

East Riding Local Offer



Howden Church of England Infant School School Information

Reviewed September 2025

Next review: January 2026

The Local Authority 'Local Offer'

The Children and Families Bill 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 services and provision in the local area. The website can be accessed at <http://www.eastridinglocaloffer.org.uk/>

The Local Authority provided a template that includes the following set of questions for schools to use as a guide when completing their individual 'Local Offer'. Details of how our school supports children with SEND have been added below in answer to the questions.

Contact details:

School website is: www.howdeninfants.net

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1. School Ethos:

At Howden Church of England Infant School we know that all children are special and individual. Children who may have additional needs are generally identified as those who experience difficulties significantly greater than the majority of their age group.

All staff involved in our school are dedicated to bringing out the best within our children whether identified as having specific learning needs or not. We have high aspirations for all of our children and aim to provide the most appropriate provision for those children who require extra support.

We believe in celebrating the differences between children of all abilities, and do not regard them as difficulties but as uniqueness. We aim to give additional group or individual help/work in language and/or mathematics, where necessary, for children with special needs, including gifted and talented pupils, to enable them to reach their potential.

2. Policies available (from the school website or the Main Office:

There are many policies in place in school, including:

SEND, Safeguarding, Inclusion, Behaviour, Access to Education for children with Medical Needs & Conditions, Equality, Intimate Care, Health and Safety, Anti-bullying.

3. Admissions (September 2025):

The admission arrangements for all pupils comply with the amended Education Regulations of 1996, whereby all children who have disabilities are entitled to full access to all curriculum areas and the teaching is differentiated to meet their individual needs.

Number of children on roll: 156

Number of children with SEND: 27 total

Number of children with an EHCP: 8

4. Identifying and Assessing SEND:

The school aims to identify pupils with special needs as early as possible and meet the needs of the majority of pupils within its own resources.

High quality first teaching is paramount and this gives each class teacher a good knowledge and understanding of the needs of the children in their class. Staff speak to parents in the first instance about any concerns and will provide the SENDCo with details of the concerns. They may be asked to complete a monitoring form so that concerns are logged and can be reviewed.

Where small groups of children require some extra support they may be included in short term intervention groups. The groups can be led by teaching staff or our highly experienced Teaching Assistants.

If a child requires more support then the pupil is monitored closely by home and school through observations and should further assessments be required then arrangements are made and appropriate services contacted. Children who require further support may receive 1:1 work, as identified in a Personal Support Plan. Support Plans are discussed and agreed by the parents, pupil and school.

Monitoring and Assessment:

All children are regularly monitored through teacher assessment, observation and any formal assessments which may be relevant. If any concerns are raised from the observations and tracking of progress then parents will be contacted prior to any formal assessments or interventions being introduced.

Staff monitor the progress for all children each term.

Any groups are evaluated for impact by the class teacher half termly or termly, depending on the duration of the intervention.

Support Plans are reviewed regularly and involve parents, the pupil and school staff. Amendments are made and, if appropriate, new Plans prepared.

5. Who to talk to about your child:

Class teachers or support staff – whoever a parent/carer feels most comfortable with.

SENDCo

Assistant Head

Head

6. Support available:

Each child is supported according to their needs.

Small group work, individual work, specialised speech or physical management programmes, adjustments according to visual / hearing needs, specialised resources are available. Visual timetables, personalised learning programmes, a wide range of interventions and small group support with experienced TAs and

HLTAs are available for children who need it. For emotional needs children may work with a specialist trained member of staff (known as ELSAs).

Our school employs experienced Teaching Assistants to help children, individually or in small groups. They work very closely with the class teacher and SENDCo.

