

East Riding Local Offer

Education Provider Information



1. What are the following contact details for our school?

	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	Miss Duggleby	Mrs Nicola Lazenby	Mrs Sarah Kay-Wood Headteacher or Mrs Nicola Lazenby Chair of Governors
Contact email	mwis.senco@eastriding.gov.uk	mwis@eastriding.gov.uk	mwis@eastriding.gov.uk (or put in writing in a letter and hand in at the office)
Contact number	01430 873159		
Address	Market Weighton Infant School Princess Road, Market Weighton, YO43 3EY		

2. What is the ethos of the school regarding children with Special Educational Needs and Disabilities (SEND)?

At Market Weighton Infant School all pupils have access to a broad and balanced curriculum. We adapt our curriculum and teaching strategies as appropriate to meet the child's needs so that pupils with SEND (Special Educational Needs & Disabilities) can take as full a part as possible in all school activities. We do this with great care and discretion, taking the child's feelings into account.

Staff work together with parents to ensure the early identification of all pupils requiring SEND provision and we keep parents of pupils with SEND fully informed about their child's well-being, progress and attainment. This takes place on anything from a termly basis to a day-to-day basis depending on the child's needs.

3. Provide the link to the following policies on the website of the school

Special Educational Needs Policy
Behaviour Policy
Anti-Bullying Policy
Health and Safety Policy
Strategic Child Protection and Safeguarding Policy
Equality Policy
Physical Intervention & Restraint Policy

You can access these policies through the “Statutory Information” section and then navigate to the “Policies” tab.

4. What is the standard admissions number?

Pupil Admission Number (per year group) **76**

Children on roll **284 (September 2024)**

Children on SEN Support **20 (September 2024)**

Children with an Education and Health Care Plan (EHCP) **7 (September 2024)**

5. How does the school identify and assess children with SEND?

Children are assessed on entry to school or nursery through observations undertaken by the teacher. The teacher takes into account information passed on from other settings or agencies. Children making less progress than expected either socially, emotionally or academically may also be assessed using some standardised tests or specialist tests. With parental permission, we may consult other agencies for assessments.

Partnering with parents is an essential aspect in supporting children with SEND and we pride ourselves on building positive relationships with parents. Talking to parents about progress and concerns is a big part of what we do and parents can raise or discuss concerns with their child's teacher or Miss Duggleby at any time. Gaining a full picture of the whole child and how they are in both the school and the home setting can often help us to identify the child's needs and work out the best strategies to put in place. Teachers can also seek Miss Duggleby's advice or can request some additional support for a child at any time.

Miss Duggleby (SENCo) meets on a regular basis with class teachers to discuss children's needs. During these meetings we will identify children that are not making the expected rates of progress and plan strategies and/or interventions to help them to do so. Additional assessments may be carried out to pinpoint a child's needs and the best way to support them. Guidance from the SEND Code of Practice will be used to decide if the child should be included on the SEN Support Register.

6. How does the school evaluate the effectiveness of provision for children with SEND?

The school monitors the progress of all children with SEND and will report to governors termly on this progress. We evaluate progress to establish the effectiveness of interventions and specialist provision. Teachers and support staff constantly review the strategies that they are using and adapt and change them according to the needs of the child.

7. How does the school assess and review progress of children with SEND?

Teachers assess and track the progress of the children in their class. This information is shared with Mrs Kay-Wood (Headteacher) and Miss Duggleby (SENCo) and English and maths subject leaders. In addition, some pupils have Personal Support Plans (PSP) and their progress is also measured against their PSP targets. Their review may lead to their removal from the SEND register or to revised targets on a new PSP. The new PSP will be shared with the child and the child's parents.

Children who have an Education, Health & Care Plan (EHC Plan) have regular reviews which are carefully scheduled and which collate information from all agencies involved with the child. This ensures that amendments can be made to meet individual needs.

8. Who are the best people to talk to in our school about a child's difficulties with learning/ Special Educational Needs or disability (SEND)?

