

East Riding Local Offer

Education Provider Template

*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? (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 setting/ school/academy/ college?
Name	Mrs Laura Whittington	Mrs Sara Atkinson	Mrs A Nicholl: Head Teacher Mrs L Whittington: SENCO
Contact number	01482 882587	01482 882487	01482 882487
Contact email	stjohnofbeverley.primary@eastriding.gov.uk	stjohnofbeverley.primary@eastriding.gov.uk	stjohnofbeverley.primary@eastriding.gov.uk
Addresses	St John of Beverley RC Primary School Wilberforce Crescent Beverley East Yorkshire HU17 0BU	St John of Beverley RC Primary School Wilberforce Crescent Beverley East Yorkshire HU17 0BU	St John of Beverley RC Primary School Wilberforce Crescent Beverley East Yorkshire HU17 0BU
<p>2. What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?</p> <p>Our Mission Statement asserts that everyone at St John of Beverley R.C. Primary School knows we are a family. We share, play and learn together and try to be the best we can be.</p> <p>It is the aim of the school to include all children, and to enable those with special educational needs to access a broad, balanced and creative curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, recognising the contribution they can make and their right to economic well-being in adult life.</p>			
<p>3. Provide the link to the following policies on the website of the setting/ school/ academy /college</p> <p>SEND Policy Anti-bullying Policy Health and Safety Policy</p>			

Safeguarding Policy
Equality Policy
Admissions Policy
www.stjohnofbeverleyrcprimaryschool.co.uk

4. What is the standard admissions number?

How many Children and Young People do you have on roll? 169
How many Children and Young People have SEND? 20
How many Children and Young People have a EHCP ? 6

5. How does the setting/ school/ academy /college:

- **Identify and assess Children and Young People with SEND?**
Discussion with parents, transition meetings with pre-school or current school. Classroom observations, assessments and tests. Support and advice from outside agencies.
- **Evaluate the effectiveness of provision for Children and Young People with SEND?**
Monitoring of provision and interventions. Pupils Progress is monitored through Pupil Progress meetings.
- **Assess and review progress of Children and Young People with SEND?**
Parents evening, reports, termly assessments, analysis of data, checking of pupil progress, work scrutiny. Termly Support Plan reviews with parents. SENCO available for parent's consultations.

6. Who are the best people to talk to in your setting/ school/ academy /college about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?

The Class teacher
The SENCO
The Head teacher
The Teaching Assistant
The SEN Governor

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

Teachers will differentiate work, use support or practical materials. Work in small groups or one to one with an adult. The school has adopted a bespoke approach to individualised learning, setting targets to meet the specific needs of every child.

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

Staff meetings, discussions with lunchtime staff, training.

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?

Before/After school appointments, Parents meetings, Meeting with teacher or SENCO, Termly Support Plans co-constructed and reviewed with parents.

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

There is a Teaching Assistant in FS and Years 1, 2,3,4,5 and 6 and they are used as appropriate to support the needs of the children in that class. Support is allocated on a needs basis.

11. How does support move between the key stages?

All children have the opportunity to meet their new class teacher and experience their new classroom in July each year. Meetings between class teachers to ensure smooth transition. Pupils with SEND have increased contact with new teacher/TA. Transition days with Secondary schools, Secondary school SENCO invited to meetings if appropriate to ensure a smooth transition for the child to secondary school.

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

Local Authority
School Nurse
Educational Psychologist
Behaviour Support
Speech and Language
Occupational Health
Physiotherapy
SAPTS
Member of staff trained as an ELSA.

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

SENCO holds the National Award for SEN Co-ordination qualification and regularly attends courses and conferences. TAs receive regular updates from the SENCO for delivering interventions or supporting children with SEND. SENCO delivers staff meetings regarding SEN updates. Training from outside agencies is arranged when appropriate.

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

Quality First Teaching which is differentiated in the classroom. Additional adult support: small groups or one to one support. Use of practical, multisensory resources. Use of laptop or other equipment if necessary. Peer support.

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

SENCO, sign posting to other agencies, ELSA.

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

Disabled/wheelchair access. Disabled toilet and shower. Specially designed equipment is often purchased to provide support for example, keyboards, writing slopes, pencil grips. Modifications to children's toilet facilities to include minimiser seats and toilet steps.

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?

We offer a large range of clubs at lunchtime and after school. We make appropriate provision for children including use of the intervention area, library and peace room.

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)

We have meetings with the pre-school for new starters or telephone conversations with the previous school. New starters are offered three 'stay and play' sessions during the summer term. Extra sessions can be arranged if appropriate. When children are changing classes, teachers meet with the previous teacher or if necessary meet the parents before they start their new class. The SENCO or class teacher meets with the secondary school for Year 6 pupils

that are transferring to secondary school. There are annual reviews for children with a statement or EHCP and can be multi-agency meetings when necessary.

19. How will Children and Young People be supported in the case of Home Learning?

In the case of an entire ‘class bubble’ being shut down, our SENDCo and the teachers and teaching assistants will continue to support the children with their remote learning through regular contact home. Work will continue to be differentiated to meet the needs of individual learners. Whilst we have high expectations of children and standards of work, we also realise that remote learning creates specific challenges for some of our children. We are realistic in our expectations and understand the need to make adjustments where required.

How will SEN support operate in this instance?

We have Google Classroom set up for children to access additional support and resources specific to the outcomes set on the children’s Termly Support Plan.

If the entire class bubble is shut down, our Teaching Assistants can also provide support through Google Meet at specific times in the day. Your child will be given a 20 minute time slot where they can access this support daily or even just have a chat. Also if your child has ELSA support in school, this will continue virtually with Mrs Tibble. Your child will be given a regular day and time slot for this.

If your child has an EHC plan and is isolating but not sick, they will be supported for 20 minutes daily by a teaching assistant. They will be allocated at a set time agreed with you.