

Inmans Primary School

Local offer 2019

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	Tracy Faulkner	Sarah Daniels/Tracey Marrow	Sue Fellows
Contact number	01482 899485	01482 899485	01482 899485
Contact email	www.inmansprimaryschool.co.uk		www.inmansprimaryschool.co.uk
Address	Inmans Road Hedon Hull HU12 8NL		

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

We aim to provide a safe, secure, happy and challenging environment in which everyone feels enabled to develop and learn together. We will provide opportunities for each individual to maximise their potential through enjoyment of learning. Each pupil's achievements will be valued and respected as they develop the skills and confidence needed to take an active role in the wider context of lifelong learning.

3. The following policies can be found on the website of Inmans Primary School at:

inmansprimaryschool.co.uk

Anti-bullying Policy
Health and Safety Policy
Safeguarding Policy
SEND policy

4. What is the standard admissions number?

How many Children and Young People do you have on roll? 418
How many Children and Young People have SEND? 9
How many Children and Young People have an EHCP ? 9

5. How does Inmans Primary 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 using tests/teacher assessments and their attainment carefully monitored.

If the teacher considers, or tests indicate, that your child is not reaching the expected level for their age or not making sufficient progress for their ability, 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 and additional support or a specific intervention outside of the classroom, will be put in place. Your child's name will be placed on the school's intervention register and an intervention record 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. 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.

If, after these steps are put in place, it is felt your child continues to require further additional support that is significantly different to the rest of the children in their class, it may be appropriate for the school to seek the advice of external agencies such as the educational psychologist, speech and language service, paediatrician, 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. At this point your child will be placed on the schools SEND register.

If your child is on the SEND register you will be given the opportunity to discuss your child's progress and discuss any new targets that are set for them at their termly support plan meeting. If your child has a statement of special needs or EHC 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 your school about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?

Initial concerns should be raised with the class teacher as they are the person responsible for working with the child on a daily basis. The SENDCO will support the class teacher in further assessment of the child's particular strengths and weaknesses as and when required. Further discussions with the SENDCO and parents alongside the class teacher will then take place.

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

- I pod enhanced provision- The school has a designated enhanced provision for ASC on site. This provision can be used by the wider school community. It has a sensory room and nurture room for groups to take place as well as a teaching area with workstations.
- ELSA / SEAL/ Social group interventions – We have 2 TA's who are able to provide support for nurture/ social skills. They carry out small group social skills interventions as well as individual counselling and 'drawing and talking' sessions. We have a further TA who is ELSA trained and she carries out 'friends' groups as well as lunchtime clubs to support social skills.
- Whole school, small group or 1-1 interventions - Each class has a designated Teaching assistant to support pupils during English and Maths.
- Lunchtime arrangements – Play leaders are employed to support the efficient running of lunchtime arrangements. Additionally we employ nine TA's across the lunchtime period to support EHCP plan pupils and also provide support for our indoor clubs and nurture groups.

- SEND termly support plans are devised for those on the SEND register and updated termly and parents are invited to review progress. At each Review an evaluation is made of the interventions used and appropriate new targets and interventions are set. Interventions available in school include : Variety of sensory equipment and resources including cutting, reading and writing supports, sensory tent and room, alphasmarts, Clicker sentences, Toe by Toe, Word wasp, hornet primer, Reading recovery, Magic Maths, RM Maths, Lexia, Starspell, Lifeboat, ALK, Dyslexia core skills, Project X , PAT, Quest, Nessy, FLS, Talkabout, Time to Talk, Friendship formulae, social stories, Write from the start, dance mat typing, Friends group, Drawing and talking, 1-1 maths , 1-1 writing, Rapid readers and rapid writing, Project X code, FFT, pre teaching, proloQuo2go, AutismIhelp,

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

Good parental liaison and close teamwork within the school ensures that all members of staff who work with the child understand the child's needs. Communication between staff members informs professionals new to working with the child of their specific needs. Medical and Positive handling plans are in place for children who require them and are shared between all staff working with the child. They are also kept together in key designated areas of the school for staff who may not have had contact with the child before.

