



1. What are the following contact details for your school?

	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 school?
Name	Mrs L Jones	Mrs J Gould	You are very welcome to make an appointment with our SENCO. Appointments can be made through the school office 01482 667222
Contact number	01482 667222	01482 667222	
Contact email	office@weltonprimaryschool.com		
Address	Welton Primary School Elloughtonthorpe Way Welton Brough HU15 1TJ		

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

Vision

Our children will leave Welton proud, happy and confident. They will know how to be kind and always try to do their best. Our pupils will be academically successful and have a lifelong love of learning. Our school family will nurture, challenge, and lead our pupils, igniting their unique spark of genius.

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

SEND Policy

Anti-bullying Policy

Health and Safety Policy

Safeguarding Policy

Single Equality Policy

<http://www.weltonprimaryschool.com>

4. What is the standard admissions number? 60

How many Children and Young People do you have on roll? 290

How many Children and Young People have SEND? 33

How many Children and Young People have an Educational Health and Care Plan? 8

5. How does the school:

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

The school has a proven track record of early identification of special needs and a rigorous and extensive graduated response to this need as required by the SEND Code of Practice 2014

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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 SEND

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

The school produces a provision map each term identifying interventions for both groups and individual children according to their needs. This is reviewed and evaluated at Pupil Progress Review meetings at the end of each term to judge the impact on each child and the overall value of each intervention. This is overseen regularly by the SEND Governor.

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

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

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

- The teacher's assessment and experience of the child
- 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 child's own views
- Advice from external support services, if relevant
- The progress of children with a statement of SEND/ EHC Plan will be formally reviewed at an Annual Review, with all adults involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the SENCO, and members of the Senior Management Team to ensure that the needs of all children are met, and that the quality of teaching for all children is high.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

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)?

Mrs L Jones (SENCo)

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

Teachers are responsible and accountable for the progress and development of all the children in their class.

High quality teaching is the first step in responding to pupils who have SEND. This will be differentiated for individual children.

Class teacher input via excellent targeted classroom teaching (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 built 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 and using a range of teaching techniques to match different learning styles.
- Specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
 - a. In class support for groups and individuals when appropriate.
 - b. Group interventions usually led by a teacher or experienced / well trained teaching assistant
 - c. One to one programs of work to address literacy needs or mathematic difficulties
 - d. One to one speech and language interventions (overseen by the Speech & language Therapy service)
 - e. One to one / small group interventions to address social, emotional and behavioural needs
 - f. One to one programmes of physiotherapy
 - g. After school support groups
 - h. The DEN is a small nurture classroom area where children can be supported in small groups with high levels of adult support. The curriculum and scaffolds for support will be tailored to each child's needs.

SEN Code of Practice 2014: School Support (SS)

- This means they have been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:
- Local Education Authority central services such as the Inclusion Practitioner or the Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Education Psychology Service (EPS).
- Specialist groups run by outside agencies e.g. Speech and Language Therapy

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

All staff have a good understanding of the role they play in providing the care and learning for each child. Information is shared with all staff regarding children with specific needs and training is provided as appropriate to ensure that those needs are met.

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

When deciding next steps and whether additional special educational provision is required a multi-agency and parent partnership approach will be used. 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 have an early discussion with the child (where appropriate) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child'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

Notes of these early discussions will be added to the child's record and parents can access these at any time.

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you can speak to the Special Education Needs Coordinator (SENCO).

The school SEND Governor can also be contacted for support.

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

Support is allocated according to priority of need and within budget constraints. The majority of support has to be met from the school's own budget. Additional top-up funding is only allocated from the Local Authority for children with high level needs, i.e. Educational Health and Care Plan

11. How does support move between the key stages?

Support is reviewed each term throughout the Foundation Stage, key Stage 1 and 2 according to the priority need.

