

**TICKHILL ESTFELD PRIMARY SCHOOL**

**SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

*The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.*

*All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).*

*Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.*

<p>Brief description of the school <i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i></p>
<p>Tickhill Estfeld Primary School is an LA maintained mainstream primary school with 216 pupils. Our school values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our pupils matter. This policy helps ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.</p> <p>Our school is an inclusive school actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Equality of opportunity of access to all services that the school provides is paramount and we ensure this by considering the needs of individuals and groups of pupils within our school to ensure that all achieve.</p> <p>Our school's vision statement: 'Developing and Challenging our Children for an Ever Changing World'</p>
<p>How we identify if your child may need additional help and/or has special educational needs (SEN)</p>
<p>School monitors the progress of all pupils closely and has termly pupils progress meetings to identify children who are not making good progress. Interventions may be put in place and are monitored closely to ensure they are meeting the needs of each child.</p>

If there are any concerns regarding the progress your child is making, this will be discussed with you as parents. This will be an opportunity to share information and discuss concerns and plan any additional support your child may need. The involvement of outside professionals may also be discussed if it is felt that these would benefit your child.

How we involve parents and carers in meeting the needs of their child and in whole school developments

Parents are actively involved in the termly planning, target setting and reviewing of progress of pupils who are supported with a SEND Support Plan or Education Health & Care Plan (EHCP). Parents also play a key role in the practising of these targets at home, to ensure their child achieves these.

How we will involve your child in the planning and review of their support

Children are actively involved in the planning, target setting and reviewing of their progress (at an age appropriate level.) They are asked for their opinions and their suggestions as to what helps them to learn and how they can learn best. We complete a One Page Profile termly that seeks the child's views for all pupils who are supported with a SEND Support Plan or Education Health & Care Plan (EHCP).

How we match the curriculum, teaching and learning approaches if your child has SEN

We aim to provide high quality teaching for all pupils through "Quality First" teaching. The curriculum and learning is differentiated to meet the specific needs of pupils in the class / group. Additional support will be provided to ensure that the pupils can access their learning within the classroom wherever possible. Care is taken to ensure that barriers to learning are quickly identified and diminished.

How we provide additional support if your child has learning needs

- The curriculum and learning is highly differentiated to meet the specific needs of pupils in the class / group.
- Needs may be met in the following ways:
- Additional resources to enable children to access learning.
  - Use of additional adults to support individuals / groups of learners.
  - Engagement with other professionals and outside agencies.
  - Provision of additional interventions including support with Speech and Language development, Occupational Therapy and Physiotherapy sessions, Social and Emotional development.
  - Support for the child and their family through the Early Help Assessment as necessary.
  - Additional support through home learning tasks.
  - Small group/individual interventions.

How we provide additional support if your child has social and communication needs

- Engagement with other professionals and outside agencies.
- Use of additional adults to support individuals / groups of learners.
- Provision of additional interventions including support with Speech and Language

- development, the ASCETS team, Social and Emotional development.
- Visual timetables.
  - Support for the child and their family through the Early Help Assessment as necessary.
  - Additional support through home learning tasks.
  - Access to quiet room (where available)

#### How we provide additional support if your child has physical, sensory and/or medical needs

The curriculum and learning is differentiated to meet the specific needs of pupils in the class / group.

Needs may be met in the following ways:

- Additional resources to enable children to access learning, including appropriate sized seating, etc.
- Engagement with other professionals and outside agencies.
- Use of additional adults to support individuals / groups of learners.
- Provision of additional interventions including support with Speech and Language development, Occupational Therapy and Physiotherapy sessions, Social and Emotional development, Gross and Fine motor skill development.
- Provision of a medical plan for those pupils who need treatment or medication during the school day.
- Support for the child and their family through the Early Help Assessment as necessary.
- Additional support through home learning tasks.
- Access to quiet room (where available)

#### How we provide help to support your child's emotional health and well being

Emotional health and wellbeing of every child is fostered through the ethos of the school. We implement the Social and Emotional Aspects of Learning (SEAL) programme across the school to promote positive attitudes and wellbeing. We have a Learning Mentor in school who works with vulnerable pupils.

In addition, we provide additional support for identified pupils:

- 1:1 Learning Mentor support for pupils experiencing trauma or anxiety.
- Social, Emotional and Behavioural support on a small group basis.
- Friendship support on a small group basis.

#### How we promote developing independence

All pupils are expected to be independent and are continually encouraged to be so. Across the school there are high expectations in terms of learning behaviour and pupils are supported to do this, as necessary. Where pupils are supported by the class teacher, support staff or other adults, they are expected to try their best, and support is then available to enable them to address greater difficulties. We may provide visual timetables and checklists or other resources to aid children's independence.

#### How we measure and review your child's progress against their targets and longer term outcomes

We provide every child with "Quality First" teaching and this is monitored by the Senior Leadership Team. Every child's progress is continually monitored by his/her class teacher. Progress of all pupils in reading, writing, maths is reviewed termly by the class teacher,

subject leaders, SENCo and Headteacher.

