

North Cave CE Primary School Local Offer

- **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	Richard Winks	Helen Cowan	Anita Backhouse (Chair of Governors)
Contact number	01430 422551	01430 422551 (Via school)	01430 422551 (Via school)
Contact email	northcave.primary@eastriding.gov.uk	northcave.primary@eastriding.gov.uk	northcave.primary@eastriding.gov.uk
Address	North Cave CE Primary School Station Road North Cave Brough East Riding of Yorkshire HU15 2LA	North Cave CE Primary School Station Road North Cave Brough East Riding of Yorkshire HU15 2LA	North Cave CE Primary School Station Road North Cave Brough East Riding of Yorkshire HU15 2LA

- **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 an inclusive school in which all pupils are welcomed and encouraged. We have high expectations of all of the pupils in our care and work hard to ensure that all children strive to fulfill their potential. We actively promote Christian values within our teaching.

- **Provide the link to the following policies on the website of the setting/ school/ academy /college**

SEND Policy
Anti-bullying Policy
Health and Safety Policy
Safeguarding Policy

To view these policies, please visit our website.

www.northcave-school.co.uk

- **What is the standard admissions number?**

Currently we have 116 pupils on roll of which 14 are identified as having SEND.

- **How does the setting/ school/ academy /college:**

- **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?**

We have a thorough transition programme for those pupils joining Foundation Stage. Where children have identified SEND, appropriate support is put into place. Regular meetings take place between the school, home, preschool settings and external professionals.

Class teachers closely monitor the day to day performance of all pupils within their care. In addition, Senior Leaders and Subject Leaders review progress data regularly. Where concerns about the performance or progress of a child occur, these are raised with the SENCO and are discussed with parents. Additional support is provided where it is appropriate.

Pupil progress meetings are held each half term in which the progress of all pupils is discussed and tracked against challenging end of year targets. These are attended by the Literacy Leader, Numeracy Leader, class teacher and SENCO. Within this forum, interventions are discussed and evaluated. Additional interventions or support are planned where necessary.

Some children receive support from an outside agency, for example the Speech and Language Therapist. Where a support plan is provided by an outside agency, the success of such plans are monitored both by school staff and the agency involved.

For those children with a statement of educational needs, an annual review is held to which parents and all professionals involved are invited to attend.

- **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)?**

Any initial concerns should be discussed with the class teacher, prior to discussing this with the SENCO, Mr Richard Winks.

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

Initially, all children are supported through effective differentiation within the classroom. Where appropriate, resources may be adapted or provided to allow children to access the curriculum. Additional adult support may be provided within the classroom.

Targeted interventions take place regularly to support children with identified needs. These take place on a one to one or small group basis.

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

Regular discussions take place between the class teacher, support staff and SENCO. We actively encourage parents to discuss concerns with us so that we can work together to meet all children's needs. The SENCO

leads staff meetings and outside professionals support as required. Relevant documentation is shared amongst professionals within the school, for example IEPs or specific care plans.

- **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?**

If school has concerns about a child's learning, the class teacher will contact the child's parents in order to discuss their concerns. Where appropriate, Team Around The Family meetings take place. The school has an open door policy and parents are encouraged to discuss concerns with class teachers as soon as they arise.

- **How is support allocated to Children and Young People?**

Additional support is provided, based upon the needs of each child or group of pupils. This is reviewed regularly as part of our Pupil Progress Meetings.

- **How does support move between the key stages?**

Support is reviewed regularly, including at transition points between key stages. Where a child is moving to KS3, additional meetings take place with the receiving secondary school in order to discuss the level of need for that child.

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

The school works regularly with the following professionals or agencies:-

- School Nurse
- Educational Psychologist
- Behaviour Support Team
- Speech Therapy
- Occupational Therapy
- IPASS
- Integrated Sensory Support Service
- Brough Children's Centre

- **What training have staff received to support Children and Young People with SEND?**

The SENCO, Mr Richard Winks, has achieved the National Award for SEN Coordination.

Staff receive training from relevant professionals when needed to support specific needs.

Two HLTAs are qualified to lead ELS (Emotional Literacy Support) and social groups

Support staff have received training in order to meet the needs of children with social and communication difficulties

Staff receive training from medical professionals as required to meet the needs of children within our care.

- **How will teaching be adapted for a Child or Young Person with SEND?**

Staff differentiate work in order to meet the needs of all pupils. Additional adult support may be provided or resources adapted in order to allow all pupils to access a task. Where appropriate, additional time may be provided for a task and alternative recording strategies considered.

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

Teachers meet with parents regularly and are happy to discuss any concerns. The SENCO also meets with parents regularly. Where appropriate, the school signposts parents to external sources of support.

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

The school is fully accessible to pupils with SEND. Ramps are provided for access to the building and the building occupies one level. The corridors and gates are wide enough for wheelchair access and a disabled toilet is provided.

- **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?**

All pupils, including those with SEND, are encouraged to take part in our lunchtime sports provision and after school clubs.

The school offers Emotional Literacy Support for those children with an identified social or emotional need.

- **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)**

Class teachers and support staff consult with each other about all pupils prior to their transition between classes. All support plans and resources are also passed on. When moving to KS3, those with SEND are offered additional visits to their secondary school. The school also liaises with the secondary SENCO.