

Through our Christian Values – Friendship, Compassion, Trust & Respect:

We encourage, build and hope together, no-one left behind.

Based on 1 Thessalonians 5-11



Sproatley Endowed C.E. Primary Academy

SEND 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 (SENDCO)	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	Miss Anna Uney	Diana Hoskins	Victoria Tippett (Headteacher)
Contact number	01482 811499	01482 811499	01482 811499
Contact email	a.oney@ebor.academy	dianamerringtonhoskins@gmail.com	v.tippett@ebor.academy
Address	Sproatley Endowed C.E. Primary Academy Balk Lane Sproatley East Yorkshire HU11 4PR	Sproatley Endowed C.E. Primary Academy Balk Lane Sproatley East Yorkshire HU11 4PR	Sproatley Endowed C.E. Primary Academy Balk Lane Sproatley East Yorkshire HU11 4PR

2. What is the ETHOS of the school regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

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At Sproatley Primary School our curriculum is designed to inspire enthusiasm for learning, building on achievement and supporting pupil well-being and happiness.

We aim to develop each child fully - socially, physically, intellectually, morally and spiritually by fostering a caring inclusive community leaving no child behind and celebrating their uniqueness.

We provide first hand learning experiences that allow children to develop interpersonal skills, develop relationships and build resilience. Our cross-curricular approach fosters a love of nature enabling our children to make meaningful links with their learning whilst Christian Values are explicitly taught and embedded in school life.

We celebrate our own school identity through the unique experiences that our curriculum and community provides. Through our Christian values and our commitment to outdoor learning and pupil wellbeing, we aim to unlock a natural curiosity for knowledge and skills with enhanced opportunities to engage and inspire learning and recognise individuality. We acknowledge success for all children, in all aspects of their development, encourage and build confidence, recognising and celebrating all types of talents.

Our curriculum is rich, broad and balanced- creativity in all areas of life is encouraged and celebrated, while being enhanced through opportunities for stimulating visits, interesting visitors, personalised musical opportunities and much more. Pupils build their global understanding and learn to understand and respect themselves and others, celebrate diversity whilst also building a greater appreciation of the value of possessions and experiences.

Teamwork and responsibility are an essential part of our curriculum and we enable children to take on key roles and learn new skills; building their confidence and resilience while giving opportunities to learn about wider opportunities and career paths to actively raise their aspirations. In this way we prepare them for becoming active and valued members of the wider community now and in the future.

At Sproatley Endowed C.E. (V.C.) Primary Academy we value the abilities and achievements of all our pupils, and are committed to providing, for each pupil, the best possible environment for learning. We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We recognise the entitlement of all pupils to a balanced, broadly based curriculum and the need for teaching that is fully inclusive so pupils can meet their full potential.

The school aims to:

- reach high levels of achievement for all
- be an inclusive school
- ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- meet individual needs through a wide range of provision
- attain high levels of satisfaction and participation from pupils, parent and carers
- share a common vision and understanding with all stakeholders
- give transparent resourcing to SEN
- provide curriculum access for all
- work towards inclusion in partnership with other agencies and schools
- achieve a level of staff expertise to meet pupil need

3. The following policies can be found on the academy website.

<https://sproatley.ebor.academy/>

SEND Policy

Behaviour Policy

Anti-Bullying Policy

Health and Safety Policy

Safeguarding Policy

4. What is the standard admissions number?

The PAN (pupil admission number) for each intake is 30, however, we currently have year groups of varied size, meaning that we have mixed age classes.

Children and Young People on roll - 106 (full time R-Y6)

Children and Young People with SEND - 22

Children and Young People with a statement/EHCP - 4

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?**

All children in school are assessed on entry to the reception year through observational assessments to achieve a baseline. Teaching and learning opportunities are planned to meet the needs of individual children according to their ability from their own starting point. Each term children throughout the school are assessed against the curriculum using teacher assessments and their attainment and progress is carefully monitored.

If the teacher considers, or tests indicate, that your child is not reaching the expected requirements for their age or not making sufficient progress from their personal starting point, intervention within the classroom is put in place to narrow the gap in their learning. This could be additional resources or adult support.

If your child's needs cannot be met in this way, further testing may take place such as a dyslexia screener or basic concepts test and additional support from a teaching assistant or outside agency, or a specific intervention outside of the classroom, will be put in place. Your child's name will be placed on the school's SEND register and a SP (Support Plan) will be written clarifying the access arrangements to be made and the targets against which your child's progress will be measured. These are reviewed three times a year with the pupil. Parents/carers and class teacher.

At times it is appropriate for the school to seek the advice of external agencies such as the educational psychologist, speech and language service, occupational therapists, etc. as they are in a position to carry out particular tests to identify more specific conditions/learning difficulties. Your agreement will always be sought before contacting these agencies.

All progress from intervention activities is reassessed at the end of a unit of work and your child is observed carefully to ensure new skills are applied in their learning.

Throughout this process the SENCO monitors the pupil's progress and you will be kept informed through the review of your child's TSP or additional meetings/letters/phone calls.