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

External Support:

- Miss Rebecca Steels - Educationalist Psychologist
- Mrs Rebecca Monkman - Behaviour Support/SEMH ST ST
- Mr Rob Page - Inclusion Practitioner
- The Integrated Support Service
- Rachel Higson - Speech and Language
- Occupational therapy
- Physiotherapy Team
- The Integrated Physical and Sensory Service
- CAHMS
- School Nurse
- Specialist Nurse Epilepsy
- Early Support
- Children's Centre
- Youth and Family Support
- Intensive Support Workers
- Children Disability Team

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

- Experienced SENCO who is a qualified nurture practitioner, massage in schools trainer and specialist leader of education.
- Mrs Jones has an MEd in SEN
- Mrs Pidgeon has been a SENCO for 25 years
- The school has three specialist TA's who have extensive training in speech and language, nurturing and sensory support programmes
- Specialist training in the talk boost programme for pupils with speech and language difficulties
- All TA's working with individual pupils have appropriate training in speech and language
- All TA's working with individual pupils have appropriate training in nurturing
- All TA's working with individual pupils have appropriate training in delivering physiotherapy programmes
- There is a specialist leader of social and emotional aspects of learning on the SLT
- A member of the SLT is trained to deliver "massage in schools"
- A member of the SLT is trained to support pupils with attachment disorder
- The Head teacher is a qualified numicon intervention trainer
- Specialist training to manage medical needs as appropriate

Teachers have been trained in supporting children with:

- Autism
- Attachment disorders
- Sensory processing difficulties
- Dyslexia
- Downs syndrome
- Language delay
- Precision teaching
- Nurture needs
- Speech and language difficulties
- Using makaton to communicate

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

For the majority of children, the National Curriculum can be differentiated to a level to meet their needs in learning within the classroom. For a small number of children, the curriculum (in particular English and Maths) needs to be significantly differentiated, with additional support to help access the learning.

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

- Adapting and scaffolding our curriculum to ensure all children 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.
- Teachers are skilled in using visual, auditory and kinaesthetic approaches to respond to different learning styles
- Teachers readily adapt their language and questioning to suit the needs of the child.
- The school also incorporates trips, visits and visitors to provide the children with real experiences to enrich their learning.

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

The East Riding Local Offer at <http://eastridinglocaloffer.org.uk> provides a comprehensive overview of support and services available to children with SEND

KIDS Mediation: Helps parents and young people resolve disputes about Education, Health and Care (EHC) needs assessments and plans, as well as other SEND related issues.

Email: enquiries.yorshire@kids.org.uk

- Family Information Services Hub (FISH) – Free impartial service for children, young people, parents/carers and the people who support them;

Telephone: (01482) 396469

Email: www.fish.eastriding.gov.uk

- SEND Information, Advice and Support (SENDIASS)- offers impartial, confidential information, advice and support for parents and carers of children and young people (aged 0-25) with special educational needs or disabilities and those who support them;

Telephone: (01482) 396469

Email: sendiass@eastriding.gov.uk

- East Riding Parent/Carer Forum (EYPCF) - works with the East Riding Council and health partners to help improve services for parents and carers of children and young people with special educational needs and disabilities. They consult with parents and carers all across the East Riding about what works well and any issues they may have.

Telephone: (01262) 678283

Email: admin@eypcf.co.uk

- 0-25 SEND Team

The Hub and Specialist Services

15. Telephone: (01482) 394000

East Riding SEND Team

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

- *The building is accessible and there is disabled and wheelchair access.*
- *The school is on one level with easy access and double doors*
- *There are two disabled toilets.*
- *We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.*
- *Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Education Authority SEND services.*
- *Before and after school provision is accessible to all children including those with SEND.*
- *All children, including children with SEND, can be, have been and are currently members of the school council.*
- *Extra- curricular activities are accessible for children with SEND.*
- *Residential trips and daily school trips are accessible for children with SEND.*

17. What facilities are available for Children and Young People with SEND on the school site?

The Sensory Room

The room is suitable for individuals and small groups and can be used for specialist work and more generic curriculum work.

Sensory Rooms are a quiet, calm space where pupils can focus intently on following instructions, responding to a curriculum stimulus or carrying out an intensive piece of work without distractions, as well as engaging in specific relaxation activities.

The Den

This space is available for pupils who will benefit from a nurturing approach to aspects of the curriculum. There are three areas: a kitchen, a study area and a relaxation and play area. The Den is also available for pupils who benefit from eating their lunch in a small group with the opportunity to talk to adults and older pupils.

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

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher during our whole school transition meetings and in planning meetings which take place between the old teacher and the new teacher.
- Children will meet their new teacher and spend time with them, transition visits and activities will take place in order to build up relationships before the move.
- If your child would be helped by a transition book and / or social stories to support them understand moving on then it will be made for them.