

Name of School: Auckley 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 'Information, Advice and Guidance' (then under 'Schools and Alternative Provision'). 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 SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.

<p>Brief description of the school</p> <p><i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i></p>
<p>Auckley School is an Academy situated in a village, on the outskirts of Doncaster. There are currently 241 children on roll with age range from 3 to 11 (Nursery to Year 6) one form entry.</p> <p>We believe that all children can achieve excellence and that a quality primary education provides the platform for lifelong success.</p> <p>Vision Statement</p> <p>Together we nurture, challenge and inspire</p>
<p>How we identify if your child may need additional help and/or has special educational needs (SEND)</p>
<p>Many of the children who join our school have already attended an early education setting, i.e. Auckley Pre-School. In some cases, children join us with their needs already assessed. All of our children are assessed on entering our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all of our children.</p> <p>Your child may be identified as having SEND if:</p> <ul style="list-style-type: none">• They have significantly greater difficulty in learning than the majority of children of the same age.

- They have a disability or medical condition which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

In addition, Summative assessment takes place all within the classroom for all children in school. The method of this assessment depends upon the child's age and phase of school (Early Years, Key Stage 1 or Key Stage 2). Continuous formative assessment is used by teachers to inform marking and feedback. This information also helps teachers set appropriate outcomes and assess individual needs.

The following policies are used to support identification:

- Special Educational Needs Policy
- Inclusion Policy
- Behaviour Policy
- Supporting Medical Needs Policy
- Teaching and Learning Policy Assessment Policy

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

Parents are invited to a meeting with the class teacher, SENCO and/or Head teacher if appropriate as soon as concern is raised. At Auckley will follow the Local Authority's Graduated Approach which can be found on Doncaster's Local Offer web site.

If your child requires an Educational Support Plan (ESP) then parents will be asked to share their views to build the contents of the plan to reflect the needs of your child.

Parents will be invited to attend termly review meetings and discuss the development of the educational support plans. This follows a termly 'Assess, Plan, Do, Review' cycle.

Parents are encouraged to come in to school to meet with staff/SENCO/Head teacher if they have any concerns rather than wait until the next planned review meeting.

Parents are consulted regarding any changes that may affect their child through the parents preferred way of communication ie telephone, face to face contact, e-mail or letter.

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

The child will be able to express their opinions through 1:1 work with a member of the support staff if they are in Key Stage 2 to write their One Page Profile. This feedback is shared with all other adults in the review meetings. Key Stage 1 and Foundation Stage children have their views recorded in writing by their parents. The parents collect their child's views in the secure environment at home.

Children are asked to give their views and opinions regarding their learning experience and to reflect on their strengths and difficulties. This will inform the class teacher, class support staff and SENCO how to plan and support a personalised learning programme that reflects the child's needs.

Children are involved in developing their educational support plan (ESP) so they become actively involved in developing their own outcomes in relation to their strengths, difficulties, interests and building on their existing skills.

Children are invited to meetings if this is felt by parents/carers and staff to be appropriate to their age and stage. They may attend part of a meeting, whole meeting or have their opinions fed back if the meeting situation is felt to be inappropriate for the child. A flexible approach is adopted to account for the differing needs of our children.

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

The curriculum is adapted to suit every child in school with external partnership support where necessary (for example, with ASETS team, Hearing Impairment and Visual Impairment Team, CAMHS Outreach teachers).

Although SEND can generally require additional support, children in our school are supported to develop their strengths and through taking part in a Theme based broad and balanced curriculum are encouraged to do so. This balanced curriculum is delivered by Quality First Teaching which is given to all the children in school.

For your child this would mean:

- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific group work with in a smaller group of children.

How we provide additional support if your child has learning needs

Your child's progress will be continually monitored by his/her class teacher. His/her progress in reading, writing, SPAG and mathematics will be reviewed twice a year at Pupil Progress Meetings with the Senior Management Team.

Emotional well-being will be monitored and assessed continuously. At Auckley we believe that a child's emotional well-being can have a significant impact upon their ability to learn and progress.

At the end of year 6, all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally. In addition, the children in Year 1 complete the Phonics Screening and Year 2 in child complete the reading, writing and mathematics assessments.

Where necessary, children will have a SEND Support Plan with outcomes set that are designed to accelerate learning and diminish difficulties. Progress against these outcomes will be reviewed regularly (minimum termly), evidence for judgments assessed and a future plan made. This will follow an 'Assess, Plan, Do, Review' cycle. This process will take place with the pupil and parent/carer voice included.

