

Appendix B

Local Offer



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	Chris Frankish	Jean Kapur Lindsey Wright	Laura Wallis: Headteacher Chris Frankish: Assistant Headteacher (Inclusion/SENDCo)
Contact number	01482 868149	01482 868149	01482 868149
Contact email	StMarysBeverley.Primary@eastriding.gov.uk		
Address	St Mary's C of E VC Primary School Eden Road Beverley East Yorkshire HU17 7HD	St Mary's C of E VC Primary School Eden Road Beverley East Yorkshire HU17 7HD	St Mary's C of E VC Primary School Eden Road Beverley East Yorkshire HU17 7HD
2. What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?			
<ul style="list-style-type: none"> • We at St Mary's CE VC Primary School value the abilities and achievements of all our pupils. • We are committed to "Nurturing Success" in every child • We believe that the key to meeting the needs of each individual child, including those who may have special educational needs and disabilities, is that teachers and support staff work together with pupils, parents/carers, and outside agencies. • We belong to a Church of England primary school and everything we do is underpinned by our Christian values. 			
3. Provide the link to the following policies on the website of the setting/ school/ academy /college			
<ul style="list-style-type: none"> • SEND and Inclusion Policy • Anti-bullying Policy • Health and Safety Policy • Safeguarding Policy https://www.stmaryscofeprimarybeverley.co.uk/sen-disability 			
4. What is the standard admissions number? 60			
<ul style="list-style-type: none"> • How many Children and Young People do you have on roll? 400 • How many children and young people have SEND? 59 • How many children and young people have an EHCP? 13 			
5. How does the setting/ school/ academy /college:			
<ul style="list-style-type: none"> • Identify and assess Children and Young People with SEND? 			

<ul style="list-style-type: none"> • Discussions with parents and transition meetings with pre-school or current school to identify any known needs. • Class teacher observations and assessments supported by involvement of Assistant Headteacher (Inclusion)/SENDCo and specialist agencies as required. • Observations and assessments inform decisions, which are always made in partnership with parents and carers. <p>Evaluate the effectiveness of provision for Children and Young People with SEND?</p> <ul style="list-style-type: none"> • SEND provision and interventions are monitored through the school's internal monitoring and evaluation programme, led by the headteacher and the senior leadership team. • The progress of pupils with special educational needs and disabilities and the effectiveness of provision for them are monitored on a termly basis through progress review meetings and Termly Support Plan review meetings (see next section). • The SEN governor meets with the Assistant Headteacher (Inclusion) once a term to evaluate the effectiveness of provision. • School progress data is evaluated alongside national data by the senior leadership team and governors to monitor the effectiveness of provision. <p>Assess and review progress of Children and Young People with SEND?</p> <ul style="list-style-type: none"> • Each pupil's progress is assessed, recorded and analysed every half term. • All parents are invited to parent consultation evenings with the class teacher in the Autumn and Spring terms. • All parents are invited to Termly Support Plan review meetings with the class teacher. At these, the progress of pupils with special educational needs and disabilities towards specific targets is reported and next steps agreed. Pupils, teachers, support staff and the Assistant Headteacher (Inclusion)/SENDCo are also involved in this review process • The progress of all groups of pupils, including those with special educational needs and disabilities is scrutinised by the termly meetings of the Governors' Progress and Achievement Committee, whose members include the SEN governors and the Chair of Governors.
<p>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)?</p> <ul style="list-style-type: none"> • Please speak to your child's class teacher first. • You can also speak to the Assistant Headteacher (Inclusion) / SENDCo. He is also the person to contact if your child does not yet attend our school.
<p>7. What are the different types of support available for Children and Young People with SEND in setting/ school/ academy /college?</p> <ul style="list-style-type: none"> • Class teachers will provide work, support materials and appropriate strategies to meet the child's needs during lessons. • Provision may also include work in class in a small group with an adult. • A child may follow a specific intervention programme in class or outside the class in a small group or individually. The intervention will be led by an adult but could also involve periods of independent work for example through following a computer-based programme. • A child with significant and complex needs with an EHC Plan may make use of a mixture of adult led group sessions, in class support, individual support and some time working on his or her own with peers to develop particular skills.
<p>8. How will the setting/ school/ academy /college ensure ALL staff are aware and understand a Child or Young Person's SEND?</p> <ul style="list-style-type: none"> • Staff training as required. • Weekly staff meeting for teachers. • Weekly year group team meetings between teachers and support staff. • Liaison as required with lunchtime supervisors and other members of the school community.
<p>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?</p> <ul style="list-style-type: none"> • The class teacher will contact the parent/carer. • The parent will be informed at parent consultation and/or Termly Support Plan meeting. • In the case of a child with an EHC Plan, concerns will also be discussed at the Annual Review meeting.
<p>10. How is support allocated to Children and Young People?</p> <ul style="list-style-type: none"> • Support is allocated on a needs basis and having regard to the resources available during a financial year. Teaching assistants are allocated across year groups and their presence in a class may enable the teacher or the teaching assistant to work with a child for a period of time.

