

Hornsea Burton and Skipsea Primary School local offer

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) Hornsea Burton Primary school	Special Educational Needs Coordinator (SENCo) Skipsea Primary school
Name	Victoria Hart	Victoria Hart
Contact number	01964 536594	01262 468394
Contact email	Hornseaburton.head.primary@eastriding.g.gov.uk	Skipsea.head@eastriding.gov.uk
Address	Hornsea Burton Primary school Hornsea Burton Road Hornsea HU18 1TG	Skipsea Primary Hornsea Road Skipsea Driffield YO25 8ST
SEND Governor	Mrs Liz Pollard	Mrs Liz Pollard
SEN Governor details, telephone and email address	Please contact the school on the above details stating F.A.O. the SEN Governor.	Please contact the school on the above details stating F.A.O. the SEN Governor.
Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school	Victoria Hart or Mrs Cheryl Morgan-Muir 01964 536594 Hornsea Burton Primary school Hornsea Burton Road Hornsea HU18 1TG	Victoria Hart or Mrs Cheryl Morgan-Muir 01262 468394 Skipsea Primary Hornsea Road Skipsea Driffield YO25 8ST

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

- We aim to remove barriers to learning so all learners are all aspiring, all valued all achieving (LAVA)
- All children have the right to a high-quality, diverse and inclusive education
- All children should feel they belong and have equal opportunities to a wide, broad and balanced curriculum
- All children have a safe, secure and stimulating environment where all learners can achieve the highest possible standardto be the best they can be
- All children are encouraged to be aspirational
- Parents are valuable partners in enabling children to thrive and progress

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

- SEND Policy
- Anti-bullying Policy
- Equality Policy

Please find all our policies on our website at the link below:

<https://www.hbsfed.co.uk/policies>

4. What is the standard admissions number?

The standard admissions numbers for September 2023 were:

	Hornsea Burton	Skipsea
Children on roll:	61	50
Children at SEND Support:	10	4
Children with an EHC Plan:	8	0
% of children with SEND in school	30%	8%

5. How does the school Identify and assess Children and Young People with SEND?

Children are identified through individualised assessment by way of observation, on-going teacher assessment and diagnostic assessment. Consultation through Pupil Progress Meetings (PPMs), parent's consultation meetings and intervention reviews also help identify SEND.

Examples of ways:

- The teacher working in partnership with parents may identify a concern related to a pupil. This can be due to a lack of progress, poor levels of attainment, lack of performance, a behaviour change/concern etc. Concerns can be in one specific area or several. The child may then be tested using a variety of tests (as appropriate). If the standardised score is below 85 and a special need is recognised, then the child will be put on the register as requiring support.
- A child may come from a previous school / setting having been on their SEND register with a certain level of support and had access to external agencies. After an agreed period to settle, transferred children are assessed to ensure the appropriate provision is in place and that they are at the correct level of action.
- The school has a graduated response to dealing with identified need. Some children will require a referral to an external agency with recommendations made. However, some children may not be deemed as needing external agency involvement, but instead require additional support through our school systems.
- Some children are referred to external agencies but with differentiated support are coping with their difficulties within the classroom and do not need additional interventions e.g., 1-1.
- Early intervention is vital at HBSfed, so in the Early Years Foundation Stage children are screened through baseline assessment and termly moderation meetings including PPMs. As a result, some children may be targeted for specific support within the 7 Areas of Learning. Subsequently an action plan will be developed with focused targets stating smart steps that need to be worked on.
- Children with a recognised difficulty will be set a Termly Support Plan (TSP) highlighting interventions that will be put into place. If progress is not made, these children may require additional support. As progress is assessed, current provision is analysed and modified or changed to meet individual need even if an external agency is still involved. Monitoring by the SLT, the class teacher and the SENCo continues on a termly basis through PPMs and TSP reviews. Children will be removed from the SEND register when they 'narrow the gap' in terms of progress and attainment.
- Pupils are not automatically put onto the SEND register despite the involvement of external agencies (EWO, school nurse, social services etc). There has to be a recognised 'special educational need'. If a child is deemed to be underachieving, then interventions will be planned in line with the graduated response but they may not be placed on the SEND register.

