



**Flamborough CE (VC) Primary School- SEND Report 2021 - 2022**

Special Educational Needs Co-ordinator:  
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**The kinds of special educational needs for which provision is made at school.**

Flamborough CE Primary School currently has 94 pupils on roll. We have 4 children with Education Health Care Plans and a further 6 requiring SEN Support. We are an inclusive school and welcome children irrespective of their academic ability or physical needs. We have easy access for wheelchair users and staff are trained in how to use specialist equipment. We are committed to providing a curriculum and learning environment that meets the needs of all our children and allows them to make sustained progress in learning whilst also developing their social skills.

**Information about the school's policies for the identification and assessment of pupils with special educational needs.**

The school's SEND policy can be found in the policies and the SEND sections of the website.  
<https://www.flamboroughprimary.co.uk/web/main.php?page=send>

**How does the school know if children / young people need extra help and what should I do if I think my child may have special educational needs?**

If a teacher has a concern about the achievement of a child in their class, they will first reflect on their teaching and make specific adaptations to ensure that there are no barriers to learning within lessons. If they are still concerned they will speak to the SENCO regarding the child. The SENCO will discuss with the CT and arrange appropriate support and interventions with outcomes. Flamborough School also has a specialist SEN teacher who comes in once a term to carry out tests and investigations on specific children, which then results in recommendations being made. These will be discussed with the parents and the child in question. Written Termly Support Plans are shared with TAs, CT, pupils and parents. If a parent has a concern about their child's progress they will be encouraged to speak to the class teacher first and then the SENCO.

**The school may identify children/ young people with special educational needs?**

The school identifies children with special educational needs through carefully tracking the progress of all pupils. Where progress is an issue or specific needs have arisen, the CT will meet with the SENCO to discuss monitoring of progress, providing intervention sessions or indeed placing the child on the Special Educational Needs Register. This SEND support will be discussed with the parent. Specific interventions are then put into place to meet the needs of the children who are not making expected progress in English and Maths despite targeted classroom teaching. The SENCO and class teachers will have the opportunity to work in partnership with outside agencies who will provide support and advice when necessary. Children with exceptional needs may then be considered for an EHC plan which is an Education, Health Care Plan. A number of external agencies are involved in this process and the final assessment is made by the local authority. The EHC plan will identify additional support needed for each child which is a legal requirement and the school is required to put all recommendations in place.



### **Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans**

The school offers a wide range of provision to pupils and this is shown on the school's provision map. The school assesses half termly, with whole school tracking and pupil progress reviews termly. The SEND group are tracked carefully by the headteacher and the effectiveness of an intervention is measured by a pre and post test/ assessment. The provision is continually reviewed and is therefore flexible so that if provision is not meeting the needs of an individual, it can be changed or adapted. Most interventions are timed to be short and measurable.

### **The school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

All progress is closely monitored to ensure that the pupils are on track to achieve their potential. Any child who is in danger of not meeting their end of year expectations is quickly identified and support is implemented. To identify the appropriate support that is needed, further assessments may take place. In some instances, further help from outside agencies may be required.

If your child has a Termly Support Plan, there will be twice yearly reviews although changes are made to the plan between meetings. These reviews include the class teacher, TA, HLTA responsible for SEN, parents and pupils. A review meeting is held during parents' evening and parents are given an annotated copy of the plan as well as the new plan. The follow up review meeting invites parents to come into school to discuss progress.

The school holds annual reviews for children with EHC Plans.

Interventions are monitored and impact evaluated regularly. Discussions are held during Parents' Evenings / during review meetings. Performance in tests is reviewed as too are assessments by other professionals.

### **The school's approach to teaching pupils with special educational needs**

How will the school staff support my child?

How will the curriculum be matched to my child's / young person's needs?

Any child who is not making the expected progress, whether they have SEND or not will be provided for and provision will be made through good quality first teaching and differentiated work. Differentiation can be by task, outcome, resources and support.

All classes have trained adults supporting the work of the children at group and individual level every morning to cover Literacy and Maths lessons.

Individual or group based learning interventions take place in the afternoons.

All children with a Termly Support Plan will spend time during the week working on their targets with TAs who work with these children throughout the year and therefore understand how to help them to make good progress.

