

East Riding Local Offer

Lockington CE VC Primary School

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

1. What are the following contact details for your setting/school/academy/college?

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 Julie Cattle

Kate Girking Julie Cattle

Contact number 01430 810240 01403 810240 01430 810240

Contact email Lockington.primary@eastriding.gov.uk

Address

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

Our school is committed to developing lively, enquiring minds and promoting outstanding standards of achievement for all in a happy, safe and caring environment, based on Christian values, which encourage all to show respect, acceptance and understanding of others.

We aim to ensure that all pupils, including those with SEND, make the best possible progress, valuing the talents and gifts of every individual. We pride ourselves on being 'the little school that makes a big difference' and, as a church school, our vision for all members of our school is to 'let your light shine before others' (Matthew 5:16).

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

<http://www.lockingtonprimary.co.uk/parents-area/policies>

4. What is the standard admissions number? 8

How many Children and Young People do you have on roll? 45

How many Children and Young People have SEND? 4

How many Children and Young People have an EHC Plan? 0

5. How does the school:

- **Identify and assess Children and Young People with SEND?**
- **Evaluate the effectiveness of provision for Children and Young People with SEND?**
- **Assess and review progress of Children and Young People with SEND?**

Assessment is an on-going process and termly pupil progress meetings are organised by the Headteacher and take place between teaching staff using pupil's assessment data as a basis for discussion. Concerns are raised when a pupil is not making the right amount of progress compared to peers or when pupil's scores on standardised tests indicate a cause for concern - teachers or parents can also raise their concerns at any time.

Once a concern has been raised, the pupil's progress will be monitored carefully by his/her class teacher and the SENCO (Headteacher). Discussions take place between the school, the parent and the child. The SENCO directs the school's SEN Consultant to carry out diagnostic tests, including auditory and visual memory tests, to inform future teaching and to identify whether the child has SEND.

Interventions are put in place as necessary, overseen by the SENCO and in consultation with the SEN Consultant. These are reviewed and evaluated, following a cycle of 'assess, plan, do, and review'. Class teachers, supported by the SENCO, have responsibility for reviewing, renewing and delivering interventions for all pupils in their class, including those with IEPs. Once a child is on the school's SEND register, termly IEP (Individual Education Plan) meetings take place between parents, staff, the SENCO and the child. This is organised by the SENCO. Here, the impact of interventions is evaluated and the IEP is updated, future interventions planned and targets set.

The progress of children with SEND is evaluated on an on-going basis and discussed at each termly pupil progress meeting organised by the Headteacher. If required, additional support is put in place. The Headteacher (SENCO) takes an active part in ensuring purposeful evaluation which leads to positive changes through pupil progress meetings, IEP meetings and on-going discussion. Any changes are agreed in consultation with parent and pupil. Discussions can result in additions to the SEN register or removals from it if interventions have successfully enabled a pupil to achieve expected progress.

Where appropriate, EHCP reviews are scheduled carefully and pull together information from all agencies involved with a specific child. This ensures amendments can be made to ensure individual needs continue to be met.

As necessary, we work with other agencies, including educational psychologist, the speech and language specialists, the school nurse, paediatricians and the Children and Adolescent Mental Health Service (CAMHS) who support us in the assessment of pupils with SEND.

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)?

Please contact your child's class teacher (Miss Peacock or Mrs Trueman) as the person responsible for working with the child on a daily basis. Mrs Cattle (SENCO and Headteacher) can also be contacted to discuss any concerns. The school operates an open door policy, although appointments may be needed to ensure time can be dedicated to discussions.

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

Support available includes:

- Class teacher input;
- Individualised Education Plans;
- Specific small group interventions or 1:1 interventions, led by teachers or teaching assistants. Examples include, Power of 2, Toe by Toe, Lexia and bespoke interventions to support pupils with writing, reading and mathematics;
- Speech and language support under the guidance of speech and language professionals;
- Social skills groups to support pupil's social interaction;
- Appropriate outside agencies as listed in Section 12;
- ELSA (Emotional Literacy Support Assistant)

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

All relevant information is shared by the SENCO as and when appropriate:

- At teaching staff meetings (weekly);
- At lunchtime staff meetings;
- At pupil progress meetings;
- At induction meetings for new staff;
- Through close teamwork with breakfast club/sports club staff.

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

Initial concerns may be raised informally by a brief conversation between class teacher and parent/carer as an early response to emerging difficulties. Formal parent consultation evenings are held termly and concerns may be raised at this point. Individual Education Plan meetings are held termly, to which parents of pupils with IEPs are invited.

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

Support is allocated on a needs basis and reviewed regularly to seek maximum impact.

11. How does support move between the key stages?

Support moves seamlessly between key stages due to transition meetings at the end of each key stage. The impact of intervention is evaluated termly, identifying the support required for the next term. Staff implement planned interventions, ensuring continuity for pupils. When pupils are moving between schools, transition arrangements include school visits, sharing of SEND information between schools, meetings between school staff, pupils and parents (in the case of EHCPs) to share good practice.

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

Local Authority Inclusion Service
Independent SEND Consultants
Educational Psychologist: Marcos Lemos
Autism Inclusion Practitioner
Speech and Language Therapist
Integrated Physical and Sensory Service (IPaSS)
CAMHS
School Nurse
Children's Centre Support Services
Plus any other available service required to provide support for a child's needs.

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

The SENCO has completed the NASC Award (National Special Educational Needs Coordinator Award). Staff training reflects the needs of pupils in our school, in particular relating to speech and language therapy, autism, dyslexia, Team-Teach (behaviour and restraint training) and social groups. This training is topped up as required and tailored to our pupils. Regular staff meetings ensure strategies are shared to ensure consistency.

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

Our teachers are highly skilled and adapt quality first teaching to meet the needs of all pupils within their class through, for example, the level of support offered, pre-teaching, scaffolding, differentiation of lessons and target setting.

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

The school operates an open-door policy so that parents/carers can talk to the class teacher regularly. The SENCO/Headteacher is available to discuss individual progress and any worries/concerns. Information from outside professionals will be shared with parents/carers and parents will be involved in IEP reviews on a termly basis. Other agencies that provide support can be signposted as appropriate. These include:

- the school nurse;
- Families Information Service Hub (FISH) www.fish.eastriding.gov.uk;
- East Riding Voices in Partnership (ERVIP).
- SEND East Riding Local Offer <https://eastridinglocaloffer.org.uk/>
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16. How is the school's physical environment accessible to Children and Young People with SEND?

Special features include:

- wheelchair access to all parts of the school;
- disabled toilet;
- rooms are on one level.

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

The school library doubles as a room that can be used as a quiet area for pupils with SEND. A variety of after-school and lunchtime clubs take place, which are inclusive of all pupils in school.

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)

Transition to school:

- meetings with setting staff, parents and school staff can be organised alongside home visits and nursery visits by school staff;
- school visits by the pupil prior to starting school are arranged;
- SEND documentation from settings helps to inform future planning.

Transition within school:

- pupils visit their new classroom and teacher as many times as required;
- the SENCO facilitates transition meetings for parents with new class teachers as required;
- pupil progress meetings and informal discussion enables information to be passed to the new class teacher.

Transition to secondary school:

- for pupils with an EHCP a transition review with the new school will be held;
- for other pupils with SEND, transition review meetings can be arranged;
- additional visits for children to their new school are arranged and secondary staff visit the school if this would benefit the child.

Transition to another school:

- We will contact the new SENCO about special arrangement for support and will pass records on as soon as possible.