

East Riding Local Offer

Education Provider – Brough Primary School

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 (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	A. Rozenbroek	W. Palmer J. Clark M. Harrison	Initially the teacher of the child concerned – if not resolved, then contact the head teacher. Refer to complaints procedure on the school website.
Contact number	01482 667352	Via the school office 01482 667352	01482 667352
Contact email	arozenbroek@broughprimaryschool.co.uk	brough.primary@eastriding.gov.uk	brough.primary@eastriding.gov.uk
Address	Brough Primary School Springfield Avenue Brough HU15 1AE	Brough Primary School Springfield Avenue Brough HU15 1AE	Brough Primary School Springfield Avenue Brough HU15 1AE
2. What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)? At Brough Primary School we believe that all children are special individuals. We strive to be a fully inclusive school and do not discriminate against any individual on the grounds of academic ability, physical ability, gender or ethnic origin or beliefs. We aim to provide the best educational opportunities for all children.			
3. 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 policies – Please visit www.broughprimaryschool.co.uk Policies tab			
4. What is the standard admissions number? Standard admission number is 60. There are currently 400 children on roll. There are currently 10 children on roll who have an Education Health and Care Plan. 19% of the school population are identified as having Special Educational Needs or a Disability (SEND)			
5. How does the setting/ school/ academy /college: Identify and assess Children and Young People with SEND? Early identification of SEND is always a key priority in the school and all staff are well trained to			

identify needs and raise concerns with the SENCO for further assessment. Each term, all staff working with a child / class meet with the SENCO and other senior leaders at Pupil Progress Meetings to review the progress of each child and to discuss and plan for children who are causing concern.

The SENCO and her team carry out initial assessments of any child causing concern or making limited progress. This then helps to plan for future provision and teaching. Progress is reviewed regularly. If necessary, outside agencies will be consulted and further specialised assessments completed.

Parents will be kept informed and consulted with at all stages.

Please see Identification Pathway document for further detail.

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

The school produces a provision map each term identifying interventions for both groups and individual children according to their needs. This is reviewed and evaluated at Pupil Progress Review meetings at the end of each term to judge the impact on each child and the overall value of each intervention. This is overseen regularly by the SEND Governor.

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

For children with SEND who have additional provision to meet their needs reviews will take place each term. Other agencies are included as necessary e.g. Speech & Language Therapy, School Nurse, Visual Impaired service. These are in addition to the annual review of statements of special educational needs / Education, Health & Care Plans. Parents will be invited.

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)?

Amanda Rozenbroek, Special Educational Needs Co-ordinator (SENCO)

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

- In class support for groups and individuals when appropriate.
- Group interventions usually led by a teacher or experienced / well trained teaching assistant
- One to one programs of work to address dyslexic needs or mathematic difficulties
- One to one speech and language interventions (overseen by the Speech & language Therapy service)
- One to one / small group interventions to address social, emotional and behavioural needs
- ‘The Learning Centre’ nurturing unit is used as a base for Early Intervention in where opportunities for a more informal approach to education can take place. In this nurturing environment children with a variety of difficulties can best have their often complex needs met. The Learning Centre operates during the morning sessions only. The amount of time a child spends in the Learning Centre is dependent on need.

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

All staff have a good understanding of the role they play in providing the care and learning for each child. Information is shared with all staff regarding children with specific needs and training is provided as appropriate to ensure that those needs are met.

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?

If the school has any concerns regarding the child's learning, parents will be invited to have a discussion with the class teacher initially and the SENCO will also be involved as necessary, depending upon the concerns.

The school has an open door policy and parents are welcome to contact teachers, the SENCO, the head teacher or other staff regarding any concerns.

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

Support is allocated according to priority of need and within budget constraints. The majority of support has to be met from the school's own budget. Additional top-up funding is only allocated from the Local Authority for children with high level needs – with an Education Health and Care Plan (EHCP).

11. How does support move between the key stages?

Support is reviewed each term throughout the Foundation Stage, key Stage 1 and 2 according to the priority need.

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

The school has a good working relationship with both the voluntary and non voluntary services. The school works on a regular basis with, Speech & Language Therapy, Educational Psychology Service, Sensory Services SaPTS, CAMHS, EHASH, Children's Centre, Safeguarding Teams & Youth and Family Support Service.

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

- Amanda Rozenbroek is an experienced and qualified SENCO. She has a PGCE in Special needs and Inclusion.
- All staff have had opportunities to be part of various training sessions that range from full day courses to 1 hour sessions. These include- Dyslexia Awareness, Precision Teaching, Sensory development-lined to Autism, Maths Intervention, Phonic Interventions and Reading approaches.
- Some members of staff are also trained in Team Teach and have had some Nurturing training and Emotional and Behavioural training.
- One HLTA is trained to teach children with dyslexia and phonics issues using multi-sensory programmes.
- One HLTA has an additional qualification in Speech and Language support.
- One teacher has additional qualifications in nurturing, child mental health and emotional literacy and has the role of ELSA and Parent Support Advisor.
- A variety of medical needs can be managed (see medical needs policy).

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

For the majority of children, the National Curriculum can be differentiated to a level to meet their next steps in learning within the classroom. For a small number of children, the curriculum in particular literacy and numeracy, needs to be significantly differentiated for them with additional support to help them to access the learning. Some children need additional specialised resources to assist their learning i.e. touch screen computers, IT software programmes, coloured overlays etc.

Teachers are skilled in using visual, auditory and kinaesthetic approaches to respond to different learning styles. They readily adapt their language and questioning to suit the needs of the children.

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

All teachers and support staff are willing to support all parents and particularly those who have children

with SEND, as much as they can. In addition, the school has ‘Share Days’, when parents / grandparents are invited to come into school to work alongside their child to help them to gain a good understanding about the work and expectations of the school. The school invites parents to attend training / workshop sessions to help them to support their child’s learning. For children with particular SEND, parents / carers are invited to have a one to one session with a member of staff to learn how we develop key skills with their child so that they can support this learning at home.

The Children’s Centre is based on the school site and is readily available to assist families and sign post to other agencies.

The school has a qualified ELSA who specialises in supporting children who have social, emotional or behavioural difficulties, she also works with parents and is available to offer support and advice.

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

The school has a variety of adaptations to the site and building to enable accessibility for all; this includes, ramps, hand rails, chair lift in the corridor, disabled toilets, yellow paint highlights major obstacles to assist the visually impaired.

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?

The Learning Nurturing area is the key facility for children with SEND; this has a number of small rooms for learning, creative work, play and social, emotional and behavioural development. The school also has a sensory room to aid sensory development as well as offering a calming environment . A lunchtime club is organised for invited children to attend who need to develop their social, emotional and behavioural skills. An after school group is also held for invited children.

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)

The SEND children make an ‘All About Me’ booklet which is given to the next class teacher and support staff. In this the child is able to say what is important about them and how they like to learn.

The school has excellent links with all pre-school providers and there are plenty of opportunities for our staff to meet prospective pupils and parents. The SENCO and the Early Years Leader will visit settings to meet SEND children.

The reception class staff go on home visits for all children before they start school.

For children with SEND, meetings with parents and other agencies are held as soon as possible before they transfer to our school, so that we can be as knowledgeable and well prepared as possible to meet their needs.

The SENCO from South Hunsley School attends SEND review meetings from Year 5 to start the transition process and meets with the children and their parents. Additional meetings are also arranged in Year 6, so parents and children become more relaxed and informed about the transition to secondary school.

SEND go on an early induction day to South Hunsley School before the main day for all children. Additional visits are arranged as necessary to help the transition to go smoothly and to aid the development of relationships.

