



Walkington Primary School
Local Offer
(Reviewed September 2023)

1. Contact details

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Special Educational Needs (SEN) Governor: Bill Hartley

2. What is the ethos of the school regarding children with SEND?

Walkington Primary School aims to provide access to a broad and balanced curriculum for all pupils in the school, regardless of disability, race or creed. We aim to include children with special educational needs in the full range of experiences that are open to the pupils in our school. We consider that whenever possible pupils should be able to participate fully in the national curriculum. Those children with special educational needs should develop a healthy self image through being regarded as worthwhile members of the community who can succeed and contribute at their own level.

3. Provide a link to relevant policies.

[Inclusion policy](#)

[SEND Policy](#)

[Anti Bullying Policy](#)

4. What is the standard admissions number?

As of September 2023 there are:

- 204 pupils attending Walkington Primary school.

- 10 pupils on the intervention register.
- 11 pupils on SEN support.
- 4 pupils with an EHC plan.

5. *How does your school:*

- *identify and assess children with SEND?*

We receive information from children's previous schools and settings. The progress of all children is monitored regularly by the class teacher and the senior leadership team, so that when a pupil is not making expected progress the school can quickly identify the need for additional support and intervention. Children at the end of Key Stage 1 and Key Stage 2 are formally assessed using Standard Assessment Tests (SATs).

- *Evaluate the effectiveness of provision for children with SEND?*

Our schools provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support. Children are assessed before they start and when they finish the intervention to enable progress to be measured. The interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

- *Assess and review the progress of children with SEND?*

Pupil Progress staff meetings are held each term where class teachers discuss any children they have concerns about. This is an opportunity for teachers to share experience and expertise to ensure the best support. Children with a pupil passport will have individual targets which are reviewed three times a year, at the end of each term, by the pupil, parent, teacher and SENCO. In addition to a pupil passport, pupils with a statement or Educational Health Care (EHC) Plan will also have an annual review to evaluate the broader outcomes set out in their statement or EHC plan.

6. Who are the best people to talk to in your school about a child's special educational needs?

If you have concerns about your child you should speak to your child's class teacher initially. You may also wish to arrange an appointment with the SENCO who can discuss support.

7. What are the different types of support available for children with SEND?

Quality first inclusive teaching (wave 1) is clearly defined in our school and we expect all staff to deliver this. Should additional (wave 2) support be required, this is undertaken after consultation with the relevant staff, the pupil and their families if necessary. Our school offers a range of interventions which support individuals and groups of children with a range of difficulties including academic, physical and emotional. Teaching assistants are available to support children during whole class work which is differentiated to meet the children's needs. Children taking part in wave 2 interventions will be recorded on the schools intervention register and may be given a pupil passport to record individual targets.

We also work with a variety of outside agencies that provide specialist support, programmes of work and resources. When a child needs individualised programmes of work (wave 3), outside agencies may be asked to provide additional support. Children receiving wave 3 interventions will be recorded on the schools SEN register and will be given a pupil passport to record targets.

8. How will the school ensure ALL staff are aware and understand a child's SEND?

All teachers are provided with information on the needs of individual pupils so they can plan differentiated learning within the curriculum to ensure that all pupils are able to make progress. Teaching and support staff receive regular training to ensure they understand the needs of the children with whom they work. Lunchtime staff are trained to support children with dietary and medical needs such as diabetes and allergies. Some members of staff are trained first aiders and are able to administer medicine when required.

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

Parent's evenings are held in the Autumn and Spring term when the teacher can discuss with parents any concerns they may have. If concerns arise between these meetings then the class teacher would contact the parents/ carers and arrange a time to discuss their concerns, the SENCO may also attend where necessary.

10. How is support allocated to children?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources depending on the learners needs. We utilise resources to support the strategic aims of our school as well as individual learner's needs. We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated.

11. How does the support move between key stages?

One to one support allocated to a child with a statement or EHC will follow a child throughout the school where the statement or EHC is maintained. Other support is evaluated yearly depending on learners needs and is flexible within the year to ensure all learners who require additional support will receive it.

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

We are able to access a wide variety of services depending on the individual needs of the children these include:

Educational Psychologist

- Autism Inclusion Practitioner-Family and Individual Support
- Social, Emotional and Mental Health Specialist Teaching and Support Team
- Sensory and Physical Teaching Support Service
- NHS Speech and Language Therapy
- NHS Specialist Speech and Language Therapy services
- Independent Speech and Language Therapists
- NHS Occupational Therapy
- NHS Physiotherapy

- Neurodiversity Team
- Sensory Hub
- CAMHS
- School Nurse
- Specialist Diabetes Nurse
- Plus any other agency who may be required to provide support to a child with SEND

13. What training have staff received to support children with SEND?

Different members of staff have received different training related to SEND. Training is arranged to ensure staff understand the needs and strategies to support the particular children they work with. Training has included:

- Emotional Literacy Support Assistants (ELSA)
- Attachment Disorder
- Precision teaching
- Deaf awareness training
- Lego Therapy
- Team teach
- Supporting children with Dyslexia
- Supporting children with Autistic Spectrum Disorder
- Supporting children with speech and language difficulties
- Supporting children with diabetes
- Supporting children with physical and co-ordination needs
- Supporting children with epilepsy

- The SENCO has gained the 'National Award for Special Educational Needs Coordinators' and has a Master's degree in Special Education

14. How will teaching be adapted for a child with SEND?

As with all children, close monitoring and assessment allows the teacher to plan for each child's next steps in learning. Topics are planned closely across the whole school which allows for work to be differentiated to any level. Teachers in the school understand a range of learning difficulties and are able to adapt their teaching and environment to suite a range of learning styles.

15. What support is available for parents of a child with SEND?

We encourage parents to work in partnership with teachers and they are always welcome in school to discuss any concerns. Parents of children at SEN support are invited to termly meetings to review pupil passport targets alongside the class teacher and SENCO. Advice will be given about what parents can do to support their child at home. If outside agencies are involved such as the educational psychologist, programmes of work are normally provided that can be used at home. A parent support advisor visits school on a regular basis and is there to support families in difficult times. The 'Local Offer' website includes information about services and support which are available to young people and their families in the local area.

16. How is the school's physical environment accessible to children with SEND?

All areas of the school are accessible to wheelchair users and there are two disabled toilets. The school hall is equipped with a hearing loop for the hearing impaired. We are always happy to discuss any individual requirements.

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

The school offers a vast range of extra curricular activities both at lunch time and after school. These are available for all children to attend irrespective of their needs as adaptations can be made. The school has a number of smaller rooms where children can work and talk quietly if they need a little space and time.

18. How will children be supported during transitions?

Many strategies are in place to ensure children's transitions are as smooth as possible. Discussions are held between the current class teacher and the receiving school to ensure the child's needs are understood. Children will attend a transition day in their new school and additional days are arranged for children who need a little more time. Secondary school staff visit children in school to talk about what to expect and answer any questions they may have. Where a pupil has more specialist needs a meeting will be arranged with parents, the SENCO, the secondary school SENCO and the current class teacher.

