

Molescroft Primary School

Local Offer



Reviewed and updated: September 2023, September 2024, September 2025, September 2026

What are the following contact details for your school?

	Special Educational Needs Coordinator (SENDCO) and Designated senior lead for Mental Health	Special Educational Needs (SEND) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?
Name	Mrs Sarah Mallison	Kris Hilton	Mrs Sarah Mallison (SENCO) Mrs Bethan Nicholls (Head Teacher)
Contact number	01482 861762	01482 861762	01482 861762
Contact email	smallison@molescroftprimary.net	molescroft.primary@eastriding.gov.uk	smallison@molescroftprimary.net
Address	Molescroft Primary School St Leonards Road Molescroft Beverley HU17 7HF	Molescroft Primary School St Leonards Road Molescroft Beverley HU17 7HF	Molescroft Primary School St Leonards Road Molescroft Beverley HU17 7HF

What is the ETHOS of the school regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

Molescroft Primary School Vision Statement:

We aim to sustain and continue to develop a community based on positive attitudes, a promotion of excellence and a celebration of achievement. A valued environment in which

“everybody cares, everybody learns, and everybody matters”.

Please visit our School website and blog

<http://www.molescroftprimary.net>

<https://molescroftprimary.net/blog/>

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

1. Disability Equality Scheme
2. Equal Opportunities Policy
3. Equality Policy
4. Good Behaviour Policy
5. Inclusion Policy
6. Mental Health and Wellbeing Policy
7. Supporting Children with Medical Needs
8. SEN Letter of Information

<https://molescroftprimary.net/policies/>

What is the standard admissions number? 60

September 2026

422 children are on roll

67 children are identified on the SEND Register

19 children have an Education Health and Care Plan

How does the school identify and assess Children with SEND?

The identification of SEND is built into our overall approach to monitoring the progress and development of all children in our family. This process enables early and accurate identification allowing us to implement effective provision, including high-quality teaching.

Sources of evidence include:

- Discussion with pre-school settings and parents on admission to identify any known needs;
- Class teacher observations and assessments;
- Involvement of the SENCO and specialist agencies as required;
- Communication with parents.

How does the school evaluate the effectiveness of provision for Children with SEND?

- SEND provision and interventions are monitored by the head teacher and SENCO.
- The progress of children with SEND and the effectiveness of provision are monitored each term through progress review meetings;
- The SEND governor meets with the head teacher each term to evaluate the effectiveness of provision;
- School progress data is evaluated each term by the head teacher and governing body.

How does the school assess and review progress of Children with SEND?

- The first stage in meeting SEND at Molescroft is our inclusive culture in which all staff understand the importance of inclusion and are driven to achieve it.
- Each pupil's progress is assessed, recorded and analysed each half term following the Assess, Plan, Do, Review cycle.
- Progress review meetings are held each term to review the progress of all pupils;
- All parents are invited to parent consultation meetings with the class teacher in the Autumn and Spring terms.
- Parents are invited to SEND Support Planning meetings where the progress of the pupil with SEND towards specific targets is reported and next steps are agreed.
- Communication between home and school is valued throughout the terms and we do not wait for scheduled review meetings if we feel support is needed for a child.

- School progress data is evaluated each term by the head teacher and governing body.

Who are the best people to talk to in your school about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?

- If a parent/carer has a concern about a child they should initially speak to the class teacher;
- A parent may also speak to the SENCO: Mrs Sarah Mallison

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

- Class teachers provide high quality first teaching within an inclusive setting using appropriate materials and teaching strategies to support the child's needs.
- Early intervention with individualised programmes may be implemented to support particular needs and these could be delivered by the class teacher or teaching assistants. These may be additional to or different from the adaptive teaching in the classroom.
- A child may follow a time bound and bespoke intervention programme delivered to a small group, either in class or outside the classroom led by the teacher or trained teaching assistant.
- A variety of literacy and maths based programmes are used including Toe-By-Toe, Plus One and Power of 2. These programmes are constantly being reviewed to ensure we are using appropriate, up to date methods and resources.
- Computer based learning programmes such as Times Table Rock Stars and Lexia are introduced as independent learning tools.
- Some children may be invited to an early morning booster group to support their literacy and mathematical development.
- ELSA trained Teaching Assistants work on a 1:1 or small group basis with children requiring social and emotional support.

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

- Staff training as required;
- Weekly teaching staff meetings and training;
- Liaison with lunchtime supervisors and other members of the school community as required.

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

- Initial concerns will be shared by the child's class teacher at consultation meetings(or before if appropriate)
- Following this contact will be made by Mrs Mallison (SENCO)

How is support allocated to Children and Young People?

- Support is allocated according to need and the resources available during a financial year.
- Teaching assistants are allocated to each class enabling support for pupils who require it.

How does support move between the key stages?