The school will seek out and follow support, advice and programmes provided by outside agencies.

### **How the school adapts the curriculum and learning environment for pupils with special educational needs**

The curriculum may be adapted through differentiation. The classroom environment is designed to support and encourage independent learning with the use of working walls. Each classroom has an area allocated to support specific children. There is also a dedicated SEN room where children can work without being disturbed and have the resources they need to hand.

The timings of interventions will be carefully planned so that the children continue to access the full classroom curriculum as appropriate to their needs. Children with SEN will continue to be able to access



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all area of the school environment when necessary. School staff will seek the advice of external agencies and act upon their recommendations. This may include the purchase of specialist equipment or adaptations to the classroom environment.

**Additional support for learning that is available to pupils with special educational needs**

How is the decision made about the type and how much support my child will receive?

Teachers plan and deliver differentiated teaching according to the needs of the individual children in class. Support is available from appropriate adults in class and interventions are delivered by trained staff as identified by tracking and teacher assessments. Areas of the school are allocated for provision programmes and resources are available and monitored as part of the evaluation process. All relevant adults are included in consultation meetings.

**Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum**

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

The school offers a wide variety of school and sport clubs at lunchtime and after school and children with SEND are encouraged to attend these. No child is excluded from an activity because of academic ability or special educational needs. The school openly supports the use of outdoor learning to enable children to access a rich curriculum and all children are actively encouraged to engage in these.

Necessary steps are taken to ensure that all children can access school trips and outside visits with the necessary support required. Parents/ carers of children with SEND are fully consulted and involved in supporting their child in accessing school trips.

Lunchtime staff are trained and informed about the needs of individual children. All parents/ carers have the opportunity to meet staff at the beginning and end of the school day. Where appropriate, individual children and their parents/ carers are met at the beginning and end of the school day by the staff who support them in class.

**Support is available for improving the emotional and social development of pupils with special educational needs.**

What support will there be for my child's overall well-being?

School staff are aware of all children who may experience difficulties socialising and therefore ensure that they encourage these children to join in with activities. Year 6 play leaders also play a role in encouraging participation at lunchtimes. Our Home School Support Worker is also on hand to discuss issues with the individual child and put into place a system whereby the individual can monitor their progress in this area.

The school uses PSHCE resources and Christian Values/ British Values, which help the children to talk about their lives and build upon their confidence, resilience and emotional skills.

The staff have first aid training.

The school's behaviour policy aims to manage behaviour consistently by putting in early support and intervention. The school uses positive praise and rewards in order to set the right ethos within school. The school works with the Road Safety Awareness Programmes and the local authority to improve safety and attendance. It also works closely with the Home School Support Service to support specific families at home.



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Outside agencies and external professionals such as Educational Psychologist and Speech and Language work closely with the school and parents can receive advice and support their children.

**Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

What specialist services and expertise are available at or accessed by the school?

The school accesses services provided by the Local Authority and Health Service as required by individual children. These include:

- Educational Psychologist
- Inclusion Practitioner
- Behaviour Support
- Speech and Language
- Physiotherapy
- Occupational therapy
- Home School Support

The school also accesses dyslexia screening and support from specialists as required.

What training have the staff supporting SEND had or what training are they having?

The school ensures that all staff have up to date mandatory training e.g. safeguarding, first aid. It has also provided whole school training on 'The Effective Use of TAs' and 'Write away Together', attachment training. Key staff also receive regular and ongoing training from relevant professionals and the SENCO regularly attends Local Authority training and briefing meetings.

**Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

How accessible is the school both indoors and outdoors?

The school complies with all statutory requirements regarding disabled/ wheelchair access to school buildings. There is a designated disabled parking bay.

The school building has a specialist toileting/ personal care room.

All classrooms and outdoor areas are accessible. The school has an extensive outdoor learning area, including fields, school garden and playground. All children are able to access these.

Specialist equipment is purchased to provide support eg- individual laptop, personalised mouse, pencil grips, hoist.

**The arrangements for consulting parents/ carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

How are parents/carers involved in the school?

How can I get involved?

Who can I contact for further information?

