



EAST RIDING OF YORKSHIRE COUNCIL
Acre Heads Primary School
“A place to nourish thinking minds”

Special Educational Needs and Disabilities
A guide to the provision at Acre Heads

Working in partnership
Parents and carers

The Special Educational Needs and disabilities document was reviewed by a representative group of parents in July 2016.

Children

A representative group of children have been consulted on the range of information given.

Governors

This Special Educational Needs Information Report was reviewed by Governor representatives in January 2018 and will be reviewed by the Full Governing Body in January 2019.

We would like to thank everyone who has been involved in producing this document.
If you would like to comment on the information provided, or you have any suggestions for improving it, then please email the Inclusion Manager:

m.radge@acreheads.eriding.net

<p><u>Who is the Special Educational Needs Co-ordinator (SENCo) at Acre Heads? How can the SENCo be contacted?</u></p>	<p>The person with responsibility for co-ordinating the provision for children with Special Educational Needs and/or disabilities is the Special Educational Needs Co-ordinator (SENCO) and Inclusion Manager.</p> <p>The SENCO/Inclusion Manager at Acre Heads Primary School is Mrs Michelle Radge and she can be contacted on the school phone number: 01482 562250 or by email: m.radge@acreheads.eriding.net</p> <p>Meetings with Mrs Radge can also be arranged by phoning the school or emailing above.</p> <p>If possible, you should be able to speak to Mrs Radge when you ring. If she is not available, please leave a message and she will try to contact you the same day. Please note that Mrs Radge is also a class teacher and works part-time, so she is not in school every day however she usually responds to emails daily.</p>
<p><u>How does the school ensure that it is meeting the needs of all its pupils by promoting equal opportunities?</u></p>	<p>Our school ethos states: Acre Heads Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. Broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, sexual orientation, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.</p> <p>At Acre Heads Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.</p> <p>We aim to:</p> <ul style="list-style-type: none"> • provide a secure environment in which all our children can flourish and achieve all five outcomes of ‘Every Child Matters’ (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being); • provide a learning environment where all individuals see themselves reflected and feel a sense of belonging; • prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community; • include and value the contribution of all families to our understanding of equality and diversity; • provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age; • plan systematically to improve our understanding and promotion

	<p>of diversity;</p> <ul style="list-style-type: none"> • actively challenge discrimination and disadvantage; • make inclusion a thread which runs through all our activities. To achieve these aims we will: • involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures; • publish and share our policies and impact assessments with the whole community; • collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage; • use all available information to set suitable learning challenges for all, respond to pupils’ diverse needs and overcome any potential barriers to learning; • ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity; • have high expectations of behaviour which demonstrates respect to others <p>More information can be found by looking at our Equal Opportunities Policy.</p>
<p><u>What kinds of special educational needs are provided for at Acre Heads?</u></p>	<p>Acre Heads Primary School is a mainstream school. At Acre Heads, we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. Admission of children with special educational needs is considered in line with the East Riding of Yorkshire Council Admissions Policy, which relates equally to all children. We also recognise that some children may have needs beyond those which we cater for. We work with parents/carers and specialists to facilitate the appropriate placement of children with special educational needs. Special educational needs and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical <p>We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEN), in co-operation with our local authority (East Riding of Yorkshire Council). We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum. Please see our Accessibility Audit Plan for the further information.</p>
<p><u>How does the school know if children need extra help?</u></p>	<p>At Acre Heads School, great care is taken to identify and support children who have a greater difficulty in learning than the majority of others the same age, or who have a disability which prevents</p>

	<p>them from making full use of educational facilities.</p> <p>Each pupil's current skills and levels of attainment are assessed on entry, including liaison with their previous setting. Regular assessments of progress are made and where pupils are falling behind or making inadequate progress, they are given extra support. Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the teacher and Inclusion Manager work together, with parents/carers, to assess whether the child has a specific learning difficulty. Where this is the case, agreement is reached about the SEN support that is required. Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.</p> <p>Parents/carers know their children best, and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by children themselves.</p> <p>Where a pupil is not making adequate progress, teachers, the Inclusion Manager and parents/carers collaborate on problem-solving, planning, support and teaching strategies for individual pupils.</p>
<p><u>What should I do if I think my child may have special educational needs? How will I raise my concerns if I need to?</u></p>	<p>If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us. In the first instance, talk to your child's teacher.</p> <p>You may also contact the Inclusion Manager, either by phone or email at m.radge@acreheads.eriding.net.</p>
<p><u>Where can I see the school's policies relating to special educational needs?</u></p>	<p>All statutory policies can be viewed on our website: www.anlabyacreheads.org.uk</p> <p>You will find the following documents:</p> <ul style="list-style-type: none"> The Admissions Policy The SEND Policy The Administering of Medicines in School Policy The School Local Offer The East Riding Council Local Offer The SEN Information Report The Accessibility Access Plan The Equal Opportunities Policy The LAC Policy
<p><u>How will both you and I know how my child is doing and how will you help me to support my child's learning?</u></p>	<p>We have an open door policy, which means that you are welcome at any time to make an appointment to meet with either your child's class teacher or the Inclusion Manager. You are free to discuss your child's provision and progress and to get advice on how you can support your child at home.</p> <p>Parents and carers will always be informed if we begin to make SEN provision. The involvement of children and parents/carers is very</p>