- Support is reviewed according to need and the resources available during a financial year;
- Transition days are held to help children adjust to new classes and transition passports are completed;
- Time is given for teachers to transfer knowledge and data regarding the pupils and the progress they have made. They also share strategies used to support the children.
- Transition meetings are organised to liaise with the secondary school staff.

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

If a child is not making expected progress we may seek advice from a number of sources.

These include:

- Educational Psychologist
- Autism Inclusion Practitioner-Family and Individual Support
- Behaviour Support Team
- Mr Marcus Brown-Independent SEND Consultant
- Sensory and Physical Teaching Support Service
- NHS Speech and Language Therapy
- NHS Specialist Speech and Language Therapy services
- Independent Speech and Language Therapists
- NHS Occupational Therapy
- NHS Physiotherapy
- Neurodiversity Team
- Sensory Hub
- Barnardo's Occupational Therapist providing Sensory Integration Therapy
- Downright Special
- CAMHS
- School Nurse
- Specialist Diabetes Nurse
- Specialist Epilepsy Nurse
- Portage
- KIDS
- Mental Health Support Team
- Plus any other agency who may be required to provide support to a child with SEND.

Details of the East Riding of Yorkshire Council's Local Offer:

www.eastridinglocaloffer.org.uk

What training has staff received to support Children and Young People with SEND?**School Staff have received training in the following Areas:**

- The SENCO has the National SENCO Award, Certificate of Competence in Educational Testing.
- The SENCO has a Masters in SEND.
- The SENCO has completed the Senior Lead in Mental Health training.

- Class teachers and staff receive updates and training through weekly staff meetings and specific targeted training for specific needs. For example Speech and Language, Dyslexia, Autism, Visual and Hearing Impairment
- All staff received training on neurodiversity via the PINS project in 2025-2026.
- Class teachers and support staff also attend relevant training sessions from the agencies mentioned above and the East Riding of Yorkshire Council.
- The SENDCo and the ELSA teaching assistants have completed training in Youth and Children Mental Health First Aid.
- We have 2 trained ELSA Teaching assistants working within school.
- All teachers and the senior leadership team completed the Team-Teach training (Behaviour & Restraint Training) in April 2026, alongside some teaching assistants.
- Team Teach training has been implemented by all teachers and a group of teaching assistants.
- The head teacher, assistant head and SENDCo have received training by Nurture UK and completed the Nurture Groups Training alongside the National Nurturing School Programme.

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

- Every child will receive the curriculum to which they are entitled;
- Teachers will ensure that the work is suitably adapted to match the needs of every individual child. These needs are seen not only as intellectual but also social, physical, aesthetic, cultural, moral and spiritual;
- It is recognised that whereas every child is an individual they each are equal in terms of opportunity.
- To release the potential of every individual, resources will be employed be they human or material (within the budget available) to enable children to prove their capabilities.

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

- The head teacher/SENCO will speak to parents/carers about concerns, although sometimes an appointment may be required;
- Mental Health Support Team;
- Family Information Service hub (FISH) contains lots of information for parents and carers. It also holds information about courses and activities on a wide range of subjects many of which are free. You can get more information on FISH by following this link: [Family Services Directory - East Riding](#)
- KIDS [East Riding Young Persons Engagement Group | KIDS](#)
- SENDIASS [Home \(eastridingsendiass.org.uk\)](http://eastridingsendiass.org.uk)

How is the school physical environment accessible to Children and Young People with SEND?

- The school has disabled/wheelchair access to all parts of the school.
- The school has an indoor disabled toilet.
- The school has changing facilities and a walk in shower within the reception cloakroom.

Parents/carers should note however that there are some steps within the interior of the building and that rooms are on different levels. The extensions have been designed to improve access around the building.

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

- A breakfast and Tea club are available on a daily basis;
- We offer a range of lunchtime and after school clubs to enhance the children's learning experiences;
- For children who find lunchtimes and playtimes hard additional support/resources could be provided to support their emotional wellbeing. A quiet space to eat away from the hall is available for any child who finds the hall overwhelming.
- We have a nurture room available to children throughout the school day if they need a quiet space.
- We have beautiful grounds offering space to run and have wellbeing walks when life in school becomes hard.

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)

- Transition within school class-class: Children visit their new classroom and teacher, as many times as required. The children visit as a cohort for a morning in the final few weeks of term to experience their new environment. A photo passport book can be made as required. Mrs Mallison SENCO facilitates transition meetings for parents with new class teachers as required and transition passports are written for any child who may be classed as vulnerable in the transition period.
- Transition between schools to Secondary Phase: For Children with EHC Plans a transition Review with the new school will be held. A photo passport can be made as required. For other children with SEND transition review meetings can be arranged. Additional visits for children to their new school are arranged, the visits are supported by Teaching Assistants from Molescroft Primary School.