<p>11. How does support move between the key stages?</p> <ul style="list-style-type: none"> • Support is reviewed on a needs basis and having regard to the resources available during a financial year. • Close liaison between class teachers, support staff and SENDCos from the next school if a change of setting is involved takes place at key stage transition points. Information sharing ensures continuity of effective support and adaptations to improve support as required and as resources allow. The goal is always to ensure a smooth transition.
<p>12. Which other people and organisations provide services to Children and Young People with SEND in your setting/ school/ academy /college?</p> <ul style="list-style-type: none"> • Services are provided on the basis of need as identified by school staff in partnership with the child and his or her parents and as assessed by the agency. Previously the following agencies have provided services:- • East Riding of Yorkshire Council • ERYC Education and Inclusion Service including:- <ul style="list-style-type: none"> ○ Educational Psychologist ○ Inclusion Practitioner ○ SEMH Support Team • SaPTS • SEN Consultant • NHS including:- <ul style="list-style-type: none"> ○ School nurse ○ Speech and Language Therapy Services ○ Occupational Health Services ○ Physiotherapy Services
<p>13. What training have staff received to support Children and Young People with SEND?</p> <ul style="list-style-type: none"> • Support is led by the Assistant Headteacher (Inclusion) who will work towards the government’s new NPQ qualification for SENCo’s within three years of being appointment to the post. He regularly attends training and network meetings through the Local Authority. • Class teachers and support staff are supported by the Assistant Headteacher -Inclusion and receive regular updates and training through the weekly staff meetings for teachers, weekly year group meetings or additional training and support sessions as required. Representatives from the agencies listed in section 12 above also provide personalised training and support on a needs basis.
<p>14. How will teaching be adapted for a Child or Young Person with SEND?</p> <ul style="list-style-type: none"> • Class teachers will differentiate work, support materials and appropriate strategies in the classroom to ensure it meets the child’s needs. Further adaptations will depend on the child’s needs but could include:- • Additional adult support in a small group for classwork. • Additional adult support on an individual basis for classwork. • Use of specific intervention programmes in class or outside the class in a small group or individually. The intervention will be led by an adult but could also involve periods of independent work for example through following a computer based programme. • Use of specific strategies and resources to enable the child to access the learning. For example access to a coloured gel overlay for a child experiencing visual stress; quiet working areas for a child with sensory issues or a writing slope for a child experiencing particular difficulties with fine motor skills. • A child with significant and complex needs with an EHC Plan could follow a specially adapted and individual programme and be supported by a wide range of specialist equipment, making use of a mixture of adult led group sessions, in class support, individual support and some time working on his or her own with peers to develop particular skills.
<p>15. What support is available for parents/ carers of a Child or Young Person with SEND?</p> <ul style="list-style-type: none"> • The Assistant Headteacher- Inclusion. • Class Teachers • Headteacher • All can provide signposting to other agencies and sources of support.
<p>16. How is the setting/ school/ academy /college’s physical environment accessible to Children and Young People with SEND?</p> <ul style="list-style-type: none"> • The school has disabled/wheelchair access and disabled toilet facilities. A medical room is also available should assistance with personal care be required. In close liaison with relevant agencies, equipment is provided for children with particular needs to improve access to learning. This could include equipment to aid independence of access around school, aids to independent communication or other aids to overcome barriers to learning.

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 wide range of lunchtime and after school clubs.
- A breakfast club is available daily.
- Additional facilities for individual pupils could also be provided to meet individual needs for quiet times or spaces if required.

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)

- The goal is always to ensure a smooth transition.
- If a child is joining the school, there are discussions with parents and transition meetings with pre-school or current school teachers, support staff and SENDCos to share information about any known needs and effective ways of meeting these needs.
- If a child is joining another school, there is close liaison between class teachers, support staff and SENDCos from the next school. Information sharing ensures continuity of effective support and adaptations to improve support as required and as resources allow.
- If a child is moving within the school, there is close liaison between class teachers and support staff in the two year groups to ensure continuity of effective support and adaptations to improve support as required and as resources allow.
- Annual reviews also enable a detailed sharing of information for those children with EHC Plans.