	<p>important to us.</p> <p>We provide an annual report for parents/carers on your child's progress and you are invited to meet your child's teacher at two Parent Consultations. If your child is receiving support for SEN, additional meetings are also offered to discuss support and review progress. We try to make all paperwork in school as child friendly as possible. Every child in school who is having different, specific provision for SEN has a document called a 'Pupil Progress Passport'. These are coloured blue when we are monitoring a child and providing additional support, but they are not on the official SEN register. These are then coloured green when a child is officially placed on the SEN register. Parents/Carers and all children will be involved in the decision making of these. Parents/carers, school staff and the children themselves all have the opportunity to comment and sign these documents. Where your child has a Pupil Progress Passport, this will be reviewed termly. You will be given an up-to-date copy and be offered a chance to talk to the Inclusion Manager about your child's provision and progress.</p> <p>If your child has an Education Health and Care Plan (a statutory document after going through the formal assessment process with the council), their progress will be formally reviewed termly.</p>
<p><u>How will the school staff support my child?</u></p>	<p>Support is planned and reviewed by the Inclusion Manager and the class teacher, in collaboration with parents/carers and the children themselves. Additional provision is usually provided by a Teaching Assistant who is familiar to your child on a 1:1 basis. The length of this support varies dependent upon a child's individual needs. Some children visit a more specialist Teaching Assistant in school for more specific interventions. We may require the involvement of specialist staff or support services. School may involve specialists at any point to advise them on SEN and effective support. Parents/carers are always involved if this decision needs to be made.</p>
<p><u>How will the curriculum be matched to my child's needs?</u></p>	<p>Teachers set high expectations for each pupil and aim to teach the full curriculum. Teachers use appropriate assessments to set ambitious targets. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every child achieving. Potential areas of difficulty are identified and addressed at the outset of work. If a child is significantly behind their age related expectations, then we may look at providing literacy or numeracy lessons in another year group to ensure the child has access to a teacher to deliver a curriculum at an appropriate level. The decision to do this would only ever be done after a full discussion with school staff, the Inclusion Manager and the child's parents.</p>
<p><u>How is the decision made about the type of support and how much</u></p>	<p>Special Educational Needs provision is educational provision which is additional to or different from that made generally for others of the same age. It is beyond the approaches and learning arrangements</p>

<p><u>support my child will receive?</u></p>	<p>normally provided as part of high quality, personalised teaching. It may take the form of additional support from school staff or require the involvement of specialist staff or support services.</p> <p>We have arrangements in place to identify the need and secure such provision, whether through expertise and resources at Acre Heads or from external services, such as Educational Psychology, Behaviour Support, Occupational Therapy, Speech and Language Therapy, Dyslexia Specialist Teachers and Child and Adolescent Mental Health Service (CAMHS).</p> <p>High quality teaching, differentiated (adapted) for individual pupils, is the first step in responding to children who have or may have SEN. Some children need something additional to or different from what is provided for the majority of children; this is SEN provision.</p> <p>We always try our best to ensure that provision is made for those who need it. In order to do this, we endeavour to:</p> <ul style="list-style-type: none"> • Know where children are in their learning. • Identify any barriers to learning. • Ensure decisions are informed by the insights of parents/carers and children. • Have high ambitions and set stretching targets. • Track progress towards these goals. • Keep under review their additional or different provision. • Ensure that approaches used are based on the best possible evidence and monitor the impact on progress. <p>If a child has a Statement of SEN or an Education Health Care Plan, then we have a statutory duty as a school to provide additional provision according to a child's individual plan.</p>
<p><u>What support will there be for my child's overall wellbeing?</u></p>	<p>We try to support the emotional and social development of all our pupils, including those with SEN. Our staff members are very nurturing and caring people who have the wellbeing of all children as their top priority to ensure that everyone feels part of the Acre Heads' family.</p> <p>Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social and Emotional Education (PSHE) and Circle Time.</p> <p>All children are encouraged to share any worries by talking to an adult they know in school or by using the class worry box. If further social / emotional support is required, this can be arranged with Mrs Rogers who is our Well-being Teaching Assistant.</p> <p>If the school staff, or parents feel that their child may require additional assistance at a lunchtime to support their overall wellbeing, then we run a lunchtime nurture group called 'Snuggers'.</p> <p>Again, you can speak to either the Headteacher or the Inclusion Manger to discuss this further. Where appropriate, we work with parents to get support from external agencies, such as KIDS (an independent parental support service), Family Support Workers or Child and Adolescent Mental Health Service.</p>

