

East Riding Local Offer

Welton Primary School



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 school?
Name	Mrs Nikki Pidgeon	Mrs S Broughton	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

We, at Welton have a dream that our children will be proud, happy and confident; knowing that they are being nurtured, challenged and encouraged to ignite their own unique spark of genius, so that it catches fire and shines.

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

<http://www.weltonprimaryschool.com>

4. What is the standard admissions number? 60

How many Children and Young People do you have on roll? 360

How many Children and Young People have SEND? 40

How many Children and Young People have a statement ?6

5. How does the school:

• Identify and assess Children and Young People with SEND?

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Foundation Stage Profile
- Their performance in N.C. judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- SAT's tests
- Standardised screening or assessment tools.
- Screening /diagnostic tests
- Records / reports from feeder schools, etc.
- Information from parents
- Tracking progress with PIVATS

• 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?

For children with SEND who have additional provision to meet their needs reviews will take place each term. Other agencies are included as necessary e.g. Speech & Language Therapy, School Nurse, Visual Impaired service. These are in addition to the annual review of statements of special educational needs / Education, Health & Care Plans. Parents will be invited.

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 Pidgeon –(SENCO)

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

- 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. Breakfast club
- h. After school support groups

In addition:

The Sensory Room

The room is suitable for individuals and small groups and can be used for specialist work and more generic curriculum work. We also have a regular slot for one of the local day care nurseries, who use it for a specific programme of 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 distraction.

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.

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?

If the school has any concerns regarding the child's learning, parents will be invited to have a discussion with the class teacher initially and the SENCO will also be involved as necessary, depending upon the concerns.

The school has an open door policy and parents are welcome to contact teachers, the SENCO, the head teacher or other staff regarding any concerns.

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. statement of special educational needs

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?

- Mrs Anny Bibby Educational Psychologist
- Mrs Claire Monteith Behaviour Support
- Mr Rob Page Inclusion Practitioner
- The Integrated Support Service
- Cathy Woolard Speech and Language
- Claire King Occupational therapy
- Lisa Adcock Physiotherapy
- 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's Disability Team

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

- Mrs Pidgeon has been a SENCO for 25 years
- The school has two specialist TA's who have extensive training in speech and language, nurturing and sensory support programmes
- ELSA qualified TA
- 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

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

Our teachers are highly skilled in ensuring that they provide differentiation for all pupils and understand that children learn in a variety of different ways. We use a range of resources (including specific support staff) to meet the specific learning needs of the child, including:

- Specialist equipment
- 1:1 and small group support
- Additional access to IT
- Adapted curriculum
- Specialist teaching programmes

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

- Mrs Pidgeon provide in school support for parents
- Mrs Lynn Watson Parent Support Advisor (school based)
- Signposting to :
Families Information Support Service
School Nurse
Youth and Family Support
Children's Centre Brough
Parent Partnership Service
Look Ahead

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

- Single level site
- Ramp to mobile classroom
- Two disabled toilets

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

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Lunchtime Club

Support Area in play ground

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

Transition internal

- Transition booklet for pupil
- Additional support during classroom visits for transition
- Detailed handover meetings
- Pupil passports

Primary to Secondary

- Transition review meeting
- Additional transition visits to high school
- Rigorous programme of transition during year 5 and year 6 for all pupils transferring to South Hunsley High School