

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- Designated senior lead for Mental Health.	Mrs Katy Konieczko-Hansom	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
<p>2. What is the ETHOS of the school regarding Children and Young People with Special Educational Needs and Disabilities (SEND)? Molescroft Primary School Vision Statement:</p> <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 https://molescroftprimary.net/blog/</p>			

3. Provide the link to the policies on the website of the school

<https://molescroftprimary.net/policies/>

4. What is the standard admissions number? 420 Children
September 2021

421 children are on roll

44 children are identified on the SEND Register (it should be noted this will change within year)

8 children have an Education Health and Care Plan

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's progress 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 classteacher, parents/carers and the child. Following this 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) Miss Hakner(FY/KS1 SEN Support)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 SENCO 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.

<https://molescroftprimaryschool.files.wordpress.com/2014/11/sen-policy-september-2016.pdf>

<https://molescroftprimaryschool.files.wordpress.com/2014/11/assessment-recording-reporting-target-setting-policy1.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

Miss Laura Hakner-FY/KS1 SEND Support Teacher & Speech and Language

Mrs Sarah Charlton-Designated Senior Lead for Mental Health

❖ 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 Groups in Mathematics and English
- Before and After school reading clubs
- Social, Emotional and Behavioural Support-Social Groups & individual mentoring provided by Emotional Literacy Support Assistants.

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 Miss Hakner

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-Hearing/Vision & Physical
NHS Speech and Language Therapy
NHS Specialist Speech and Language Therapy services
Independent Speech and Language Therapists
NHS Occupational Therapy
NHS Physiotherapy
Downright Special
CAMHS
School Nurse
Specialist Epilepsy Nurse
Specialist Diabetes Nurse
KIDS
SENDIAS
Youth and Family Support Workers
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
- Downsight Special Training for working with Pupils with Downs syndrome.
- Sensory Integration Training
- Deaf Awareness Training
- Vision 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

<https://molescroftprimary.net/prospectus/>

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

Mrs Hakner SENDCO, Miss Hakner and Mrs Sarah Charlton (Mental Health Lead), 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

SENDIASS-<http://eastridinglocaloffer.org.uk/care-and-support/support-for-parents-carers-and-young-people/fish-sendias/>

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.

A 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

<https://molescrotprimary.net/prospectus/>

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 with SEND can 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 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 Molescrot School if required.