The progress of children with an Education, Health and Care Plan will be formally reviewed at an EHCP Annual Review Meeting with all adults involved with the child's education. This process will take place with the pupil and parent/carer voice included.

The SENCO will also check that your child is making good progress within any individual or group work they participate in.

Regular book scrutiny and lesson observations will be carried out by the members of the Senior Management Team and discussed with the SENCO. These will take place to ensure that the needs of all children are met and that the quality of teaching and learning is high.

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

At Auckley we work with Occupational Therapists, Physio Therapists and Speech and Language Therapist to support children by following programmes which are set that are specific to your child's individual needs.

Staff are trained to support children with physical and medical needs as appropriate e.g. staff have been trained in moving and handling, a range of medical support including for children with asthma, diabetes and the use of an ipen for allergies.

Medical needs support is always in place via a Care Plan which is written with parents and medical professionals and the SENCO. All staff are made aware of the Care Plans so that all can support. Medical support is developed according to the child's individual needs. These are reviewed each term or if the need arises. They are shared with the next academic year's teacher in July before the start of the new year in September.

A physical disability may be supported by adapting the resources and environment to meet the child's specific needs. This would be carried out in consultation with parents/carers and the relevant agencies.

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

All children are provided with differentiated activities within the classroom that reflects their current stage of development. They will be encouraged and supported to discuss their feelings and emotions in relation to their life experiences. This will deepen their awareness and understanding of their own feelings and help to recognise the feelings of others. The children's emotional literacy will be supported and developed in a variety of ways such as;

- Regular class times following the Jigsaw Scheme of Work which is P.H.S.C.E. and SRE.
- Pastoral support offered by members of staff in a 1:1 or small group i.e. Nurture Groups. This may be for a short period of time to offer nurture and

support during a challenging situation or it may be necessary for a longer period of time, depending on the child's individual needs.

- If a child is experiencing emotional difficulties that are impacting on their well-being then a meeting with parents will be requested by the Class Teacher, SENCO or Head Teacher to discuss the most appropriate support.

A referral to external agencies may be required if your child is experiencing prolonged emotional and social difficulties that is impacting on their emotional well-being. This may involve Occupational Therapy, CAMHS, Educational Psychologist or the School Nurse. This may involve the child being assessed and school being advised to offer a programme of support or adapted teaching techniques.

How we promote developing independence

Auckley promotes positive behaviour through its Behaviour System. All staff know and understand the behaviour policy. In each class, there is a behaviour table that encourages the children to reach gold every day. If the children gain three golds in a week, they receive a golden ticket which goes in the three-weekly draw for prizes. All the children are divided into four teams and can gain team points. Each term the winning team receives an in-school reward.

Auckley has worked with the children to develop Our School Values: kindness, respect, integrity, empathy, collaboration, determination, tolerance and resilience. Children throughout the school use these themes to help develop their attitude to learning and build their independence when they are faced with new challenges.

Auckley's School Council is an elected group that has input into how the school is run and they take the lead on specific issues e.g. organising special events, to fund raising to provide a Playground lounge with relaxation resources. The school council is made up of a range of ages and this also allows for developing independence and personal responsibility.

Children who need a monitor to help them through difficult times in their life are allocated a key adult worker.

The Anti Bullying Policy is implemented by all staff.

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

Every child's progress is tracked, through observation and assessment throughout the year. Children's attainment targets are set as a result of this assessment and pupil progress meeting held twice a year to discuss their learning progress and next steps.

Ongoing feedback and dialogue between teacher and children happens daily in their work, as a result of our marking and feedback policy, and where issues are identified they are acted upon quickly through 1:1 and small group intervention and support.

For children with additional needs Educational Support Plans are developed through consultation with everyone involved with the child. This includes parents, outside agencies and the child themselves, as well as the staff in school. These plans are

monitored regularly and meetings take place at least termly, though often more regularly if this is appropriate for the individual, to discuss progress and determine next steps.

Children who are supported by an Educational Health and Care Plan (EHCP) will have a review at least annually to review both long and medium term outcomes. This will involve parents, education and the local authority. New Long and Medium term outcomes will be set in response to the views and opinions of everyone involved.

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

We regularly review our provision and develop our school environment for children with additional needs in mind. We work with Occupational Therapy, Physio Therapy and other agencies, who help to adapt our learning environments in order to ensure that individual children have access to all learning opportunities. Auckley is having a new fully equipped sensory room fitted during 20-21.

Additional resources to support a child's individual needs such as sensory toys, etc. will be provided to promote the child's safety and well-being.

We have disabled access and this allows for ease of access, both for pupils and other visitors who may have additional needs or be wheelchair users etc. There is a full sized disability parking bay in the Main Car Park.