	We take any suggestion of bullying very seriously and act in strict accordance with the school's anti-bullying policy.
<u>How are the school's resources allocated and matched to the children's needs?</u>	Where Special Educational Needs are identified, we put in place appropriate evidence-based interventions. The approach is graduated, with regular review of the progress made and adaptations to the support provided as required. In planning support, we always start with what we want the child to achieve in their learning. This is tracked and reviewed, at least termly. Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.
<u>Who will explain this to me?</u>	Your child's teacher and/ or the Inclusion Manager will explain any additional support or interventions to you. Mrs Jackson, SEN Teaching Assistant, is also available to explain things further or offer individual parent training sessions if needed.
<u>How do we know if it has had an impact?</u>	The effectiveness of the support and the impact on your child's progress are reviewed regularly. This information, along with the views of parents/carers and the child themselves, forms the basis for the revision of the support. All paperwork is up-dated termly and parents are provided with a copy of how their child has done against each target. Where the SEN provision does not enable a child to make adequate progress, we work with parents and carers to look at requesting an assessment for an Education, Health and Care Plan.
<u>How will my child be included in activities outside the school classroom including school trips?</u>	We endeavour to enable children with SEN to have access to extra-curricular activities and school trips that are available to all our pupils. This may require additional adult support and enhanced risk-assessment, to ensure that everyone's health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school. Where appropriate, we try to prepare children in advance for any new environment or situation.
<u>What support is there for behaviour, reducing the risk of exclusion and increasing attendance?</u>	Appropriate behaviour at Acre Heads is very important to us. We follow a whole school approach for effective behaviour management. Please see the Behaviour Policy for more detail. As mentioned above, we have the Snuggers Nurture group at lunchtimes and the support of our Well-being Teaching Assistant. If after employing a graduated response (trying a variety of in school things first) to a child's behaviour has shown little improvements, we will seek the support of a Specialist Behaviour Support Teacher from the Council. Where a child is perceived to be at risk of exclusion, we endeavour to work closely with parents/carers and any appropriate external agencies, to introduce strategies to reduce the risk. This

	<p>may include an Individual Behaviour Management Plan (IBMP) which identifies issues, targets and support.</p> <p>Attendance is closely monitored. Where a child's attendance is below 95%, without a clear medical reason, parents/carers are invited in to discuss ways to improve the attendance, in partnership with school and children. A representative panel from the school Governing Body may also be present. The school Education Welfare Officer may offer additional support to the family too.</p>
<p><u>How does the school manage the administration of medicines?</u></p>	<p>Acre Heads has a strict policy regarding the administration of medicines on the school site. If your child needs medication during the school day, please read the Administering of Medicines in School policy and consult our Admin Officer, Mrs Kelsey, at the front desk for further advice and support.</p>
<p><u>How are governors involved and what are their responsibilities?</u></p>	<p>The Inclusion Manager reports regularly and at least termly to the governors on all matters relating to SEN at Acre Heads. Mrs Michaela Lines is the named Governor for SEN at Acre Heads. During all discussions with the SEN Governor, the Inclusion Manager will not refer to individual children by name and confidentiality is maintained at all times.</p> <p>The governors agree priorities for spending within the SEN budget and their overall aim is to ensure that all children receive the support they need in order to make good progress.</p>
<p><u>What training and support do staff supporting special educational needs and/or disabilities have?</u></p>	<p>All staff receive regular training. Training for staff relates to the needs of the school and pupils and is done both in school and through external course providers.</p> <p>Our Teaching Assistants receive high quality training in all areas relevant to their role. This includes, but is not limited to, learning difficulties, autistic spectrum disorders, speech and language difficulties, motor skills, and interventions in reading, phonics, writing and maths. Some support staff have more developed areas of specialism such as basic Makaton signing.</p>
<p><u>What specialist services and expertise are available at Acre Heads or are accessed by the school?</u></p>	<p>Collaboration between education, health and social care services is very important to us.</p> <p>These include, but are not limited to, the school nurse, educational psychologists, speech and language therapists, other therapies such as physiotherapy and occupational therapy, services relating to physical and mental health, Specialist Teacher Advisers, including hearing and vision impairment and physical disability. We have a fantastic relationship with a specialist dyslexia teacher, Mrs Jane Craig, from Dyslexia Sparks.</p>
<p><u>How accessible is the school both indoors and outdoors?</u></p>	<p>We endeavour to enable children with SEN and disabilities to have access to our facilities, taking known disabilities of pupils and parents into account wherever possible, when allocating classrooms and planning activities.</p>