In the first instance, please discuss any concerns with your child's class teacher. The class teacher will share these concerns with Miss Duggleby (SENCo). A meeting with both the class teacher and Miss Duggleby can then be arranged.

If you have concerns prior to your child starting school, please contact Miss Duggleby via the school office on 01430 873159. A visit can be arranged to view our school and to have a chat with us to see if you think we are the best school to meet your child's needs.

9. What are the different types of support available for children with SEND in school?

When a child is identified as having SEND, a range of additional support systems may be put in place in order to overcome the barriers to learning so the child can progress at their own level. This may include any of (or a combination of) the following:

- Targeted support and clear differentiation at all times (e.g. visual symbols to help the child understand what is happening, sitting on the carpet next to the teacher to help the child to concentrate, or a simplified activity which helps the child understand what to do)
- Small group and/or one to one support (e.g. the teacher or teaching assistant works alongside 3 or 4 children or an individual child to support them in a writing activity)
- Interventions aimed at meeting the needs of each individual child (e.g. a daily phonics programme to help the child to catch up to their peers or a series of weekly activities to improve social skills).

Where possible, this support takes place in the classroom. However, some activities (such as the interventions) require a quiet or larger space and we use the corridor tables or a spare classroom to carry them out.

We use an array of external agencies, on a regular basis to support the staff, parents and children. For example, this might be speech therapy or physiotherapy.

Children on our SEND Support Register will have a Personalised Support Plan (PSP) written for them which is shared with parents. This contains some individual targets for the child and some strategies to achieve them.

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

At Market Weighton Infant School, in line with the SEND Code of Practice, we believe that all teachers are "Teachers of Special Educational Need". In addition, Miss Duggleby (SENCo) regularly attends training/briefing sessions and updates staff with relevant information.

Class teachers ensure that the needs of pupils are shared with all staff who work with each child (e.g. teaching assistants and other teachers). This is likely to involve the sharing of the child's PSP. Dinner supervisors may also need to be made aware of a child's needs, especially if the child has emotional and social needs. In this case, enough information is provided so that staff across the lunch-time period understand how to best manage and understand the sensitivity of each child's needs.

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

Market Weighton Infant School strives to work closely with all parents. Any concerns will be shared directly with parents, either at a parents evening or by arranging a meeting after school. Parents of children who are on the SEND Support Register will be invited to meet regularly with staff.

12. How is support allocated to children?

The majority of pupils can have their needs met through appropriate differentiation. Support, in the form of staff or resources, will be allocated according to the individual needs of the pupil. If the needs of the pupil are more significant, the school will, in discussion with parents and other professionals, apply for a 'Statutory Assessment' to take place. This may provide the pupil with an 'Educational Health and Care Plan' (EHC plan), which may allow for additional one to one/small group support to be put in place.

13. How does support move between the key stages?

Each child will be given the support they require as they move through the key stages (i.e. between the Foundation Stage (nursery/reception) and Key Stage 1 (Year 1 & 2)). Any targets the child is working on will be discussed with the child's new class teacher. Each Foundation and Year 1 class is allocated one teaching assistant or nursery nurse to support the class teacher. In Year 2, we currently have two teaching assistants supporting three classes. In addition, children with SEND may have one-to-one support with an additional teaching assistant and this will be dependent on the child's needs - not the year group or key stage they are in.

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

- Emotional Literacy Support Assistants (ELSA)
- Educational Psychology Service
- Social, Emotional and Mental Health Specialist Teaching and Support Team
- Inclusion Practitioners
- Humber Sensory Processing Service
- Neurodiversity Team
- Downright Special - Specialist Support Team
- NHS Speech and Language Therapy
- East Riding 0-25 SEND Team
- Portage
- Autism Outreach Service
- Integrated Physical and Sensory Service

- Child and Adolescent Mental Health service
- Early Help and Advice Team
- Sensory Service for children with visual or hearing needs
- Physiotherapy
- Occupational Therapy
- School Nurse
- School Health Visitor
- Market Weighton Children's Centre

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

All our teachers are qualified. As a school we completed the 'Inclusion Development Programme' training on:

- Autism,
- Speech, Language and Communication Needs and Dyslexia,
- Behavioural, Emotional and Social Difficulties

In addition, we have completed additional whole school training on 'Working with Language Difficulties'. Some staff have also attended training on other areas such as Autism, ADHD, Asperger's and Down Syndrome. The school is currently participating in a local pilot programme called "Partnership for Inclusion of Neurodiversity in Schools (PINS)". This includes staff training in neurodiversity and working in partnership with parents.

