

East Riding Local Offer

Burton Agnes C.E Primary School

What is a local offer?

The local offer provides information on what services children, young people and their families can expect from a range of local agencies including education, health and social care. Knowing what is out there gives you more choice and control over what support might be right for your child.

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	Jo Kemp	Joanne Thompson	Helen Jameson
Contact number	01262490320	01262490320	01262490320
Contact email	Burtonagnes.senco@eastriding.gov.uk	Burtonagnes.primary@eastriding.gov.uk	Burtonagnes.head@eastriding.gov.uk
Address	Burton Agnes C. E Primary School, Rudston Road, Burton Agnes, YO25 4NE	Burton Agnes C. E Primary School, Rudston Road, Burton Agnes, YO25 4NE	Burton Agnes C. E Primary School, Rudston Road, Burton Agnes, YO25 4NE

Our school ethos regarding Children with Special Educational Needs and disabilities (SEND)

Burton Agnes is a school which aims to provide a caring and supportive environment and has high expectations of success. Staff members are committed to creating an environment where every child can make good progress, not just in their academic life, but in their personal and social development as well. We embrace the fact that every child is different and therefore the educational needs of every child are different. Burton Agnes C. E. School strives to be an inclusive school by providing the best education to enable all children to achieve their potential.

The school supports this aim by:

- Planning curriculum delivery to meet the needs of all pupils by considering the task, the resources, and making any necessary adjustments.
- Identifying barriers to learning and participation.
- Working with parents and carers to identify and meet children's needs.
- Assessing children's needs in a way that supports the child.

- Providing staff with appropriate training and information.
- Monitoring children's progress using Individual Education Plans (IEP), to be reviewed three times per year.
- Working in co-operation with the LA and other agencies.
- Seeking advice and support from outside experts as appropriate.
- Involving children in planning support, target setting and the reviewing process

Useful policies to read in relation to SEND information are:-

Inclusion policy

Child protection and safeguarding

Anti bullying policy

Equality policy

Health and safety policy

Numbers in school

Our admissions number is 14 pupils per class.

How many Children and Young People do you have on roll? 92

How many Children and Young People have SEND? 15

How many Children and Young People have an EHC plan? 5

How do we identify, evaluate, assess and review children with SEND?

Pupil progress is monitored by observations of performance in the classroom, assessments, pupil progress meetings and tracking. Initially, if any member of staff has a concern regarding a child's academic progress, physical or social development, a cause for concern form is completed and the SEND co-ordinator is informed. From this point, depending on the need of the child, additional provision is put into place. This can include: in class support; out of class support; one to one support, small group work; access to specific resources; counselling, social friend's groups and access to a wide range of outside agencies. (Speech and Language therapy, Educational Psychologist, inclusion service, physical and sensory support services and mental health services.) This concern would be shared with the parents or carers of the child.

If teachers and parents or carers agree that a child would benefit from additional support, suitable interventions and resources will be identified to address the area of need and this will be recorded on an Individual Education Plan.

The child will be put on the schools SEND register at 'SEND Support', outlining the nature of the concern and indicating they are receiving additional support within the school. The SENDco ensures that children receive support to address their individual needs.

Your child's progress will be tracked throughout the year. The SENDCO/Head teacher tracks the progress of all SEND children and evaluates the impact of the provision. Feedback is also given from staff. Pupil progress meetings are held with the Head teacher and all staff and appropriate intervention groups are then put into place.

Each term the IEP is reviewed and updated. This is done with the child. Parents will get the opportunity to meet with the SENDco to discuss the IEP further. At this meeting you will get the opportunity to discuss your child's progress along with any new targets that are set for them. If your child has an Educational Health Care Plan (EHCP) they will have an annual review meeting. It is at this meeting that school staff and outside agencies will be invited to attend and make contributions.

At times it is appropriate to seek the advice of external agencies such as the school Educational Psychologist. They are trained to carry out particular assessments to identify more specific conditions/learning difficulties. Feedback will always be given.

There are times when, despite interventions and adjustments, children fail to make progress. In these cases, we may apply for a child to be assessed for an EHCP. Generally, we apply for an EHCP if:-

- The child is looked after and therefore additionally vulnerable
- The child has a disability which is lifelong which means they will always need support to help them access school effectively
- The child's achievements are so far below their peers that we think it is likely that the child may benefit from specialist support.