<i>How do we help a child with Physical needs?</i>	Use of personal and intimate care plans. Risk assessment completed on a regular basis. Advice is followed from the Sensory and Physical Team (school support). Advice is followed from Occupational Therapy and Physiotherapy where appropriate. Specialist Seating and toilet frames have been purchased and made available. Equipment to support writing has been purchased. Adult support for movement around school. The school is accessible with ramps, handrails and is all on one level.
<i>How do we help a child with speech and language needs?</i>	Regular referrals made to SALT. Delivery of programmes devised by SALT by TAs Teachers and assistants attend SALT workshops when possible. Staff experienced in delivering Social Skills groups. SALT come into school to support the setting of new targets and strategies to meet individual needs of children.
<i>How do we help a child who has social, emotional and mental health difficulties?</i>	Small intervention groups designed around the needs of the child. ELSA support, either in groups or 1:1, dependent on need. Access to the SEMH (social, emotional and mental health) specialist team. Support from Educational Psychologists.
<i>How do we help a child with behavioural difficulties?</i>	Individual behaviour programmes written for any children struggling with regulating their behaviours and following the whole school behaviour policy. Parents and teachers meet regularly. Visual timetables. 1:1 support can sometimes be put in place for behaviour based on needs at the time, not just if a child has an allocated TA, ie, children with an EHCP. Learning breaks are offered to children who struggle in the classroom. TAF Meetings arranged for all members of staff involved who support the children.
<i>How do we support a child with medical needs?</i>	Individualised medical care plans written with parents and professionals Trained first aiders. Staff have been trained by Diabetic Nurse to deal with insulin. Staff have been trained in use of Epi-pens and inhalers. Staff have been trained in tracheostomy care. Staff have been trained in cystostomy care. Where more specialist training is required to meet a child's needs, this is provided by a child's medical team.
<i>How do we help a child who needs support in English?</i>	Small intervention and Keep Up groups for phonics. We use the Little Wandle programme for phonics. Multi-sensory approach to teaching. Use of coloured overlays and other specialist equipment to support writing and reading, if advised. Regular assessment to support the acquisition of English skills.
<i>How do we help a child who needs help with maths?</i>	A multisensory approach in maths teaching. We use White Rose Maths. Regular assessment to support all children and targeted sessions for children who may have individual targets written on school support plans. Maths pre-teach or follow-up sessions for children if required.

<i>How do we support children with sensory needs?</i>	For children who require assistance due to hearing or visual difficulties we provide appropriate resources and seating arrangements, following the advice and guidance from the Sensory Support Team (HI, VI and sensory) Sensory breaks are made for children who require them, as set out in their Occupational Therapy programmes.
<i>How do we support a child for joining school from a pre-school setting and for those who are transferring to the Junior School?</i>	Meetings between teacher, SENDCo and parents. Extended visits to Reception class, if needed. Visits to pre-school settings by the FS2 lead teacher and/or SENDCo. Stay & Play sessions for children entering Reception. Transition plans and extra visits to the junior school. SENDCo liaises with SENDCos from other settings to discuss the needs of children and support that is expected as written in school based plans. Good exchange of information.

7. Staff awareness and knowledge:

A Pupil Profile which outlines a child's strengths and needs makes up part of their Support Plan or EHCP document. These are stored electronically, only accessible by school staff. All staff know how to access the Drive and those who are working with specific children are advised to read these each half-term. For children without a Support Plan, staff are kept up to date through regular staff meetings.

When necessary, we may invite professionals in to train staff to deal with any specific condition or need. All staff are included in the training to ensure that everyone is aware of the correct procedures and techniques.

8. Home / School Liaison:

Staff are available before and after school at the classroom door for short exchanges of information and updates. However, we understand that parents may require a longer discussion. Therefore, should a parent need to speak with a member of staff they are asked to telephone or email the school with their query or concern. Staff will respond as soon as they can possibly do so.

Should a class teacher have a concern they will speak to parents face-to-face, via a telephone call or by email to request a catch up meeting.

Home / School books are used in some instances, particularly where a child is in before and after school care so that information can be shared with the parents.

Once the class teacher has spoken with a parent, the SENDCo may become involved, if that is the agreed next step by parents and the class teacher.

9. Allocation of support:

Support is allocated according to the child/class needs. Support Staff within KS1 or FS2 are employed to assist any child who requires additional help whether this is within a group situation, on a one to one basis or to provide more generalised support to the class to enable the class teacher to work with the child.

10. Multi-agency approach:

Our school works very successfully with other agencies, including:

Educational Psychologist (EP)

The Children's Centre

Sensory and Physical Teaching Support (SaPTs)

Health Visitors

School Nurse

SEMH Specialist Team

Communication and Interaction Team

Speech and Language Therapists

Occupational Therapists

Physiotherapists
Children and Adolescent Mental Health Service (CAMHS)
Outreach
The hub

Other agencies may be involved if a child's needs are best met through their involvement. Parental agreement and consent is sought prior to any contact being made with external agencies
Should you already have other professionals working with your child and your family, please let us know so we can make sure we are all working together to provide the best and most appropriate support for your child.

