

Beverley St Nicholas CP School Local Offer



Contact Details

	Special Educational Needs Coordinator (SENCo)	SEN Governor	Who to contact if you have a complaint about your school
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The Ethos Of Beverley St Nicholas Primary Regarding Children With Special Educational Needs And Disabilities (SEND)

- High quality first class teaching, providing a broad and balanced curriculum for all children
- Staff are committed to providing for each pupil the best possible environment for learning
- Teachers set suitable learning challenges and respond to children's diverse learning needs
- Children with SEN are inclusively educated where appropriate with their peer group
- Teaching and resources are differentiated within the classroom to ensure children are able to achieve the objectives
- Class room and table top displays support children's independence
- If additional support is identified as necessary, children take part in planned, evidence-based intervention and are provided when needed
- Support is personalised and targeted

Any child may have special educational needs either throughout or at any time during their school career. Beverley St Nicholas ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Our Definition Of SEND

Special educational needs and disabilities (SEND) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Children have special educational needs if they have a learning difficulty, which calls for special educational needs provision to be made for them.

Children Have A Learning Difficulty If They:

1. Have a significantly greater difficulty in learning than the majority of children of the same age; or
2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA

How Your Child Might Be Identified And Put On The SEND Register:

- The teacher identifies a concern with a child. This can be due to a lack of progress, poor levels, lack of performance, behaviour concern etc... These can be in one area or several. The child will be tested with a variety of tests. If their standardised score is below 85 and a special need is recognised, then the child will be put on the register as requiring support. If the scores are below 79 then they will go on at support+ and be referred to SEN advisory teacher who will carry out further testing.
- A screening test is done in year 3 where all the children are tested using the Young's reading, SPAR spelling and Young's maths test. Scores are analysed.
- A child may come from a previous school on the register with a certain level of support. After a couple of weeks to settle, these children are tested to ensure the appropriate provision is in place and that they are at the correct level of action.
- School has a graduated response to dealing with identified needs. Some children will require a referral to an external agency with recommendations made. However some children may not be deemed as needing their involvement but require further support (e.g. children with speech problems who low have IQ scores and poor speech but because their developmental IQ level is similar to their speech development, speech therapy will not plan a programme so we carry out one in school. These still have the overview and monitoring of the SEN advisory teacher). We signify this greater support with a + sign.
- Some children are referred to external agencies but they are coping with their difficulties and do not need additional intervention so these are not on the register
- Early intervention is vital at Beverley St Nicholas so in Early Years Foundation stage we identify children through EYFS profile baseline assessment. A consideration of both these tests will result in some children being targeted for specific areas, an action plan will be decided and focussed targets of smart steps are set and worked on.
- Children with a recognised difficulty will be set a support plan and interventions are put in place. If progress is not made then these children may require more, additional support +. As soon as progress is being made then the provision is analysed and modified and the child is moved to different support, even if external agencies are still involved. Monitoring by the SENCo and SEN advisory teacher continues. These children will then be moved off the register as they close the gap with their expected attainment.
- Children are not automatically put on if they are involved with agencies such as EWO, nurse, social services, home-school liaison worker... There has to be a recognised special educational need. If a child is underachieving then interventions will be planned but they will not go on the SEN register.

Links To School Policies:

SEND Policy

Anti-Bullying Policy

Health and Safety Policy

Safeguarding Policy

What Is The Standard Admissions Numbers

Number of children on the school roll: 338

Number of children with SEND at support level: 22

Number of children with EHCPs: 5 (plus 1 Draft)

How Beverley St Nicholas CP School Identifies And Assesses Children With SEND

Identification of SEND is made through individualised assessment through observation, on-going classroom assessment and diagnostic assessment.

Consultations in progress meetings, parents meetings and intervention reviews contribute to identifying children needing assessment.

Codes Of Learning Difficulties

- Cognitive and learning **CL** (this includes: *Dyslexia, Dyscalculia, MLD, poor processing skills, poor auditory or visual memory, low cognitive ability*)
- Communication and interaction **CI** (*Speech & Language, ASD*)
- Social, emotional and mental health **SEM** (*Behaviour, ADHD*)
- Sensory and Physical **SP** (*Hearing Impaired, Visually Impaired, Physical, Dyspraxia, Medical*)

Evidence is needed of the specific areas of need, in the form of Standardised Scores/ percentile ranks obtained from recognised, published tests.

Some tests we refer to are:

- MAT non-verbal cognitive reasoning ability test
- BPVS British Picture Vocabulary Screener (non-verbal language test)
- Turner-Ridsdale Auditory Memory test
- PhAB processing speed test for pictures and digits
- Boehm concept test (for early years)
- YOUNGS reading
- YOUNGS Maths
- SPAR spelling

Other tests may be used by the Educational Psychologist to add as evidence for their special need. Those who are on the register must have a termly support plan.