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

All sessions will be differentiated to an appropriate level to meet the needs of the pupils. A range of resources are available to support pupils and these will vary between children depending on their needs.

17. What support is available for parents/ carers of a child with SEND?

The class teacher will always be happy to arrange a meeting to offer support, to discuss progress and to also address any concerns. Miss Duggleby (SENCo) is also available to offer further specialist advice and support in all areas of SEND if required. We also seek to direct parents to organisations and services that can provide additional support if necessary. Miss Duggleby can additionally support parents by attending multi-agency meetings when needed. All information from outside professionals will be discussed with parents and reports provided where appropriate. Further information on support available to parents/carers of children with SEND can be found at the East Riding Local Offer website.

18. How is the school physical environment accessible to children with SEND?

The school is fully accessible to children with SEND by the support of:

- ramped access to most classrooms.
- a purpose built 'Physical Management' room, which includes a specialised adjustable changing couch, accessible shower and hoist system.
- designated parking for disabled access arranged upon request.

The school has an [Accessibility Plan](#) which can be found on our website through the "Information" section and then navigate to the "Policies" tab or click to view.

19. What facilities are available for children with SEND on the school site?

- Interventions are carried out in quiet spaces around the school.
- A small number of children also have additional support from an adult over lunchtime which is undertaken in the outdoor quiet areas within the school.
- The school also has the benefit of a state-of-the-art sensory room that is equipped with specialist sensory equipment including bubble tubes, fibreoptic strands, vibration panels, interactive panels, bean bags, pop up tents, UV toys, torches and a Bluetooth control sound system. The sensory room also benefits from sealed unit black-out blinds to ensure the full benefit of all the sensory equipment is obtained. The sensory room is available to all children with SEND throughout the school day as required.

20. How will children be supported during transitions? (when moving to another school or between classes/ groups in the school)

We recognise that transitions can be difficult for children and we take steps to ensure that any transition is as smooth as possible.

The school operates several strategies to ensure all children experience a smooth transition when moving up to the next class. This includes visits to meet their new teacher in their new classroom (e.g. for a story) and visits from their new teacher (so the new teacher can observe them in their current class). We also partake in a 'move-up day' when all children experience a morning in their new year group with their new teacher.

For new starters, there are opportunities for children to visit the school and their new classroom/teacher in the summer term before they start. Staff visit children in their nurseries before they start school and discuss children's needs with the nursery providers.

We can admit nursery age children with special needs into our school nursery. Our nursery shares many of the same resources, staff and indoor and outdoor spaces as our Early Years Foundation Stage (EYFS). This helps children to adjust to the school environment before they officially start school. It also provides us with the ability to get to know and understand a child's needs so that if needed, we can put an effective support plan in place ready for when they start school.

Liaison and information sharing takes place between current staff and new staff (whether in a new setting or a new class in the same setting). The current class teacher writes the targets for the child to follow in their new class to aid transition.

For pupils transferring to Mount Pleasant Junior School (MPJS) all children take part in transition activities to prepare them for their move (e.g. school tour, visit to new teacher and classroom). Children who require additional support with the transition may take part in extra visits and are given a transition booklet which consists of photos and information about the new school. Miss Hodgson, (SENCo at MPJS) meets with Year 2 teachers and Miss Duggleby (SENCo) to share information and records to ensure a smooth transition. The junior school SENCo and junior school Headteacher are also involved, where appropriate, in multi-agency meetings during the summer term before the transfer. In this way, strategies to help with the transfer of the child to the junior school can be built into the child's support plan and can be in place ready for when the child transfers.