

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 school?			
	Special Educational Needs Coordinator (SENDCO)	Special Educational Needs (SEND) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?
Name	Mrs Julie Hakner-SENDCO Mrs Sarah Charlton-Interventions Coordinator	Mr Brian Stillings	Mrs Julie Hakner
Contact number	01482 861762	01482 861762	01482 861762
Contact email	jhakner@molescroftprimary.net scharlton@molescroftprimary.net	molescroft.primary@eastriding.gov.uk	jhakner@molescroftprimary.net
Address	Molescroft Primary School St Leonards Road Molescroft Beverley HU17 7HF	Molescroft Primary School St Leonards Road Molescroft Beverley HU17 7HF	Molescroft Primary School St Leonards Road Molescroft Beverley HU17 7HF
2. What is the ETHOS of the school regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?			
<p>We aim to sustain and continue to develop a community based on positive attitudes, a promotion of excellence and a celebration of achievement. A valued environment in which “everybody cares, everybody learns, and everybody matters”.</p> <p>Molescroft Matters Please visit our School website and blog http://www.molescroftprimary.net http://moblog.net/molescroft/</p>			
3. Provide the link to the following policies on the website of the school			
http://www.molescroftprimary.net/policy.htm			
4. What is the standard admissions number? 420 Children			
<p><u>November 2018</u> 416 children are on roll 36 children are identified on the SEND Register 10 children have an Education Health and Care Plan or Statement of Special Educational Need</p>			
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?

Initial concerns about a child will be raised by the child's class teacher and/or parent with the SENDCO. The child's progress will then be closely monitored by the SENDCO, and discussions will be held with parents/carers. Support/Interventions may be introduced for the child.

The interventions received by the child will be identified on the SEND Provision map, the impact of the intervention(s) on the progress of the child is monitored by: 1) the child's class teacher; 2) Mrs Charlton, interventions teacher; and 3) Mrs Hakner, SENDCO. At Mid-Year Pupil Progress meetings the progress of children with SEND will be discussed with SMT and if required additional support for a child will be put in place. The impact of the SEND Provision Map is reviewed annually by the SENDCO and forms part of the Schools Annual Standards Report which is presented to Governors. For additional information please follow the links below to the school SEND and Assessment Policies.

<http://www.molescroftprimary.net/Policies/POLICY%202014/SEN%20Policy%20and%20appendices.pdf>

<http://www.molescroftprimary.net/Policies/ASSESSMENTRECORDINGREPORTINGandMARKINGPOLICY.pdf>

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 Julie Hakner-SENDCO
Mrs Sarah Charlton-Interventions Teacher

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

The variety of support available:

- Individualised programmes;
- ❖ Specific and Bespoke small-step interventions for individuals
- ❖ Literacy -PAT, Hornet, Word Wasp, Toe-by-Toe, Beat Dyslexia
- ❖ Mathematics, Plus One, Power of 2, Times Tables Rock Stars, IXL Maths
- Small group or 1-1 interventions; eg phonics, spelling, writing, reading, and mathematics
- Y3-Y6 Early morning Booster Groups in Mathematics and English
- Social, Emotional and Behavioural Support-Social Groups & individual mentoring provided by an Emotional Literacy Support Assistant.

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

All relevant information is shared by the SENDCO.

Information is shared as and when appropriate at:

Teacher staff meetings

Year group team meetings

Teaching Assistant staff meetings

Lunchtime staff, staff meetings

Breakfast and Afternoon Tea Club staff meetings

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

Initial concerns will be shared by the child's classteacher at consultation meetings(or before if appropriate)
Following this contact will be made by Mrs Hakner, SENCO, or Mrs Charlton, Interventions teacher.

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

Support is allocated according to the child's individual need.
The level of support given to each child is regularly reviewed.

10. How does support move between the key stages?

See Question 9.

If the child requires additional support this will move between the key stages in our school.

- Foundation to KS1
- KS1 to KS2

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

Educational Psychologist

Autism Inclusion Practitioner-Family and Individual Support

Behaviour Support Service

Mr Marcus Brown-Independent SEND Consultant

Sensory and Physical Teaching Support Service

NHS Speech and Language Therapy

NHS Specialist Speech and Language Therapy services

Independent Speech and Language Therapists

NHS Occupational Therapy

NHS Physiotherapy

Barnardo's Occupational Therapist providing Sensory Integration Therapy

Downright Special

CAMHS

School Nurse

Specialist Epilepsy Nurse

KIDS

SENDIAS

Youth and Family Support Worker

Plus any other agency who may be required to provide support to a child with SEND

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

School Staff have received training in the following Areas:

- Speech Language and Communication Needs
- Dyslexia
- Autism
- Team-Teach Training(Behaviour & Restraint training)
- Attachment Training
- Medical Training-Diabetes, epipen, seizures
- Downright Special Training for working with Pupils with Downs syndrome.
- Sensory Integration Training
- Deaf Awareness Training

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

Every child will receive the curriculum to which they are entitled. To achieve this each teacher will ensure that the work is suitably differentiated to match the needs of every individual child. These needs are seen not only as intellectual but also social, physical, aesthetic, cultural, moral and spiritual. It is recognised that whereas every child is an individual they each are equal in terms of opportunity. To release the potential of every individual, resources will be employed be they human or material (within the budget available) to enable children to prove their capabilities.

The Link below will take you to our School Prospectus

<http://www.molescroftprimary.net/Policies/MOLESCROFTPROSPECTUSDOCUMENT.pdf>

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

Mrs Hakner SENDCO and Mrs Sarah Charlton, Intervention Teacher, provide in-school support for parents. They are happy to support and guide parents to other agencies/organisations who provide parental support as appropriate; some agencies who can offer parental support are listed below;
School Nurse

Families Information Service Hub- www.fish.eastriding.gov.uk

ERVIP-East Riding Voices In Partnership

KIDS

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

Special features, which increase or assist access to the school for pupils with disabilities include:

- wheelchair access to all parts of the school,
- an indoor disabled toilet,

Parents/carers should note however that there are some steps within the interior of the building and that rooms are on different levels.

The new extension has been designed to improve access around the building both in the new and existing areas.

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

At the present time we do not have a specially designated quiet room available for children with SEND, which is staffed through-out the day. A small quieter area can be created in (or outside) classrooms if considered appropriate to meet the needs of the child. Some central areas of the school are used for 1-1 and small group work as appropriate.

An indoor quiet nurture space is available if required for named children at lunchtime.

A variety of lunchtime and after school clubs take place and are inclusive of all pupils-visit our prospectus to find out more information

<http://www.molescroftprimary.net/Policies/MOLESCROFTPROSPECTUSDOCUMENT.pdf>

17. 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 within school class-class

Children visit their new classroom and teacher, as many times as required

A photo passport book can be made as required

Mrs Hakner SENDCO facilitates transition meetings for parents with new class teachers as required.

Transition between schools to Secondary Phase

For Children with Statements/EHCPlans a transition Review with the new school will be held.

A photo passport can be made as required.

For other children with SEND transition review meetings can be arranged.
Additional visits for children to their new school are arranged, the visits are supported by Teaching Assistants from Molescroft School.