Evaluating The Effectiveness Of Provision For Children With SEND

- Pupil Progress meetings to review and adapt interventions.
- Termly learning walks/observations to review effectiveness of provision where monitoring of planning and differentiation are done.
- Regular meetings with the SEND intervention team to discuss the effectiveness of the provision.

Assessing And Reviewing The Progress Of Children With SEND

- Pupil Progress meetings are held every term with members of the SLT. Whole class progress through the National Curriculum objectives are reviewed. Within this, specific groups, such as SEND children and underachieving pupils are looked at.
- SEND interventions - staff review this provision weekly / half termly
- Every term the SENCo discusses progress with staff and reviews the provision in place for SEND children not progressing.

The Best People To Talk To At Beverley St Nicholas Primary About Your Child's Difficulties With Learning/SEND

The Class Teacher

The SENCo

The Inclusion Assistant Head

Types Of Support Available For Children With SEND At Beverley St Nicholas Primary

- High quality differentiated class based teaching
- Class-based TAs work alongside the class teacher to support children in Small group work or 1:1 support and facilitate the class teacher working with SEN
- Adapted and differentiated resources e.g. visual timetables, working walls, table displays
- Support from outside agencies
- Intervention team provision (1:1 or very small groups). Specialist staff deliver specific interventions/programmes e.g. Speech Therapy, Talk Boost, ELSA

Specific intervention programmes: see provision table

		Foundation	Y1	Y2	Y3	Y4	Y5	Y6	
Wave 1 COULD Whole school intervention ideas	Literacy Speaking and Listening	Talk Boost Time to Talk (Ginger Bear) CLLD (Communication Language and Literacy Development) Programme							
		Speaking and Listening Programme Language Development and Sound Discrimination Programme							
	Reading	RWI 'keep up' interventions. Daily 1-1 reading	RWI 'keep up' interventions				Fresh Start – runs parallel to Literacy but targets underachievers (PPMs)		
	Writing	1-1 Developmental Writing							
			Differentiated guided writing in small groups (modelled writing)			Language and Literacy Scheme			
		Correct Letter Formation (using different mediums)	Pre and Post RWI Groups		Speed Up Literacy				
		Handwriting programme (individual targeting as need)							
	Numeracy	Hands On Practical Maths RM Maths Making Maths Magic (Y2)				RM Maths Big Maths			
	Behaviour	Positive, consistent approach (based on School Behaviour Policy and INSET) Good To Be Green (Traffic Lights) Growth Mindset Whole School House Points (Termly reward)							
Specific Behaviour Plans to meet current need (ideally short term strategies)									
Other	Home-School Liaison (VG)								
Wave 2 SHOULD <i>Borderline, concern, catch up children</i>	Literacy	Track back to Foundation Stage Objectives							
		Small group (ability) focused games							
	Speaking and Listening	Talk Boost							
		Daily reading groups							
	Reading	1-1 Reading	Book Blog						
		Phase 1/2 games - catch up group					Fresh Start		
Writing	Developmental Writing					Fresh Start			

		Continuous Provision Opportunities					
	Numeracy	Track back practical maths		Making Maths Magic			
		Small group (ability) focused games					
				Big Maths (small group interventions)			RM Maths
	Behaviour						
		Behaviour strategies (under EPBST guidelines)					
Other	Home-school liaison worker						
Wave 3 <i>SEND Support, EHCP</i>	Literacy	SALT					
		Multi-sensory approach					
	Speaking and Listening	SALT (including friendship groups) Talk Boost					
		Daily Reading	RWI 'keep up' interventions				
	Reading		Library Small Group	Book Blog			
		1-1 mark making					
	Writing						
	Numeracy	CaTS (small groups)	RM Maths Making Maths Magic		RM Maths		RM Maths
			1-1 / Small Group Interventions		TA supported interventions (1-1 / paired work)		
	Other	Auditory and Visual Memory Games					
In class TA support: small group and individual							
Differentiated smart step programmes in small groups							
Behaviour Intervention Groups: social skills; self-esteem; self confidence, ELSA (DH)							
Teacher for the Deaf 1-1 interventions (Specialist TA support provided)							
Physical Therapy (SaPTs)							
Keyboard Interventions							
Home-school liaison worker (VG)							

How We Make Sure ALL Staff Are Aware And Understand The Needs Of A Child With SEND

- Class SEND folders have all the relevant information about the children with SEND in that class
- Email staff Medical Needs Plans (MNP)
- A copy of Medical Needs Plans
- are kept in the office
- Changes in need are emailed to staff
- SEND staff meetings are held termly to ensure all staff are updated and have chance to reflect on the children with SEND needs
- Staff training involving outside agencies are organised as appropriate to meet current needs e.g. Team Teaching / Autism Training

How Will School Let You, The Carer/Parent, Know If They Have Any Concerns About Your Child's Learning

- Your Class Teacher will contact you regarding any concerns they may have
- Termly Parent consultation meetings
- The SENCo may phone or send a letter to ask to speak to you regarding any concerns
- Parents will be contacted to discuss the results from any testing that has taken place. Parents will be invited to come in and talk to the class teacher/ SENCo / Inclusion Assistant Head
- The SENCo is available at every parent's evening for parents to discuss concerns
- All TSPs are reviewed alongside parents / carers. If parents / carers are unable to attend review meetings, TSPs are sent home so parents know their child's targets

How Support Is Allocated To Children

- Once a specific need is identified then provision is planned to meet their need.
- Interventions are set up and monitored.
- Termly reviews of provision maps ensure high quality teaching in class, appropriate interventions and access to external agencies.
- Advice from external agencies informs support.
- Intervention groups are facilitated by specialist trained TAs whose training is regularly updated.

