

Name of School: Adwick 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.

Brief description of the school

(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)

Adwick Primary is a mainstream school. We are a large split-site Primary school, in Woodlands, situated to the North of Doncaster town centre. Established as a Primary school in January 2013 following the amalgamation of the Infants and Junior school.

Our School Vision Statement, Core Principles and Character Values

Vision Statement:

For all of our pupils to have social and academic competence for successful 21st century living in their community and beyond.

Core Principles

- Our values are our culture
- Pupil Agency, Voice and Leadership
- Equity
- We are all learners- adults and children
- High Quality Authentic Work

Character Values

- Compassion
- Integrity
- Courage
- Respect
- Ambition

How we identify if your child may need additional help and/or has special educational needs (SEN)

Whole school general Identification and Assessment

All our children's needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector
- involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.
- School uses assessment information- formative and summative to support the identification of children who are not working at age related expectations.
- Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers /staff or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

SEN Code of practice 5.39

Graduated Approach

Purpose

The DMBC guidance supports practitioners in the process of building on current good practice and to help schools to develop systems, skills and structures for responding to pupils' needs across the four areas of need as identified in the SEND Code of Practice (2015). The graduated approach aligns the assess, plan, do and review process with the expectations from the SEND Code of Practice for children and young people identified as having SEND.

The Graduated Approach:

- Provides a clear and structured approach for helping children and young people access their learning environment
- Provides step by step guidance for the systematic gathering of evidence
- Is used to gather information from a range of individuals involved in supporting children and young people, including parent and child
- Creates an expectation that all schools adopt a comprehensive and consistent approach to meeting the needs of children and young people

- Ensures that 'high quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND' (SEND Code Jan 15 para 6.37)
- Ensures that access to support is equitable and based upon a cycle of assess, plan, do, review, as set out in the Code of Practice.
- Is incorporated within the process of academic progress reviews for individual children and young people
- Takes into account the young person's voice throughout
- Forms part of the 'Local Offer' with support determined by the graduated intervention levels

Assumptions

High Quality First Teaching (QFT) needs to be the essential element in the education of all children and young people.

In 2018 OFSTED made the following statement about QFT:

"What consistently worked well was rigorous monitoring of the progress of individual children and young people with quick intervention and thorough evaluation of impact. High aspirations and a determination to enable young people to be as independent as possible led most reliably to the best educational achievement."

Furthermore, the SEND Code of Practice (2015) defines high quality teaching as teaching that is "differentiated and personalised and will meet the individual needs of the majority of children and young people" and the SEND Code of Practice makes it clear that "additional intervention and support cannot compensate for a lack of good quality teaching".

High quality teaching looks like:

- High expectations and aspirations for all learners
- Secure subject knowledge
- Clear presentation of subject matter, promoting discussion
- Systematic checking of learners understanding, identifying and addressing misconceptions through clear, direct feedback
- Adaptation of teaching as necessary
- Building upon previous learning to enable learners to remember long term content.
- Designing learning environments to support learning

Levels of Support

- **UNIVERSAL SUPPORT:** Quality first teaching for all learners with recognition that some learners may require very time-limited support in addition to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.
- **UNIVERSAL PLUS SUPPORT:** Quality first teaching for all learners with recognition that some learners may require time-limited intervention programmes in addition to Inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.
- **TARGETED SUPPORT:** Quality first teaching for all learners with recognition that some learners may require increasingly individualised intervention programmes, in addition to Inclusive Quality First Teaching to accelerate and maximise progress and close performance gaps.
- **SPECIALIST SUPPORT:** Quality first teaching for all learners with recognition that a few learners may require significant amounts of additional to and different from provision in order to secure effective learning and increase the rate of progress

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

Our school aims to work in partnership with parents and carers.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

We will:

- work effectively with all other agencies supporting children and their parents;
- give parents and carers opportunities to play an active and valued role in their child's education;
- make parents and carers feel welcome;
- encourage parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instil confidence that the school will listen and act appropriately;
- focus on the child's strengths as well as areas of additional need;
- allow parents and carers opportunities to discuss ways in which they and the school can help their child;
- agree targets for all children, in particular, those not making expected progress and, for some children identified as having SEN, involving parents in the drawing-up and monitoring progress against these targets;
- keep parents and carers informed and giving support during assessment and any related decision-making process;
- make parents and carers aware of sources of information, advice and support;
- provide all information in an accessible way for parents with English as an Additional Language;
- produce a SEN Information Report that will be published on the school website; and
- publish information about the Pupil Premium (expenditure & impact) on the school website.

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

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEN Support Plan; and

- create a pen portrait or One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

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

Well-differentiated, quality-first teaching, class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through a variety of means.

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- teachers differentiate learning activities as part of quality first teaching
- teachers adopt a 'Mastery' approach, where children are able to access support as required within a session.
- preparation for new learning experiences and vocabulary development
- targeted additional adult group and, where appropriate, individual support
- bilingual support/access to materials in translation with the support of EMTAS (Local Authority), using the NASSEA programme of identification and ELIP programme of support.
- differentiation of curriculum resources
- Mixed ability pairings using the 'Kagen' seating plan model
- SMART target setting
- booster intervention groups –SDI- 'Same Day Interventions' and 'NDI'- Next day Interventions
- emotional care, friendship and support groups
- support to participate in the life of the school

How we provide additional support if your child has learning needs

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum offer for all pupils in the school. These pupils will be given targets that are reviewed termly on a SEN support plan.

The whole-school provision map will be used to monitor and track progress of all our vulnerable pupils.

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

When pupils are identified as having social and communication needs we are able to work with the Speech and Language Therapy Service in school. Individual targeted work is set by the therapist and work is supported in school in partnership with parents.

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience

difficulties with language, communication and imagination, which can impact on how they relate to others.