If your child is on the SEN register you will be given the opportunity to discuss your child's progress and discuss any new targets that are set for them. If your child has an EHCP they will have an annual review each year to discuss progress made and new targets to be set. It is at this meeting that outside agencies will be invited to attend to make contributions.

The governor for SEND pupils and other key governors are responsible for looking at anonymised progress and attainment data to check that the school is doing all that it can to meet the needs of pupils with SEND.

6. Who are the best people to talk to in school about a Child or Young person's difficulties with learning/ Special Educational Needs or disability (SEND)?

- The first point of contact is the class teacher. The staff are always happy to discuss your child's progress and any concerns you may have. You can also chat to the Head Teacher (Victoria Tippet) or SENCO (Anna Uney) about any SEN queries you may have.

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

We have many Reading, Writing and Maths interventions that run during school:

- Precision Teaching
- Pre-teaching
- Keep Up - Little Wandle Letters & Sounds programmes.
- Reading for Meaning
- Rapid Maths
- Rapid Writing
- Toe by Toe
- Word Wasp
- Numicon
- Plus 1
- Power 2
- Lexia

We also have various speech and language/communication programs

- Time to Talk
- Socially Speaking

We have a trained Behaviour & Wellbeing Lead (Mrs R Towner) who works through the week with children who need to access social/emotional/behavioural support.

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

To ensure children are known to staff the following systems are in place

- Transition meetings between year groups.
- Termly Support Plan reviews with all staff, children and parents/carers involved in your child's education
- Termly review of the SEN register with all teaching staff.

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

- If there are concerns regarding your child's progress, the class teacher will contact you to discuss progress. If there are further concerns, a meeting may be held between yourself, the class teacher and the SENCO. If your child is to be placed on the SEN register you will receive a written letter following this meeting. Our aim is to keep you informed at all times of your child's progress and the next steps/targets we all wish to work towards achieving.

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

- The headteacher/ SENCO and class teacher will use the information provided by assessments to decide on the intervention required to support individual children. We have several teachers/teaching assistants who are trained to deliver specific interventions.
- All classes have at least one teaching assistant in the mornings to support teachers in making sure ALL pupils achieve their potential
- Teachers will be transparent with you in their discussions about the impact of various interventions and the support to be offered to your child – your opinion on these will be taken into account.

- Access arrangements for KS2 assessments (SATs) are applied for when your child is in year 6. These can include tests in Braille, large print, additional time to take the test, a scribe, etc. These will be discussed with you before any application is sent off.

11. How does support move between the key stages?

- Transition meetings and review of SPs between all year group changes
- SENCO at Sproatley Primary meets with the SENCO at all receiving secondary schools to discuss each child in detail and the support they have had/will receive. Outside agencies are also invited if appropriate.
- Nursery school SENCOs meet with Foundation staff to discuss any pupils and a further meeting with SENCO at Sproatley is arranged if necessary.

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

Sproatley Primary works with the following teams:

- East Riding Early Support Team
- Portage support Team
- Educational Psychologist
- Behaviour Support Team
- Education Service for Physical Disability (ESPD)
- Integrated Sensory Support Service (ISSS)
- Speech and Language
- Youth Support Workers
- School Nurse

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

Staff (teachers and teaching assistants) have had access to training opportunities in the following areas:

- Speech and Language
- Physiotherapy
- Socially speaking
- Autistic Spectrum Awareness
- Dyslexia awareness & Dyslexia Friendly Classroom Approaches
- Team Teach : Positive Handling Strategies.
- ELSA :Emotional Literacy Support Assistant
- Restorative practice

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

All teachers at Sproatley Primary Academy are teachers of SEND children. Teachers make learning accessible by differentiating activities to confidently meet the needs of all learners. This is done by using various strategies such as different resources, different tasks or additional adults. Personalised support plans will be developed as needed for individual children.

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

We have an open door policy which means you are always welcome to come in and discuss your child's progress or any concerns you have. It is important to us that we work with you and your child, as a team, to secure the best possible outcomes. We are also able to sign post you to various outside agencies which may be able to support you and your child at home/school or offer further advice.

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

The school classrooms are fully accessible to pupils with disabilities and have wheelchair access to all the main doors. A wheelchair lift is available up the few steps to the KS1 area and library, for access by pupils into all classrooms. We complete an accessibility plan each year to make sure any adaptations are made for pupils who are changing classrooms eg grab rails, footstools for toilets, etc.

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

- We have various clubs available to all children.
- We have spare classrooms across the school which are utilised as quieter rooms for the purpose of specific interventions.
- The Heron Room is an amazing Resource, opened in 2017 it was funded by friends and Trustees of the school. It is a quiet reflective space where children can go if they need time to talk or some specific work to improve their own Wellbeing.

18. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the school)

- Pupils with SEND have additional visits put in place for transition between nursery/primary/secondary school and you are able to accompany your child on these visits if you wish.
- Pupils with specific difficulties with transition/change have additional support put in place each year such as extra meetings with their new teacher which you are encouraged to attend.