Children identified with SEND will usually have a SEND Support Plan with targets set that seek to overcome the child's barrier to learning. Progress towards these targets will be reviewed at least termly, with the child and their parents, following an 'Assess, Plan, Do, Review' model. These are monitored and evaluated by the SENCo and interventions will be implemented as necessary.

In addition, pupils with an Education Health Care Plan (EHCP) will be formally reviewed at an Annual Review, with the pupil, parents and all adults involved with the child's education.

#### How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

We aim to adapt the learning environment wherever necessary to ensure it can be accessed by all pupils. This may be achieved through use of adaptation of resources and the school environment wherever practicable.

#### How we include children with SEND in the life of our school

All pupils access the full curriculum offer, regardless of their individual needs. We employ a range of strategies and resources to enable this to happen, including "Quality First" teaching for all pupils. Reasonable adjustments may be made, wherever it is practicable to do so.

#### How we ensure that all our staff are trained and supported to meet a wide range of children's needs

*(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)*

Regular staff training is an important commitment in Tickhill Estfeld Primary School. Teachers and Support Staff have a general understanding of SEND, and some are trained in specific SEN issues, such as Autistic Spectrum Disorder, Attention Deficit and Hyperactivity Disorder, etc.

Newly appointed SENCos must gain SENCo accreditation within three years of being appointed to the post. Our SENCo will gain the accredited SENCo qualification in 2019-2020 and is supported in the meantime by other staff in school who have previously held the SENCo role and professionals from other agencies. Our SENCo attends the termly training networks organised by the Local Authority to keep-up-to date with developments in SEN and to increase knowledge and understanding of specific SEN issues.

#### External support and expertise we can call upon to help us to meet children's needs

We actively engage with the professionals and outside agencies listed below to access support and advice on meeting our pupils' needs:

- Early Help
- Social Care
- School Nursing Service
- Support services for pupils with Visual Impairment, Hearing Impairment, Physical Impairment, etc.,
- The ASCETS team for Autistic Spectrum Disorder
- Family Support Services
- Outreach Support from Special Schools
- Educational Psychology Service
- Medical professionals including Child Epilepsy Nurses and Child Diabetic Nurses
- Children's Community Therapy Teams including Speech and Language Therapy,

<p>Occupational Therapy and Physiotherapy</p> <ul style="list-style-type: none"><li>• Child and Adolescent Mental Health Services</li></ul>
<p>How we prepare children to join our school</p>
<p>We aim to make transition between phases of education as smooth as possible. The SENCo will liaise with the previous school / setting to ensure approaches and support remains consistent (wherever possible) and arrangements to support the child will be made. Information will be shared and discussed with parents and previous key workers.</p> <p>If applicable the SENCo and receiving teacher will attend the SEN Support Plan Review Meeting / EHCP Review Meeting at the child's current setting before the pupils enters school.</p>
<p>How we prepare children to move on from our school</p>
<p>For planned moves the SENCo will contact the SENCo of the receiving school to discuss the specific needs of the child and share information, before official documentation is sent to the new school. Where needed, extra transition arrangements will be made.</p> <p>When pupils are leaving Year 6 and transferring into Secondary school, the SENCo and/or Year 6 teachers will discuss the needs and provision for pupils with SEN with the SENCos of the receiving Secondary schools. Support Plans will be shared and discussed and the SENCo will be invited to the review meetings if appropriate.</p> <p>If the child has an EHCP the SENCo from the child's preferred secondary school will be invited to the Annual Review Meetings in Year 5 and Year 6.</p> <p>Transition opportunities will be provided for all pupils on the transfer to Secondary school and additional visits etc. arranged for pupils with SEN as required.</p>
<p>How we deploy our resources to meet the needs of children with SEND</p>
<p>We deploy our resources on a needs basis at Tickhill Estfeld Primary School. We liaise with parents and a range of other agencies, to ascertain the best way of supporting each individual child with SEN and plan provision, and evaluate provision regularly. This is monitored and reviewed regularly through the Assess Plan, Do Review cycle.</p>
<p>Contacts for more information</p>
<p>Head teacher: Diane Rislely</p> <p>Chair of Governing Body: Aimee Oakden</p> <p>Address: Common Lane Tickhill, Doncaster, DN11 9JA.</p> <p>Telephone: 01302 744275</p> <p>Email: <a href="mailto:admin@estfeld.doncaster.sch.uk">admin@estfeld.doncaster.sch.uk</a></p> <p>Website: <a href="http://www.estfeld.doncaster.sch.uk">www.estfeld.doncaster.sch.uk</a></p> <p>SENCO: Rachel Woodward.</p>

The following policies (and others) can be found on the school's website:

- SEND Policy
- SEN Information Report
- Accessibility Plan