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

Sensory and/or physical needs

When pupils are identified as having physical, sensory and/or medical needs we are able to work with the agencies and professionals involved in partnership with parents. Individual targeted work is set by the therapist /nurse and work is supported in school.

An Individual Health Care Plan may be necessary and will be written in partnership with health professionals, parents and the pupil.

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. For children with VI or HI needs, advice and support will be accessed from the relevant agencies in the LA.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers

Medical:

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

Children identified as having medical conditions will have a medical plan in school, to ensure that all necessary arrangements are in place to maintain their health and well being

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

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (based) is no longer a type of SEN.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Children's individual needs will be supported through a range of approaches, e.g. support

from teacher/support staff; work with the safeguarding and welfare officer; signposting and referring to the correct agencies.

Circle Time is delivered regularly within classes, nurturing respect of others.

Nurturing groups are delivered with our Learning Mentor.

Anger management and other emotional literacy programmes are delivered where appropriate.

In addition to teaching and classroom based support staff, Adwick Primary School has two THRIVE trained practitioners and all staff have received basic THRIVE training. The THRIVE program is used as an intervention to support children with social and emotional needs.

How we promote developing independence

At Adwick Primary School we seek to provide an environment that encourages personal development, confidence and independence. Pupils are encouraged to take part in a wide range of social, educational and recreational activities developing independence skills.

Independent learning through:

- Clear Success Criteria and Steps to Success.
- Examples of high level work available, modelling.
- Encourage real dialogue by using high level questioning, developing curiosity.
- Encourage pupils to evaluate, celebrate and share their ways of working.
- Encourage pupils to lead the learning.
- Independent access.
- Matching individual needs.
- Removing barriers to learning.
- Developing skills in communication.

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

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

This will include:

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- child and parental questionnaires and conversations
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- regular meetings about children's progress between teachers and the Head Teacher
- Head Teacher's report to parents and governors

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

An accessible environment helps children with SEND take part in School activities alongside their peers. The needs of children with SEND are met by Adwick Primary School working in partnership with parents and other services.

Our learning environment is inclusive to empower our pupils to participate fully. Communication is both visual and verbal. Multi-sensory areas are created for stimulating learning. THRIVE rooms are available across both sites to support children with social and emotional needs throughout the day. We understand and adapt the school environment to support and welcome our individual learners. We meet pupils medical and personal care needs with support from outside agencies and Individual Health Care Plans. Accessible toilets and changing spaces for personal care are available across both sites.

Pupil Emergency Evacuation Procedures (PEEP) are in place for any vulnerable pupils.

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

All learners should have the same opportunity to access extra-curricular activities. At Adwick Primary School in 2020-2021 we are offering a range of additional clubs and activities.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our extended school co-ordinator to discuss specific requirements. Please email: admin@adwickschool.co.uk

All staff at Adwick Primary School have regular training on the Equality Act 2010, with updates in 2012. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

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)

Adwick Primary School has an Inclusion team made up of skilled staff who support the delivery of interventions and targeted work. Our Inclusion Manager and SENCO regularly attends local network meetings. We are supported regularly by several outside agencies, Educational Psychologist, the in-school Speech and Language Team, Occupational Health, School Nursing Team, Health Visitors and other professionals. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. Staff attend training and courses run by outside agencies that are relevant to the needs of the pupils in their class.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision *(see Admission policy for the school)*.

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education. When required, the Inclusion Team will arrange additional transition into school for an individual child.

During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEN this may include additional familiarisation visits, buddy bonding activities, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.

When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. We will discuss transition needs of all children with Statements of SEN or an Education Health and Care Plans at their statutory Annual Reviews.

A transition timeline will be produced and shared with the family.

For children with an Education Health & Care Plan in transition years, the SENCO will also attend any Annual Reviews for the children at their feeder school if invited.

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

For some learners, we may want to seek advice from specialist teams. In our school and

cluster, we have access to various specialist services. We have access to services universally provided by Doncaster Council, which are described on the Local Offer website. Adwick Primary School works closely with other professionals to support our children:

- The local authority
- Early Help Hub
- Educational Psychologist Service
- Speech Therapy service
- Occupational Therapy service
- ASD Services – ASCETs team
- Health – including School Nursing Team, CAHMs
- LA Behaviour Outreach Support
- Integrated Family Support Service (IFSS)

How we deploy our resources to meet the needs of children with SEND

The range of support deployed is tailored to individual needs following assessment and target setting by pupils, parents, teachers, Inclusion Manager and external agencies. Advice will be discussed with the Head Teacher and deployment will be agreed upon, monitored, assessed and evaluated for impact. It may be decided that a very small number of the pupils on the SEN list may need to apply for a multi-disciplinary assessment process in order to access high needs funding.

Early Intervention Allowance funding can be applied for to support for our pupils in Foundation.

Education Health Care Plan requests can be made for funding support for our pupils in Key Stage 1 and 2. Where the school can evidence that more than £6,000 above the average weighted pupil unit has, or will need to be, spent on a pupil within one financial year, in order to meet their special educational needs.

Contacts for more information

Head teacher/ Principal: Mrs S Hutchinson
Co-Chairs of Governing Body: Miss K Holl & Mrs K McKeown
Address: Adwick Primary School, Stafford Road (Lower Site), Woodlands, Doncaster, DN6 7LW
Telephone: 01302 722762
Email: admin@adwickschool.co.uk
Website: <http://www.adwickprimary.doncaster.sch.uk>
SENCO: Miss E Lawry

Please include a direct web link to the following:

- SEND Policy
- SEN Information Report/Local Offer
- Accessibility Plan

If you have any queries, please contact the LA SEN Team on 01302 737209 or sen@doncaster.gov.uk

Thank you.