	<p>The full school is wheelchair accessible and there are two accessible toilets, one with a changing area. More information can be found in the Accessibility Audit Plan.</p> <p>We have a very good relationship with the Sensory and Physical Teaching Service (SaPTS) and they regularly visit our school to assist children with visual, hearing and motor control difficulties.</p>
<p><u>How are parents involved in the school?</u> <u>How can I get involved?</u></p>	<p>The involvement of parents and carers in their child's education is very important to us. We encourage parents/ carers to contribute their views on their child's needs at all meetings and on relevant paperwork. The Inclusion Manger sends out parental questionnaires periodically. As mentioned above, some parents choose to liaise closely with Mrs Jackson to improve their own knowledge so in turn can help their own children more closely. We all have a variety of information packs available for parents to take away on a variety of needs.</p> <p>We welcome parents/carers who wish to help in school although we do not allow a parent/carer to be in the same class as their child. If you would like more information about how to get involved, please speak to your child's teacher, or ask to speak to Mrs Angela Hare, Assistant Headteacher.</p>
<p><u>How will my child be able to contribute their views?</u></p>	<p>The involvement of children in their own education is very important to us. We believe that children have a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them.</p> <p>Your child's views will be sought when identifying need and planning and reviewing provision. Your child can express their views on their SEN or disability at any time, by speaking to their class teacher, TA or the Inclusion Manager.</p> <p>All paperwork is written in a child friendly, colourful format that is easy for them to read. They are provided with feedback about how they have done against each target set for the term. They then have the opportunity to sign and comment on their Pupil Progress Passports.</p> <p>If appropriate for the individual child, we encourage them to be part of their Education Health and Care Plan meetings. We make these very informal by providing juice and biscuits of the child's choice whilst creating a very relaxing environment.</p>
<p><u>What steps should I take if I have a concern about the school's special educational needs provision?</u></p>	<p>In the first instance, speak to Mrs Radge, the Inclusion Manager. If you are still concerned, you should speak to the Head teacher, Mrs Robinson.</p> <p>You may also contact the governors through the complaints procedure, by writing to:</p> <p>The Chair of Governors</p>

	<p>Acre Heads Primary School Welbourn Walk Anlaby HU4 7ST</p>
<p><u>How will the school prepare and support my child to join school, transfer to a new school setting or to the next stage of education and life?</u></p>	<p>We always do our best to support pupils in moving from pre-school to Acre heads and from Acre Heads to secondary school, as well as any pupils who join or leave us in between.</p> <p>Transition visits take place for all children who are starting in the Foundation Stage at Acre Heads. Where appropriate, extra sessions can be arranged prior to starting. If your child has a special educational need or disability and you feel that this is something that you might like to consider, this can be arranged through speaking to one of the Foundation Stage staff or the Inclusion Manager. New starter packs are provided which contain essential information for both parents/carers and children.</p> <p>Transition to secondary school is supported by close liaison between our Year 6 team and their secondary colleagues. Additional transition visits are arranged as needed for children with additional needs. Through several years of being in post, the Inclusion Manager has developed close working relationships with several of the local pre-schools, Sirius Academy, Wolfreton Secondary School and Ganton Special School.</p>
<p><u>Where can I get information on what provision is made through the local authority? Where can I see the East Riding Local Offer? Where can I get support?</u></p>	<p>More information on what is available to children with SEN and their parents/carers in the East Riding can be found on the East Riding Local Offer website:</p> <p>http://www.eastridinglocaloffer.org.uk</p> <p>or by telephoning (01482) 396469</p>