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

Initial concerns may be raised informally between class teacher and parent/carers as an early response to emerging difficulties.
Formal parent teacher consultations are held termly and continued concerns may be raised at this point.

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

Each year group (each class in KS1) has a designated Teaching assistant to support pupils during English and Maths. Further support is allocated on assessment of either medical needs or specific interventions that will help the child progress to agreed outcomes. An interventions TA is assigned to each Pod every afternoon.

11. How does support move between the key stages?

The effectiveness of support and intervention will be evaluated and the SEN termly support plan will identify the support required for the next term. Transition books are made yearly for use between new classes and new Key stages. Close liaison exists between Inmans and the local secondary school and a variety of transition packages have been developed over a number of years.

12. Which other people and organisations provide services to Children and Young People with SEND in Inmans Primary School?

School nurse
Speech and Language Services
Educational Psychologist
Behaviour Support Team.
Physiotherapist
SaPT's
Barnardos sensory integration therapist
Occupational therapy team
CAMHS
The Children's Centre
Youth and family support service

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

Staff training, experience and qualifications –

- Three members of teaching staff have specific SEN qualifications.
- All teaching staff have access to IDP training modules and further training has been carried out, in house, at least twice yearly.
- Most staff have had ‘team teach’ training (behaviour).
- All TA’s are trained to at least NVQ level 2. The majority are NVQ Level 3. One TA is a qualified teacher, five are HLTA trained.
- Two members of staff are ELSA trained and a further two have had training in ‘drawing and talking’.
- Seven members of staff have undergone speech and language training specific to the pupil they work with and all TA’s have had, generic, in house training from our SALT regarding supporting children with Speech and Language difficulties.
- Two TA’s are trained in ‘signing’/Makaton.
- Two members of staff have been working and training alongside Barnardo’s DSI/ OT service to support delivery of a sensory diet to specific pupils.
- Eleven TA’s and all teaching staff have been given training to support children with diabetes. The TA’s monitor the levels of diabetic children in their class and administer appropriate medication, food or fluids as required.
- Two staff have received specific, ongoing training related to a child with medical needs.
- All staff have received information and training from health services providers in regard to specific medical needs of children in school.
- Any training advised by outside agencies for staff is always carried out.

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

All teachers at Inmans primary School 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 intervention programmes will be developed as needed for individual children. Lessons are planned and differentiated to address potential areas of difficulty and to remove barriers to pupil achievement. Differentiation follows from the setting of deliberately ambitious targets.

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

FISH is the Families Information Service Hub which can provide advice and links.

FISH
Room KS42
County Hall
Beverley
HU17 9BA

Tel: (01482) 396469
Monday - Thursday 8.30am - 5.30pm
Friday 8.30am - 4.30pm

16. How is Inmans Primary School’s physical environment accessible to Children and Young People with SEND?

Inmans School is recently built and has disabled access via all routes into the building. The school layout is on one floor with no steps or changes of level. All floors are carpeted which improves the acoustics within the school. Each classroom has a hearing loop. We have four disabled toilets, 2 in the main entrance and 2 further in the Green and Ochre pods, which have full wheelchair access. We also have a fully fitted disabled shower room and medical room. The playground and surrounding areas are on equal levels again without steps.

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

Sensory room and lunchtime clubs are available. Groups also run at lunchtimes in small group rooms for social skills.

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)

Transitions are planned well in advance. Information is shared at the earliest opportunity.

- Pupils with SEND have additional visits put in place for transition between nursery/primary/secondary school to meet new staff and become familiar with their new environment. Transition books are made at this time and used to support visits. Parents and key workers from their current setting are welcome and encouraged to take part in these initial visits.
- Pupils with specific difficulties with transition/change also have additional arrangements to those already in place such as extra meetings with their new teacher, lunchtime/ breaktime sessions in the new setting and invitations to specific lessons.