistants, before the new year commences.

KS2 pupils with SEND have additional introductory sessions to their new secondary schools, to ensure the move is as comfortable as possible.

All data regarding the levels of the children are passed up to the next class teacher.

Where possible, TAs who support children with EHCs, follow the child up through the school during the transition period.

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

- Local authority
- School Nurse
- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist

- Behaviour team support
- SaPTS
- Dyslexia Support
- HCaT behaviour and SEN support

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

The SENDCo, Teachers and ASAs have received training in a number of areas of SEND. This includes:

- Identifying and supporting children with specific learning difficulties (i.e. dyslexia).
- Recognising the early signs of SEND.
- Provision in class for identified/suspected dyslexia.
- Restorative Practice
- Precision teaching

The SENDCo works closely with the Educational Psychologists, who support the school, to establish any arising training needs. Teachers and ASAs are also encouraged to discuss any training requirements at their annual performance review. These needs are then addressed as soon as possible.

Training for individuals (to be disseminated):

- Early writing and how to support struggling writers
- Understanding Dyslexia and supporting dyslexic learners
- ACES
- Supporting children with Autism

The SENDCo has the required National SEND Qualification (Post Graduate Certificate).

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

At Gilberdyke Primary School, all teachers differentiate their teaching to meet the needs of the children in their class. Practical, multi-sensory resources are used to support the more tactile learners and ASAs are also used to support in classrooms, where required.

Teachers may also set specific targets based on the children's SPs, during lessons. Depending on the needs of the child, staff may also: use coloured overlays; coloured whiteboards; larger/smaller lined or squared paper; enlarged font and/or use voice recorders/electronic readers to support learning. Pre-teaching may also be used to prepare children for a lesson.

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

- Regular contact with the SENDCo and the SEND Administrator
- The leadership team are always available and happy to arrange meetings with parents/carers.
- Information received from outside agencies is always passed along to parents/carers and meetings can be arranged when required.
- Links to support agencies are on the school website.

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

*Gilberdyke Primary School is all on one-level which makes it easily accessible to all children with SEND. Children with physical disabilities have support moving around the school and have access to a variety of specialist equipment to support their needs. A large majority of the classrooms also have an external door, this provides easy access to fire assembly points for all children, including those with SEND.*

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

*As well as running a regular breakfast club, we offer a number of after school clubs, assessable to all children. The school has a number of quiet rooms available, such as: the community/pastoral room and the well-being room. These can provide a quiet, safe space for children with social/emotional needs. Where it is possible, classrooms are arranged with SEND children in mind and classrooms with a designated breakout space are often assigned to the classes whose children may benefit the most.*

**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)**

*The school has a number of transition arrangements in place to ensure the transition for all children with SEND is as stress-free as possible.*

- Children have a number of meetings with their new teacher, before the move takes place.*
- Children have the opportunity to meet their new teacher at an informal, after school meeting, which they can attend with their parents.*
- The children take their SP folders up to their new class/school, to reassure them that their needs will continue to be met.*
- ASAs follow the children with statements/EHCs up to their next class (internal move)*
- ASAs will be part of transitional visits (external move).*
- Where there are a number of children with specific needs in a class, the class teacher may move year groups with them, for continuity.*
- SENDCo/current class teacher/SEND Administrator will attend secondary school visits with the child - and their parents (if required) - to ensure the transition is as smooth as possible.*