Having a diagnosis (eg of autism, ADHD or dyslexia) does not always mean that a child needs an EHCP

Who should you contact if you are concerned about your child's learning?

Your first point of contact is your child's class teacher, whom you can speak to at any time. The class teacher will then refer to the School SENco, Mrs Kemp and the head teacher, Helen Jameson.

What support is available?

We have a variety of approaches to meet children's needs. We have targeted intervention activities which help child to close the gaps in their learning. It may be that they learn strategies and are pre taught to give them confidence in the classroom. These will be modified if the child is not experiencing success. In school we have two members of staff that are trained ELSA's (Emotional Literacy Support Assistants). ELSA sessions can support a child who is struggling with on-going emotional difficulties that may be impacting on their ability to learn.

Children across school are taught lessons from the Happy Centred Schools Programme. This is a programme that is used to help children in building their emotional health and resilience. In addition, nurture groups and social groups are also available.

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

All children with SEND have a Passport (Individual Education Plan) with specific targets to work on which are reviewed at least three times a year. Staff are informed about all children with SEND and their particular needs at staff meetings. If your child has a medical disability their needs are made known to all staff and they have a health Care Plan that is reviewed annually. We often invite professionals in to discuss conditions such as epilepsy, diabetes etc. to ensure staff knowledge is secure.

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

If there are concerns about your child the class teacher and the SENDCO will invite the parent/carer into school to discuss your child's individual needs. Such a meeting would help to identify next steps in ensuring appropriate support for your child.

How is support allocated?

After tracking progress, speaking to staff and taking advice from professional outside agencies, each individual child's needs are assessed and relevant support is put into place to support your child.

How does support move between the key stages?

All children will receive the support they require regardless of which key stage they are in. Good transition is put into place and relevant meetings are held with the SENDCOs from the local secondary schools ready for transition to KS3. Our mixed age classes and pupil progress meetings ensure that all staff are fully aware of individual needs.

Which other people and organisations provide services to Children and Young People with SEND in your

school?

We welcome the support of outside agencies and work closely with the staff from Speech and Language Therapy, Educational Psychology, Inclusion services, Early Support services, Children's centres, physical and sensory support services (SAPTS), Education welfare, Youth and Family Support Workers, social care and Mental Health Services (CAMHS).

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

Staff development is very important at Burton Agnes and spend time investing in the professional development of all staff. The SENDCO has completed the National SENDCO award and a three-day strategic leadership of SEND course. Staff have received speech and language training, dyslexia and autism training, attachment training and Team Teach restraint training. Additionally, the staff that run the friend's social groups have had social skills training. The school also has 2 trained ELSA's (Emotional Literacy Support Assistants) . One member of staff is developing her understanding of dyslexia.

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

All teachers at Burton Agnes are teachers of children with SEND. All teaching in the school is differentiated to meet the needs of all children, regardless of their level of ability with quality first teaching. Seating positions, acoustics, specific resources and timetables are considered and put into place for individual children. Overlays, wobble cushions, special pencils and pens are also used if required.

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

We have an open door policy **which means that parents and carers are always welcome to come in and discuss concerns**. The SENDCO is always pleased to answer any questions that parents and carers may have regarding SEND. Also, support from all outside agencies is available. Parents can also receive help from Fish: www.fish.eastriding.gov.uk and Bridlington or Driffield Children's centre.

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

At Burton Agnes we are committed to ensuring the equality of education and opportunity for disabled pupils and staff and all of those receiving services from the school. We aim to develop a culture of inclusion and diversity. As far as possible we make the school accessible to all children, however, we do have a number of steps, which makes it difficult for wheelchair access to some parts of the school. Adaptations would be made where necessary.

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

We have a designated ELSA room which is used for 1:1 support, offering a calm and quiet space. In the classrooms there are resources suited to needs.

How will Children and Young People be supported during transitions to another setting or school?

Meetings are held with all secondary schools regarding transition, to discuss the needs of individual children. In some instances, extra pre- visits are arranged for children with SEND and are often supported by teaching assistants from Burton Agnes so that the child has a familiar person with them, again liaising and aiding effective transitions. For children with EHCP a review meeting is held in the November before the child leaves. A representative from the child's chosen secondary school is always invited.