We have two disabled toilets; one with a family toilet seat and step, a changing bed is fitted in one to provide appropriate facilities for children to be changed if necessary.

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

Children with SEND have the same entitlement and opportunities as all children, we work with professionals to overcome any issues that may need supporting to ensure this. Auckley School ensures we make reasonable adjustments to ensure that children with SEND can take part in a full range of school activities. Any adaptations to the curriculum are based on individual needs with the goal of including the young person with SEND socially and academically. Children in our school also take part in extracurricular activities where additional support may be necessary ie the SENCO will ensure that children are supported where necessary with 1-1 support for physical activity sessions and 1-1 tutoring.

Any child identified with SEND will have an Educational Support Plan or a Care Plan that will clearly identify specific equipment or facilities a child needs to keep them safe and secure. Staff training will be provided to meet a child's individual needs.

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

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

Auckley School tries to in ensuring that all children's needs are met. This has led to much staff training in order to support all. Any additional training required is always

kept up to date. The SENCO takes part in termly Network Meetings with the Local Authority to ensure that we are meeting the requirements for children.

Specific training includes:

- Six members of Staff have Cygnet Practitioner training to support children diagnosed with an ASD.
- ASD Training as the school has gained the Autism Friendly Mark.
- Staff trained in Lego therapy.
- Dyslexia /Dyscalculia
- Downs Syndrome
- Loss and Trauma
- Physio Therapy exercises
- Mental Well Being
- Attachment Issues
- SENCo and LSA - Communication Champion have trained to deliver the Speech and language therapy mainstream school service to children from Year 1 to Year 6.

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

Specialist expertise is sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training. Regular contact takes place between the SENCO and numerous external agency support, including:

- LA SEND team
- LA ASETS team
- LA Visual Impairment and Hearing Impairment team
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Speech and Language Therapist
- Health teams – School Nurse and Health Visitor
- CAMHS
- Outreach Pre-School Inclusion Team
- Outreach ASD team

How we prepare children to join our school

All children have transition opportunities and are encouraged to visit school and become familiar with the children and staff who will be working with them.

Where appropriate, staff will attend Support Plan Meetings, EHCP Annual Review Meetings, TAC meetings and any other meetings in preparation for children joining the school. We will work with the parents and professionals who know the child best, access training before the child joins the school, if this is needed, and ensure that appropriate equipment is in place before starting.

If required, an individualised transition plan will be designed to ensure the child and the staff involved have the maximum opportunity to adapt to their new setting. This

may involve a transition book with photographs of key staff members and learning environment for the child to take home.

All parents are invited to attend a series of information meetings to ensure they understand any current changes in their child's education and how this will be delivered within school. This allows parents to gain information, to ask further questions and express and concerns.

Home visits are made by the Nursery staff in September and if necessary the SENCO will also visit the child in their home or Playgroup setting.

How we prepare children to move on from our school

Transition work is planned well in advance at the end of the Spring Term with the SENCO team from The Hayfield School (or any other Secondary School) and pre-school playgroups. All children take part in transition events to secondary schools, but additional packages of support and transition activities are also developed for each pupil according to their needs. This can cover additional visits to their new school to see break times, lunch times and other key areas of the school before the usual transition activities with the rest of the class.

All information is handed over to the receiving school well in advance and where appropriate, staff from the receiving school are invited to attend EHCP Review Meetings from Year 5, Support Plan Meetings in Year 6, TAC meetings etc in the run up to transition.

Where children are transitioning at other points of their school career individual packages of transition support can be put in place. We encourage the family to take the child to visit the new school and the SENCO will attend meetings if required and hand over all necessary information prior to the child starting their new school.

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

Staff at Auckley are deployed strategically according to needs of the children and to encourage maximum impact. Children with additional needs may be supported 1:1 or within small groups, or the extra member of staff may be to enhance ratio for the whole class. Intervention and support is developed and targeted according to need.

Contacts for more information

Head teacher Mrs. E. Fox

Trustee / Chair of Governing Body: Mrs. T. Nicolaou

SEND Governor: Mrs. K Hayes

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SENCO: Mrs G. Barford

SEND Policies and SEN Information Report link(s):

Here is a list of relevant policies in school to support the learning and provision for all our vulnerable pupils and pupils with SEND:

- Access
- Admissions
- Anti-Bullying
- Attendance
- Behaviour
- Data Protection
- Disability Equality
- Equal Opportunities
- E-safety
- Fire Safety
- Gender Equality
- Health and Safety
- Intimate Care
- Managing Attendance
- Medical Needs
- Medicines
- Race Equality
- Safeguarding