

# East Riding Local Offer

## Education Provider Template

### Hunsley Primary Vision Statement

#### Our Commitment

**Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners. In particular, the school is committed to developing pupils as mathematicians and scientists.**

#### Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be fully inclusive, personalised and challenging to meet all pupils' needs. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained classroom expert practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

#### Our Teaching and Learning Rationale

##### Engagement / Enjoyment / Reflection / Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- 'Real' learning themes and deep-thinking investigations, which prepare our pupils for 21<sup>st</sup> Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of primary partnerships with cross-phase and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has the opportunity to build successfully on their learning from 4 to 19

- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full academic potential.

\*Please add N/A if any question is not applicable to you

<ul style="list-style-type: none"> <li>• What are the following contact details for your setting/school/academy/college? (Please provide contact name, telephone number and email address)</li> </ul>			
	<b>Special Educational Needs Coordinator (SENDCO)</b>	<b>Special Educational Needs (SEN) Governor</b>	<b>Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?</b>
Name	Lucy Hudson, Head of Hunsley Primary and acting SENDCO	Paddy Hall	Lucy Hudson, Head of Hunsley Primary
Contact number	01482 631208	01482 631208	
Contact email	lucy.hudson@hunsleyprimary.org.uk		
Address	Hunsley Primary c/o South Hunsley School East Dale Road Melton North Ferriby HU14 3HS		
<ul style="list-style-type: none"> <li>• What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?</li> </ul> <p>Hunsley Primary is a very small single form entry primary free school, due to open in September 2015 with a Reception cohort only. The school is inclusive and caters for pupils with a wide range of special educational needs (SEN) and disabilities including physical disability, sensory impairment, dyslexia, general learning difficulties and autism. We believe passionately in the unique individuality of each child and the limitless potential of all our pupils, in line with the Hunsley Trust’s values and we strive to ensure that every pupil, whatever his/her need, is successful in achieving their own personal goals.</p>			
<ul style="list-style-type: none"> <li>• Provide the link to the following policies on the website of the setting/ school/ academy /college</li> </ul> <p>SEND Policy Anti-bullying Policy Health and Safety Policy Safeguarding Policy</p> <p>LINK to Hunsley Primary website and policies page</p>			
<ul style="list-style-type: none"> <li>• What is the standard admissions number?</li> </ul> <p>The school PAN is 30 pupils / Total capacity of the school is 210 pupils How many Children and Young People do you have on roll? 25</p>			

How many Children and Young People have SEND? Pending assessment  
How many Children and Young People have a statement? Pending assessment

- How does the setting/ school/ academy /college:
  - Identify and assess Children and Young People with SEND?

On entry in Reception through the transition process which includes:

- Pre-school, nursery and parental data
- Baseline Assessment (EEXBa assessment)
- Reading & spelling assessments
- Relevant specialised diagnostic testing
- Information from external agencies where appropriate

Current pupils through:

- All of the above
- Observations, staff meetings and briefings, monitoring and evaluation processes, e.g. work and planning scrutiny, pupil conversations, learning walks, lesson observations and parental feedback
- Monitoring of performance data in half termly KPIs

Evaluate the effectiveness of provision for Children and Young People with SEND?

- Through pre and post intervention assessments and reviews

Assess and review progress of Children and Young People with SEND?

- Through the monitoring and analysis of performance data

- Who are the best people to talk to in your setting/ school/ academy /college about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?
  - SENDCo (Head of Hunsley Primary)
  - Class teacher
  - Classroom support Key Worker
  - Key Stage leaders (pending)
  - Trust SENDCo

- What are the different types of support available for Children and Young People with SEND in this academy?

Support for pupils is personalised according to need; the teaching and support staff work collaboratively to offer a range of support which can be categorised as academic support and /or emotional and behavioural support.

Strategies employed include the following: in-class support from a teaching assistant / teacher, differentiated, personalised work, IT resources e.g. tablets, audio resources, laptops, Speech and communication, literacy, numeracy and reading intervention programmes, booster sessions, extra-curricular support classes in registration time, specialist teaching programmes e.g. dyslexia, peer mentoring, physiotherapy and personal care, access to the school nurse, pastoral support from Key Stage Leaders and the Education Welfare Officer(EWO).

How will the setting/ school/ academy /college ensure ALL staff are aware and understand a Child or Young Person's SEND?

- Daily briefings and regular meetings with teaching and support staff attached to classes
- Identification on SIMS registers and supporting information on internal database

- Monitoring and evaluation of all vulnerable groups through whole school data collections
- Inclusion Panel meetings
- Education Inclusion Service planning and review meetings

How will the setting/ school/ academy /college let a parent/ carer know if they have any concerns about their Child or Young Person's learning?