The school strives to be welcoming and inclusive. It is open and accessible to parents and carers where they are encouraged to talk to staff when necessary. All parents are encouraged to attend Parents' Evening but also to meet later for a Termly Support Plan meeting to discuss targets.

A weekly newsletter gives parents/ carers information about all aspects of school life.

The school holds regular Proud Assemblies to which all parents/carers are invited to attend and celebrate their child's learning and achievement.



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The school has a family meals where mums, dads, grandparents etc can stay for lunch with their child. Parents are invited into school or to church for special services eg Harvest, Christmas and Easter. As stated earlier, an appointment is given to parents for Parents' Evening where parents are also invited to meet with SENCO to discuss plans. Alternative appointments are given if parents require. Parents/ carers are involved in all meetings and assessments carried out by external professionals.

**The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

The children are involved in many aspects of school life and they are consulted about decisions that affect the school. For children with SEND, this includes having an input into their Termly Support Plan. They have a chance to discuss their targets with their class teacher. The plans at Flamborough Primary School are explained to the children in simple, easy to understand language.

**Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at the school.**

For any parent with a concern about their child's learning and progress the first point of contact should be the class teacher, however the Headteacher (SENCO) will be available if a parent prefers. Parents are kept informed of progress and provision during the Parents' Evening meetings and review meetings, where parents will receive an evaluated plan plus new targets. The Headteacher, Mrs Organ is the also the SENCO and is the person you need to contact should you have any formal complaints about the school. These will be referred to the governing body as outlined in the school's complaints procedure. Information about this can be obtained by contacting the school in person or by telephone or e-mail.

**How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The progress and attainment of all pupils is reported to the Governing Body who in turn monitor the school's provision through the Headteacher's report. The SEND governor, who works closely with school has a good understanding of the provision and involvement of outside agencies in the general management of SEN.

The school also has links with:

- Local Authority Inclusion Service (Educational Psychologist and Behaviour Support)
- Speech and Language Service, including Autism Outreach Service
- Health Service (Occupational Therapy, Physiotherapy, IPSSS)
- School Nurse
- Police Community Support Officer
- Home School Support
- Social Services
- Road Safety Team
- Dyslexia screening and support is purchased from specialist professionals.



**The contact details of support services for the parents/carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

Who should parents/carers contact if they have a complaint or concern?

Special educational needs co-ordinator (SENCO)  
Mrs Debbie Organ  
Contact number: 01262850513  
Contact email: Flamborough.primary@eastriding.gov.uk  
Address:  
Flamborough CE (VC) Primary School  
Carter Lane  
Flamborough  
YO151LW

Special educational needs governor  
Name Mrs Morag Sinclair  
Contact number: 01262850513  
Contact email: Flamborough.primary@eastriding.gov.uk  
Address:  
Flamborough CE (VC) Primary School  
Carter Lane  
Flamborough  
YO151LW

**The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

It is very important to get transition right as this has a huge impact on the child therefore the school deals with this issue sympathetically as it aims to make this as smooth and as happy as possible. Parents/ carers of children planning on joining the school are invited to visit school. Formal transition visits are in place for children starting Foundation Stage. Children transferring to the school at a later stage are welcome to look around the school. They will usually meet the Headteacher, their new class teacher and see all aspects of school. The school works closely with the previous school to ensure that all relevant information is passed on so that any support needed is put into place straight away. All SEN records will be transferred and provision made. Within school transition between year groups is carefully planned with detailed liaison between current and next class teacher and TA records are passed up and planning for provision made before the start of term. When a child transfers to secondary school, the school liaises very closely with the SENCO there by completing a proforma, sending off records and previous Termly Support Plans plus having a face to face meeting. Extra visits are arranged and a TA may take responsibility for accompanying the child to the secondary school for an extra visit. Transition arrangements for children with an EHCP will follow local authority guidelines with discussions and planning for secondary school starting at the year 5 Annual Review. External agencies will be involved at that stage as appropriate. Very careful planning will take place if a parent wishes to consider a transition to special school at the end of Year 6, and planning may start at the end of Year 4 Annual Review.



**Information on where the local authority's local offer is published.**

East Riding of Yorkshire Council Local Offer website: <https://eastridinglocaloffer.org.uk/>

This website is the first point of contact for information about services for children with special educational needs across the East Riding of Yorkshire.