11. Staff training:

When necessary, we may invite professionals in to train staff to deal with any specific condition or need. All staff are included in the training to ensure that everyone is aware of the correct procedures and techniques. All staff are involved in making sure each child is happy and well cared for in school. Should a child have medical needs then staff are provided with specific training to enable them to offer full support and care.

The SENDCo updates staff at weekly staff meetings of any changes and any potential training opportunities. All staff attend SEND training according to the needs of the current school population.

12. Teaching:

Should a child require an adapted curriculum we contact the appropriate professional for advice and guidance.

Within school we use a wide range of methods and teaching styles to allow for all children to succeed. We hold a small range of specialist equipment in school, such as therapy bands, wobble cushions, visual overlays and writing slopes to enable children who may require it to be as independent as possible.

13. Parental Support:

Regular communications with parents from school are through a text system, the school website, Google Classroom, emails, jargon free letters, newsletters, verbal communication, notice boards.

Parents are encouraged to assist in school, subject to CRB clearance, and to participate fully in the education of the children. Any volunteer in school will be placed in an area of school which would benefit from their presence or skillset. This may or may not be their own child's year group.

We hold contact details and information in school for a range of services and can direct parents/carers to them. If we do not have it to hand, we can usually find out where to find it!

14. Accessibility:

The school is a one level open plan building with access for all school users in each area of school. The installation of ramps in some areas have been made to ensure full access is possible. There are two disabled toilets in school, one at each end of the building.

We offer a wide range of activities and resources to suit each child's needs. We have some specialised equipment within school to meet the needs of our children but when more specific resources are required we will contact the appropriate service for advice.

The school has quiet areas which are carpeted to reduce background noise with whiteboards and boards placed at an appropriate height and location within the classrooms for all children to access.

15. On site Facilities and access:

Our school works hard to ensure that all children can enjoy all subjects and activities. The curriculum offered is inclusive and every effort is made to ensure all children are able to participate at a level appropriate to their needs.

All children have equal opportunity to attend clubs, activities and every effort is made to ensure they are able to participate by offering clubs on different days and both during and after the school day.

School trips are carefully assessed for accessibility and where additional measures are required, steps are taken to enable children to take part.

Clubs and extracurricular activities such as Sports Clubs and Choir will be available to children in KS1 in the first instance, with children from FS2 being invited once they are settled into the school routines.

16. Transition arrangements:

For most children there are only three main transition phases - beginning Primary education, starting Secondary education and leaving education altogether.

For our children they will have experienced two transitions by the age of eight!

We have a carefully planned transition programme for children beginning our Foundation Stage.

Entry in the Autumn term is staggered for all our children in Foundation Stage 2 to allow settling in time. We liaise closely with the pre-school providers in the area and the FS2 Lead Teacher/SENDCo will meet with the pre-school settings when a child has registered to attend the Infant School.

For children moving to Key Stage One, transition events are usually planned into the summer term, which provide each child with important details about their next step.

Our children leave us at the end of the Year Two, with the majority heading to the neighbouring Junior School. The SENDCo liaises regularly with the SENDCo from the Junior School to ensure they are fully prepared for the arrival of children from the Infant School.

Shared events and transition days are planned in the summer term between the two schools. When a child requires a more individual transition programme this is arranged so they can take photos, visit at different times of the day and become more comfortable with the move to another school.

17. Further advice and support

The following links can be accessed for further information about SEND and support available to families.

general information and links to more specialised support

<https://www.eastridinglocaloffer.org.uk/>

parental independent advisory group

eastridingsendiass.org.uk

Glossary: There are many SEN terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD / ASC	Autistic Spectrum Disorder / Condition
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
C&I	Communication and Interaction needs
C&L	Cognition & Learning needs
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
ICP	Intimate Care Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP / SP	Personal Support Plan
SaLT	Speech & Language Therapy
SaPTS	Sensory & Physical Teaching Service
SEMH	Social, Emotional and Mental Health needs
SEND	Special Educational Needs & Disability
SENDSCO	Special Educational Needs and Disability Co-ordinator
SPM	Sensory, Physical and Medical needs
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Please get in touch if you have any questions that are not answered in this Information Report.