- Initial line of communication via telephone, email or letter followed by invitation to a meeting with appropriate staff

How is support allocated to Children and Young People?

- According to need using professional assessments and information from appropriate sources within and beyond the school, e.g. multi-agency working

How does support move between the key stages?

#### **Pre-school to Reception Transition**

- Pre-school visits and data sharing with pre-school settings and key workers
- Home visits and additional meetings where required to see children in a range of contexts and discuss needs with parents
- Learning Journey and assessment data shared
- Pupil Profile Plan drawn up for all pupils
- Liaison with agencies where appropriate

#### **Reception to Key Stage 1**

- Two week transition window for data sharing and review meetings triage with new teacher, current teacher and support staff, including SENDCo
- Meetings with parents – home meeting if required – as standard review
- External agency review meeting as standard
- Long term support plan review and short term targets set for term ahead – dates for review agreed

#### **KS2/3 Transition**

- Well-established and routine links with South Hunsley School and Sixth Form College under the guidance of the Trust SENDCo, Jo Donkersloot, ensure appropriate support arrangements. In addition to the standard induction day transition arrangements may include:
- Transitional annual review (if statemented / EHCP)
- Additional visits and meetings with parents and families
- South Hunsley staff visiting Hunsley Primary

Which other people and organisations provide services to Children and Young People with SEND in your setting/ school/ academy /college?

The following colleagues are available to schools in the Hunsley Trust on a part time basis:

- YFSS
- EWO - Mrs Helen Jewitt (school: 01482 631208 ext. 103)
- School nurse – Mrs Jackie Scott (01482-335008)

Referrals can be made to these agencies:

- Educational Psychology (01482 - 392254)
- Child & Adolescent Mental Health Service (CAMHS) (01482- 303810)
- Speech & Language Therapy Service (01482-886600)

- Integrated Physical & Sensory Support (IPaSS) (01482-854855)
- Physiotherapy (01482- 886546)
- Occupational Therapy (01482-303485)
- Integrated Sensory Support Service (ISSS) (01482-392436)
- Social Services (01482 395500)
- Parent Support Advisor (based at Brough Primary School) (01482-667352)

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

- Five whole school training days a year ensure all staff are up to date with relevant SEND developments. All staff have received child protection training. Classroom support staff attend a range of more specialised courses including courses on moving & handling, EVAC (evacuation training), first aid, sensory integration, speech and language development, differentiation, literacy across the curriculum, behaviour management, counselling, Team Teach and various de-escalating programmes as appropriate. The training programme is on-going and reflects national developments and current need within the school.

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

Relevant adaptations will be delivered through monitored target setting

- Differentiation of resources and learning materials by the teacher with support from the SENDCo and external advisers
- Teaching assistants (TAs) work in designated Key Stages to provide in class support for identified pupils / groups
- Additional literacy and numeracy interventions
- Personalised learning programmes
- Outdoor learning programmes are adapted to ensure learning is facilitated and resources are accessible
- Off-site teaching and learning is inclusive and supported through additional staffing capacity and liaison with off-site education providers to ensure suitable material, experiences and delivery

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

- Parent meetings / ParentLearn workshops
- The transition programme across the school key stages includes opportunities for parents to liaise with the SENDCo
- Appropriate home/school liaison is encouraged and takes a variety of forms e.g. home/school book, routine reviews & monitoring reports

How is the setting/ school/ academy /college's physical environment accessible to Children and Young People with SEND?

- The building has ground floor access and disabled toilet facilities.
- All areas have ground floor teaching rooms
- Classrooms are partially carpeted and fitted with blinds to reduce glare and improve acoustics
- Specialist equipment is accessed through the relevant agency e.g. ISSS for pupils with a visual or auditory impairment and IPaSS or Occupational Therapy for those pupils with a physical impairment
- There are disabled parking bays in both of the school car parks (the Hunsley Primary car park on the South Hunsley site and the school car park)
- Classrooms can be equipped with height adjustable desks to accommodate wheelchair access

What facilities are available for Children and Young People with SEND on the setting/ school/ academy / college site e.g. special quiet room, lunchtime club?

- A daily Meet and Greet service provided by the TA keyworker and / or SENDCo
- One-to-one lunchtime quiet room support availability for support with home learning and intervention
- Mentoring from Post 16 Peer Mentors in class and during lunchtimes

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)

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