



## **Send Information Report 2024 - 2025**

All East Riding Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

### **What is the Local Offer?**

The LA Local Offer '*Children and Families Act 2014*' was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The Local Offer can be accessed at <https://www.eastridinglocaloffer.org.uk/>

### **What is the Special Educational Needs Information Report?**

The Special Education Needs Information Report utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as '***The Special Education Needs Information Report***'.

### **How will the school know if a child needs extra help? and what should you do if you think your child may have special educational needs?**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age: or (b) have a disability which prevents or



# Melbourne

Primary School

hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

At Melbourne Community Primary School, we believe that effective Quality First Teaching, alongside our Ordinarily Available Provision, meets most learning needs. This is best achieved by the teacher applying appropriate support strategies in consultation with colleagues, as appropriate. If the learning needs cannot be met in this way, then the class teacher will seek the advice of the SENDCo, who will work collaboratively with the teacher to explore other forms of support. We will always prioritise communications with parents and carers throughout this process to ensure they are kept informed of any changes to provision. For some children, Quality First Teaching, alongside our Ordinarily Available Provision strategies may not meet their needs. In these cases, the child may benefit from the use of some Quality First Teaching+ provision, involving in-class support from the class teacher or TA, along with appropriate small group interventions.

If a learner is identified as having SEND, we will provide a provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning. At Melbourne Community Primary School, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher, who will then liaise with our Special Education Needs Co-Ordinator (SENCO) where appropriate.

## **How will our school staff support your child?**

### **The Class Teacher.**

#### **Responsible for:**

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs Coordinator (SENCo) know as necessary.
- Setting targets (both academic and personal) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on school’s provision map.
- Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.



**The SENCo – Mrs Emma Darwin.**

**Responsible for:**

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you (parents and carers) are
  - i) involved in supporting your child's learning
  - ii) kept informed about the support your child is getting
  - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

**The Headteacher – Mrs Vicky Burdett Responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEND Governor – Martin Braidley Responsible for:**

- Making sure that the necessary support is given for any child who attends the school, who has SEND.

**If my child has been identified as having SEND what support will be put in place?**

The identification of SEND is built into our overall approach to monitoring the progress and development of all our pupils. Where a concern is raised about a child, our approaches will always adhere to the following structure using a graduated approach to SEND support and include parent and pupil voice at each step:

**1. Assess.**



Assess child's needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the need. The SENCO will support it if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.

**2. Plan.** This will be undertaken at least termly with the parents and child. The views of parents and pupils are of paramount importance. This will be recorded on the plan.

**3. Do.** The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. The SENCO will support the class teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENCO will monitor this provision.

**4. Review.** The class teacher will review the plan with the parents and child on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

### **How will school and families know how your child is doing and how will school help families to support children's learning?**

We believe in working closely with parents/carers in sharing ideas and information to encourage children to aspire to achieve their best in their learning and their self-esteem. If a child needs a more bespoke programme of support, targets may be recorded on an Individual Support Plan. These targets may be related to an area of the academic curriculum or to develop language, social or emotional skills. Their progress at meeting these targets will be shared regularly with parents/carers and the child, where appropriate. In addition to formal parent/carer consultation evenings (Autumn & Spring Terms), information can be shared via telephone, home/school liaison book or face to face, where an appointment may be necessary.

All parents/carers will receive an end of year written report detailing their child's progress across the curriculum.

- We regularly use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating)
- We check how well a pupil understands and makes progress during lessons
- Our senior leadership team check the progress of pupils every term and we discuss what we are doing to make sure all pupils make good progress.



# Melbourne

Primary School

## **What specialist services and expertise are available or can be accessed by school?**

- We have support from specialist teachers / support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism) via the Local Authority.
- We are able to get support from local authority services and external agencies.

## **What support will there be for a child's overall wellbeing?**

The school offers a wide variety of pastoral support for pupils. This includes:

- A Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- We have an ELSA-trained TA who delivers high quality 1:1 and small group sessions focusing on the social and emotional wellbeing of a pupil that has been referred by the class teacher or parent with a particular SEMH need.

## **How will school prepare and support children to join school or transfer to a new school?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving child to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible. When moving classes in school:
- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. Learning Plans and targets will be shared with the new teacher.
- If your child would be helped by a book to support them and understand moving on then it will be made for them. In Year 6:
- The SENCO will discuss the specific needs of your child with the SENCO of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.



**Melbourne**  
Primary School

## **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school will ensure that it has sufficient staff expertise so that no child with SEND is excluded from any activity whenever possible.

## **How accessible is the school environment?**

The following adaptations have been made to the school environment:

- Disabled parking spot located next to the school reception
- The main building is all one level and no ramps are required to enter the building.
- 5 of the 6 teaching spaces are on one level, or accessed with a ramp.
- An accessible toilet is located in the main building.
- Our Accessibility Plan (statutory requirement) is available via the school website.