How Does Support Move Between The Key Stages

Arrangements are made to ensure appropriate support is carried on between key stages:

Transition phase	Arrangements
Pre-school provision to EYFS (FS1 and FS2)	<p>Multi-agency meetings are held to pass on information that will help support the pupil.</p> <p>Transition photo booklets are made and shared with the child to help them become familiar with staff and the environment over the summer holiday period.</p> <p>Home visits by staff are offered to all parents especially for children with high needs.</p> <p>Half day taster day sessions are held (and can be planned appropriately to meet need).</p> <p>Support is put in place the term before to prepare for their start</p> <p>Drop in visits for high need children</p>
EYFS to Year 1	<p>Half day taster day sessions are held</p> <p>Transition photo booklets are made and shared with the child to help them become familiar with staff and the environment over holiday periods.</p> <p>If appropriate, open afternoons arranged for parents, pupils and staff can meet</p>
Year 2 to Y3	<p>ELSA sessions for specific support</p> <p>Individual behaviour management plans are written (transition meetings), giving the new teacher detailed information about strategies and triggers to ensure successful transition</p> <p>Moving up transition morning</p> <p>Multi-agency meetings for high need children are held to review and plan for the next year</p>
Year 6 to secondary	<p>Y6 teachers have a meeting with Y7 staff to discuss every child</p> <p>SENCo has a meeting with the secondary SENCo, SEND team and Head of Y7 to discuss in detail and hand over files of the children with SEND. Detailed case studies are also passed on to ensure effective transfer of information to set up appropriate provision.</p> <p>2 transition days spent at secondary school.</p> <p>Extra visits arranged for vulnerable pupils</p> <p>Y7 SEND staff come into the primary class room to observe and work with specific high need children and prepare them for transfer.</p> <p>ELSA and home-school support for children (as appropriate)</p> <p>Transition meetings / multi-agency meetings for children with EHC plans</p>

Which Other People And Organisations Provide Services To Children With SEND At Beverley St Nicholas Primary

External agencies	Key person of contact
School nurse	Through the school
Educational Psychologist	Dr Elizabeth Holmes
Behaviour support	Through the school
Speech therapist	Gemma Jones
Sensory and Physical Teaching service (SAPTs) (Visual Impairment & Hearing Impairment)	Michelle Stone Natalie Battle
Families Information Service Hub (FISH)	

What Training Have Staff Received To Support Children With SEND

Regular staff meetings dedicated to SEN. Recent training:

- Autism (Inclusion Practitioner)
- Attachment disorder
- Achievement For All training
- Effective use of Teaching Assistants
- SEN online training
- Differentiation

How Will Teaching Be Adapted For A Child With SEND

- Class work is differentiated in small groups and individually when required
- Class based TAs work alongside the class teacher to support children on an individual and small group basis and to facilitate the teacher to work with children with SEN
- Provision maps, interventions and targets are evaluated and adapted termly (PPMs)
- Accessing different appropriate programmes supported by outside agencies
- Specialised resources
- Liaison between the class teacher and outside agencies ensure continuity of support

What Support Is Available For Children With SEND

- Differentiated work
- TA group support
- Specialised programmes
- ELSA
- S&L programmes
- Fine and gross motor skills programmes
- Termly support plans to focus learning
- Provision mapping

How is Beverley St Nicholas Primary's physical environment accessible to children with SEND

- Disabled toilets with supporting rails
- A lift in the main building to support wheelchair access to the first floor
- Specialised equipment ordered on advise

What Facilities Are Available For Children With SEND At Beverley St Nicholas Primary

- Differentiated and specialist resources
- Access to support from outside agencies e.g. CAMHs, Educational Psychologist, Behavioural support, home-school support, OT, physiotherapy, speech therapy
- Cool room
- Intervention rooms for small group work
- Disabled toilets on all levels

How Will Children Be Supported During Transition To Secondary

- Meeting with secondary SENCo and Head of Year 7
- Meeting between class teacher and Year 7 tutors
- Detailed summary of each child with SEND passed on to SENCo
- Files with reports and Individual EHCPs passed on to Secondary SENCo
- Transition meeting for children with EHC plans with all agencies involved, including Secondary
- Secondary teachers and TAs come in to observe children in class
- Extra visits arranged for vulnerable children to go to secondary school as often as they need in the last half term of Primary School

