

# East Riding Local Offer

## Education Provider Template

\*Please add N/A if any question is not applicable to you

<b>1. What are the following contact details for your school?</b> (Please provide contact name, telephone number and email address)			
	<b>Special Educational Needs Coordinator (SENCO)</b>	<b>Special Educational Needs (SEN) Governor</b>	<b>Who should parents/ carers contact if they have a compliment, concern or complaint about your school?</b>
<b>Name</b>	Louise Tulloch	Carol Daniel	Head Teacher: Alison Tadman
<b>Contact number</b>	01262 601684		
<b>Contact email</b>	newpasture@eastriding.gov.uk		
<b>Address</b>	New Pasture Lane Primary School Burstall Hill Bridlington YO16 7NR		
<p><b>2. What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?</b></p> <p>The staff at New Pasture Lane School are committed to provide a stimulating, challenging and inclusive learning environment for all pupils. Our curriculum is designed to allow experience based, creative learning to meet the individual needs of all pupils. We expect to enable all children to make sustained progress in learning and in developing personal and social skills. We are very conscious of the need to equip pupils with high aspirations to prepare them for the next stage of education and for life. Our staff are committed to value and support each individual, providing a high quality of pastoral care, and nurture self- esteem and mutual respect, working closely in partnership with parents.</p>			
<p><b>3. Provide the link to the following policies on the website of the setting/ school/ academy /college</b></p> <p><a href="#">SEND Policy</a>  <a href="#">Anti-bullying Policy</a>  <a href="#">Health and Safety Policy</a>  <a href="#">Safeguarding Policy</a></p>			
<p><b>4. What is the standard admissions number?</b></p> <p>How many Children and Young People do you have on roll? 209 Full -time. 37 Part-time (nursery)          How many Children and Young People have SEND? 57          How many Children have and Education and Healthcare Plan? 4</p>			
<p><b>5. How does the setting/ school/ academy /college:</b></p> <ul style="list-style-type: none"> <li><b>Identify and assess Children and Young People with SEND?</b></li> </ul> <p>Concerns that a child is achieving below age expected levels, despite targeted interventions and teaching.          Discussions with Parents.          Information from Pre-School setting/Previous school.          Support and advice from external agencies (e.g. Educational Psychologist, Speech and Language Service, Paediatrician).</p>			

- **Evaluate the effectiveness of provision for Children and Young People with SEND?**

Termly Support Plan (TSP) reviews involving all staff working with each child with SEND and SENCO.

Assessments, whole school tracking and impact reviews.

Monitoring and evaluating interventions.

Discussions with parents and child.

Performance in national tests.

Assessments by other professionals.

Appraisal, monitoring and training of staff delivering provision by Head Teacher and Governing body.

- **Assess and review progress of Children and Young People with SEND?**

Termly TSP reviews.

Teacher assessments, whole school tracking and impact reviews.

Monitoring and evaluating interventions.

Discussions with child and parents, including termly Parents' Evenings.

Performance in national tests.

Assessments by other professionals.

**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)?**

Class Teacher , SENCO

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

Differentiated work in the classroom.

Adult support in the classroom at whole class, group and individual level.

Individual and Group based learning interventions from trained staff tailored to each child's need.

Classroom based programmes (such as Reading Eggs, Nessy and Beat Dyslexia).

Support, advice and programmes from outside agencies.

Speech and Language support available in school.

Social and Emotional Support programmes delivered by trained school staff and outside agencies.

Lunchtime and after school clubs.

Peer support and mentoring.

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

Staff briefing at meetings and on a one to one basis (including lunchtime staff).

Training and awareness raising programmes.

Termly Support Plans for each child shared with all relevant staff.

**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?**

Discussion with class teacher and SENCO as appropriate.

Parents' Evenings and Termly Support Plan Reviews.

Parents are invited to all meetings with outside agencies involving their child.

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

Classroom support according to the need identified in Termly Support Plan.

Interventions by trained staff as identified by tracking and teacher assessments.

As identified by assessments by external agencies.

As outlined in any Education and Healthcare Plan.

**11. How does support move between the key stages?**

Careful consideration is given to transition at relevant review meetings and at Annual Reviews for children with Education and Healthcare Plans.

Discussion between key members of staff working with the children.

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

East Riding of Yorkshire Council Inclusion Service  
NHS Speech and Language Therapy Service  
Specialist SEND professionals (e.g. dyslexia support)  
School Nurse  
Home School Support  
NHS Occupational and Physiotherapy Services

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

Regular and ongoing training from relevant organisations listed above (e.g. Speech and Language, Behaviour Support)  
INSET training in areas of SEND.  
Training for staff in targeted interventions in literacy, numeracy, speech, language and communication and social and emotional literacy (ELSA).  
SENCO regularly attends Local Authority training and briefing meetings.

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

Differentiated planning and teaching according to the needs of the individual child in the classroom.  
Support from appropriate adults in the classroom.  
Appropriate visual aids, equipment and ICT based resources adapted to meet the needs of individual children.  
Access to other areas of the school and staff support if appropriate.  
Work station, intervention room and quiet work areas where appropriate.  
Peer support and mentoring.

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

Class teachers available on a daily basis to discuss concerns and refer on if appropriate.  
SENCO, Head Teacher and other appropriate staff available to discuss concerns and make referrals if appropriate.  
Advice and support from outside agencies (including Home School Support, School Nurse)

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

Disabled/wheelchair access. Disabled toilet. Specialist toileting room. Accessible outdoor areas. Special equipment is purchased to provide support for example, keyboards, writing slopes, pencil grips, sensory stimulus.

**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?**

SEND Intervention room, lunchtime clubs, ELSA room, quiet room, outdoor learning areas.  
Lunchtime clubs and activities.

**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)**

Meetings with relevant pre-school staff if children not transferring from school Nursery.  
Appropriate telephone calls or meeting with staff from previous school.  
Transfer meeting between teachers before new school year and meet your teacher sessions for children.  
Regular familiarisation sessions for children moving from nursery to Foundation 2 and from Foundation to Year 1.  
Careful transition planning for all children with an identified need.  
SENCO/Year 6 Teacher meets with secondary school staff for Year 6 pupils that are transferring to secondary school. Transition plans and meetings held where needed.  
There are annual reviews for children with an EHCP and will be multi agency meetings when necessary.