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

- Daily moderation by class teachers that informs planning
- Half termly assessments and data analysis by the Class Teacher and SENCO/Head teacher
- SENCO undertakes pupil interviews, book scrutiny, lesson observation and monitors planning
- SEN Governor is kept informed of anonymised pupil data and meets with the SENCO termly
- Communication with parents on a regular basis to discuss your child's progress

Autumn 1	Planning and implementation of SEND provision, catch up programmes, SEND programmes for pupils at support including those with EHC plans Staff SEND/Inclusion CPD needs identified Meetings with teachers, SLT (PPMs) and the SENCo to review and discuss provision and needs of children Drop in observations of groups
Autumn 2	Termly Support Plan (TSP) targets reviewed TSPs shared with parents at parent consultation meetings Monitoring of SEND pupil progress and of SEN provision (quality first teaching, intervention programmes, curriculum differentiation, access) SEN pupil progress/achievement reviewed Transition reviews completed for pupils with an EHC plan
Spring term	Monitoring of planning and differentiation SEN pupil progress/achievement reviewed Monitoring, review and evaluation of interim progress of SEND pupils following catch-up or SEN intervention programmes leading to changes in provision to ensure support remains effective TSPs reviewed and shared with parents at parent's evening
Summer 1	Transition Preparation Focused SEN monitoring Monitoring, review and evaluation of interim progress of SEND pupils following catch-up or SEN intervention programmes leading to changes in provision to ensure support remains effective
Summer 1	Transition Preparation Review of SEN pupil progress and achievement. Identify gaps in learning / provision and children's needs. Plan new provision to be set up for Autumn term TSP review meetings with teacher, parents and SENCo,

How does the school assess and review progress of Children and Young People with SEND?

- Your child's progress is continually monitored by his/her class teacher.
- Pupil Progress Meetings (PPMs) are held every term with members of the SLT. Whole class progress through the National Curriculum objectives is reviewed. Within this, specific groups, such as SEND children and underachieving pupils are looked at.
- SEND interventions - staff review this provision half termly
- As part of PPMs, the SENCo discusses progress with SLT and staff and reviews the provision in place for SEND children who not progressing.
- At the end of each key stage (i.e., at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and parents are informed of their child's results.
- SEN pupils will have a Termly Support Plan (TSP) which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan (Educational Health Care Plan) is formally reviewed at an Annual Review with all adults involved with the child's education, health and social care.

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)?

A first point of call would be the class teacher. Further to this, the SENCO can be contacted by calling the office to make an appointment.

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

Class teacher input also known as Quality First Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Other adaptations could be:

- Access to previous years' programmes of study and resources
- Working walls and displays
- Topic mats and appropriate scaffolding
- Individualised success criteria
- Multi-sensory approach to learning

Additional support for learning could include:

- Differentiated Support: Group TA support, 1:1 TA support, task differentiation: access of previous year / term objectives
- 'Safe Spaces' to calm; personal space environments
- Modified resources e.g., learning aids, visual impairment aids, hearing impairment aids, ICT aids
- Modified environment e.g., nurture room

Your child may have been identified by the class teacher/SENDCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- SEND Consultant
- The ASD Team
- NHS Speech and Language therapy Service.
- Educational Psychologist Services
- Children's Centres
- CAMHs
- SAPTS Services (Sensory and Physical Teaching Services)
- Physiotherapy
- Occupational Therapy
- Sensory Integration Services
- Behavioural support services team
- Social Care Team
- Educational Welfare Officer
- Parent Partnership
- FISH
- Sibling Support

The service could recommend various strategies and interventions

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

For children with a Termly Support Plan, all relevant staff will be made aware of their strengths and needs in order to help break down any barriers to learning. During times of transition, the class teacher will liaise with the new teacher in order to discuss what has worked well and what needs further development. The

SENCO will facilitate discussions between parents/carers and members of staff. When appropriate, the SENCO will organise training for staff on the specific area of need in order for staff to have an awareness and understanding.

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

At first, the discussion would be between parent/carer and class teacher. It would then be decided whether a meeting between SENCO, parent/carer and Class teacher would be appropriate. Parents/carers will be involved in any assessment of needs and the development of any Termly Support Plans.

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

- Once a Termly Support Plan has been co-created with parents/carers, Teacher, SENCO and pupil the appropriate provision will then be identified.
- Discussions between the SENCO and Teacher will take place in order to establish what provision may be required. Different pupils will require different levels of support within school in order to bridge the gap to ensure good progress across the curriculum.
- On-going discussions with parents/carers will also be taken into account.
- Where the child has an EHC plan, the school will follow the provision stated within the plan.
- Regular Assessment, plan, do and review cycles will be carried out to ensure the support is appropriate and effective.

11. How does support move between the key stages?

Being a small school, we carry out activity days where children go into other classes with a mix of children throughout the school. This ensures children are familiar with all members of staff and working in all the classes.

Children are involved in a 'move up' sessions where they meet their new teacher in their new classroom. In addition to this, some children may require a transition book. This would include pictures of the different areas the child would use in the next year, highlighting the people of contact for the child. These are sent home during the summer holiday and can be discussed with parents/carers at home.

Our children are very fortunate being in a collaboration with HSLC where all our children go. This means that they all know the Head teacher who regularly visits our children in class. Senior leaders also visit and members of staff carry out joint workshops and events, such as concerts, careers events, PE coaching, art and D&T workshops, music tuition etc. which means the children are familiar with staff and HSLC.

When moving to Secondary school from KS2 there are lots of discussions between the school and the chosen school. Children carry out different activities within year 6 to help prepare them for the move to Secondary and staff from their new school come to visit them. Children take part in transition days at the chosen Secondary school and further visits can be arranged. Additional transition meetings can also be beneficial during this time between professionals and parents/carers and the young person.

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

- SEND Consultant
- The ASD Team
- NHS Speech and Language therapy Service.
- Educational Psychologist Services
- Children's Centre
- CAMHs (Child and Adolescent Mental Health Service)
- SAPTS Services (Sensory and Physical Teaching Services)

- Physiotherapy
- Occupational Therapy
- Sensory Integration Services
- Behavioural support services team
- Inclusion Practitioner
- Health – paediatricians, school nurse etc.
- Social Care Team
- Parent Partnership
- FISH
- Sibling Support

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

The SENCO has completed a BSc Hons degree in Psychology and Post Graduate qualification in SEND and Pupil Inclusion. She has also completed the Psychological First Aid course.

We have an array of trained support staff which support children with SEND needs. The majority of Teaching Assistants have completed training around Restorative practice, ACE trauma, attachment disorder and nurture classrooms. Some TAs have attended courses on autism awareness and dyslexia friendly classrooms.

We have designated members of staff who have received training in order to deliver positive handling (Team Teach) where needed. All staff will be retrained next year. We have a TA that has completed a variety of training courses including ELSA. The Behaviour support and Inclusion Practitioner have given specific training for children with needs such as ADHD and ASD. The Speech and Language team have given training to support children with ASD and delayed speech and language development. SaPTs have given training for children with Visual impairment and small stature.

All members of staff have specific phonics training in Little Wandle. All staff are enthusiastic towards further learning and development of their own knowledge and skills. We strive to better ourselves and welcome any new opportunities that may arise in order to create a better understanding of a child's complex or differing needs.

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

Class teacher input also known as Quality First Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Other adaptations could be:

- Access to previous years' programmes of study and resources
- Working walls and displays
- Topic mats and appropriate scaffolding
- Individualised success criteria
- Multi-sensory approach to learning

- Specific programmes for specific needs
- Differentiated and specialised resources

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

The Class Teacher is regularly available to discuss your child’s progress or any concerns you may have or to share what is working well at home. The SENCO is available to support parents/carers with any questions or concerns.

Further support for parents/carers outside of school is available from SENDIASS and the local offer website: <http://eastridinglocaloffer.org.uk>

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

The school itself has been adapted over the years in order to make it more accessible to all individuals including those with a disability. The school is fully wheelchair accessible with ramps and a disabled toilet available. In the car park there are disabled parking bays.

If a child required specific equipment to be secured in the school, this could be arranged through discussions with the class teacher and SENCO. We would seek advice from the family throughout the child’s schooling in order to make movement around the school easy and successful. The school would also work with other services, such as SaPTs, to seek advice on the provision required. The auditory and visual environment of the school is generally good. We have worked with other services to remove specific barriers or difficulties to learning.

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

We have a nurture room and intervention room to support children who are experiencing social and emotional difficulties or who need a quiet space to work. It has lots of games and activities that children can engage in. The nurture provision is available at all times of the school day when needed. It is also open earlier in the morning for those pupils who need a quiet space before starting their learning. ELSA sessions are completed regularly and have a variety of themes, based on the child’s needs.

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

Transition phase	Arrangements
Pre-school provision to EYFS (FS1 and FS2)	Multi-agency meetings are held to pass on information that will help support the pupil. Transition photo booklets are made and shared with the child to help them become familiar with staff and the environment over the summer holiday period. Home visits by staff are offered to all parents especially for children with high needs. Half day taster day sessions are held (and can be planned appropriately to meet need). Support is put in place the term before to prepare for their start Drop in visits for high need children
EYFS to Year 1	Half day taster day sessions are held Transition photo booklets are made and shared with the child to help them become familiar with staff and the environment over holiday periods. If appropriate, open afternoons arranged for parents, pupils and staff can meet
Year 2 to Y3	ELSA sessions for specific support

	<p>Individual behaviour management plans are written (transition meetings), giving the new teacher detailed information about strategies and triggers to ensure successful transition</p> <p>Moving up transition morning</p> <p>Multi-agency meetings for high need children are held to review and plan for the next year</p>
<p>Year 6 to secondary</p>	<p>Y6 teachers have a meeting with Y7 staff to discuss every child</p> <p>SENCo has a meeting with the secondary SENCo, SEND team and Head of Y7 to discuss in detail and hand over files of the children with SEND. Detailed case studies are also passed on to ensure effective transfer of information to set up appropriate provision.</p> <p>2 transition days spent at secondary school.</p> <p>Extra visits arranged for vulnerable pupils</p> <p>Y7 SEND staff come into the primary class room to observe and work with specific high need children and prepare them for transfer.</p> <p>ELSA and home-school support for children (as appropriate)</p> <p>Transition meetings / multi-agency meetings for children with EHC plans</p>