

Name of School: Barnby Dun Primary Academy

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</p> <p><i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i></p>
<p>Barnby Dun Primary Academy Age range 4-11 Children on roll 308 Our Vision statement At Barnby Dun Primary School we aim to create a happy healthy environment where everyone feels safe, valued and respected and learning is enjoyable and exciting. All pupils have opportunities to develop as a whole person, gaining confidence, independence and knowledge through excellent teaching, which recognises personalised learning enabling every child to succeed. We encourage children to be reflective and thus, understand and be proud of themselves as individuals and as learners. We aim to establish effective partnerships between pupils, parents, staff, governors and the wider community, where contributions are welcomed and valued, within a nurturing, supportive environment. Together, we aim to equip pupils with the necessary lifeskills, enabling them to become happy, caring and responsible citizens, able to make informed choices and prepared to make a positive contribution as they take up their roles within 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>At Barnby Dun Primary Academy we use effective assessment in order to</p>

understand every child's needs which then informs teaching and learning outcomes. This ensures children are given the opportunity to enjoy and achieve, regardless of their needs. Regular meetings take place with teachers and school managers to highlight /discuss any children that are not making expected progress and these children will receive additional teaching either in a small group or on a one to one basis. In school we monitor progression and ability with consistent evaluation of the learning that has taken place. Teaching and support staff have discussions regarding children's progress and these are used to inform decisions about next steps for children. Children are tracked in a variety of ways to inform whether initial interventions for learning are benefiting children's needs. Next steps involve more specific targets being made and outside agencies becoming involved if appropriate. Thrive is used to screen children and identify any area of needs that children may have. An action plan is set in place and children work either one to one or in small groups to develop the actions and increase focus on class work.

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

At Barnby Dun Primary Academy we are an inclusive school and we all work together to help all children achieve their full potential. At Barnby Dun Primary Academy, we have an open door policy and if anyone needs to discuss any issues and needs any support for their child, we endeavour to see them as soon as possible. Parents are asked to make an appointment, wherever possible. This will usually be with the Class Teacher, although it may be with the SENCO/Inclusion Manager, or both if necessary.

- The school holds termly parents' evenings where learners' progress is discussed.
 - All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Home Learning (homework) will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- From September 2014, a more family centred approach to reviewing children's achievements and setting new targets will begin. Meetings will be held three times a year for parents of children who have a Personal Learning Plan (PLP). The SENCO, Class Teacher, Parents and children (where appropriate) will attend.
- We hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We are happy to discuss any necessary adaptations for your child.
- Documentation to support parent/carers extend/secure children's learning at home are accessible through Barnby Primary Academy's website. These offer suggestions for supporting learning.
- Parents are given opportunity to voice any suggestions/concerns they have through parent consultation meetings with the Headteacher and regular meetings where the parent Governor will be invited.
- Suggestions for meeting needs at home through meeting with parents and targets set and action plans structured for home. These then can be communicated whether verbally or with a home school communication.

- Class Teacher's and SENCO map the Provision the child needs carefully and this is reviewed at least three times a year.
- In some cases opportunities are provided for parents to work with their child as part of the assessment and review through termly 'SEND' Support Review meetings.
- Carers of children looked after (CLA) are invited by Social Workers to meet with the school and child (where appropriate) to assess and review the child's progress

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

We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. This approach continues throughout the school.

- Children are involved at an appropriate level in setting targets in their Personal Learning Plans (PLPs) and in their termly PLP review meetings. Children are encouraged to make judgements about their own performance against their targets. To ensure that the child is involved in their education, with support, they are asked to complete a 'One Page Profile' using headings 'what people like and admire about me', 'What's important to me' and 'how best to support me'. These can be shared at the child's SEND Support Review, if on a Personal Learning Plan (PLP) or Annual Statement Review.

- Education Health Care Plan (EHCP) reviews for statemented pupils, involving parents and all relevant agencies are conducted annually and a 'Plan-do-review' approach will be done three times a year. Written reports are requested by letter from parents and all relevant agencies associated with the child and circulated to everyone invited to the review meeting well in advance. Children are encouraged to express their opinions as part of their annual review.

- Children are encouraged to express their opinions as part of Team around Child (TAC)/Children and Families (CAF) meetings, as appropriate. They will be invited into the meeting at an appropriate time and discuss how they feel and what is going well/not so well. This ensures children's voice for actions and ways forward.

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

Our curriculum is vibrant, creative and relevant and builds on children's interests. It builds on their curiosities and experiences and endeavours to develop children's confidence in their own capacity to learn. Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.

- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups for a variety of subjects.

- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Resources will be available to support every child with their learning. These resources could range from pencil grips to neo boards to support writing or support for feeling comfortable and focused such as seating cushion for when children are seated at tables.
- Lessons will be planned with regard to every child's needs and teaching and learning will be differentiated so all children can access the learning and make progress. The learning will be supported through specific targets written in a child's PLP if appropriate.
- A range of teaching styles matching tactile, auditory or visual styles of learning.
- Additional learning programmes are incorporated into the child's timetable and assessment is made regarding the impact of these, for example: Lexia, Direct Phonics and ELSA.

How we provide additional support if your child has learning needs

We endeavour to be as inclusive as possible, offering wheelchair access to all rooms and the playground. A Sensory Room is on site and supports children's visual, tactile and auditory needs. Barnby Woods is a sensory woodland area and the school continues to work hard to develop opportunities for children to use the outdoor environment. We have a number of programme that provide focused learning that will enhance children's progression and children may have access to a wide range of these when appropriate for their learning needs. The class teacher's input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has 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 Learning Support Assistant to work with your child as part of normal working practice either in a small group or one to one.
- A range of writing equipment is available in school for any child who requires a specific shape or feel to aid their writing.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve more practical learning or using support mechanisms such as a writing posture board, move and sit cushion or visual timetable, and nurture practises such as individualised visual timetables. Specific group work within a smaller group of children may also be evident in your child's classroom.
- Specific strategies (which may be suggested by the SENCO or outside staff) 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.

Previously children have been identified for intervention through the categories; School Action and School Action Plus. From September 2014, if they meet the criteria as stated in the new SEND Code of Practice 2014, children are no longer

identified as School Action and School Action Plus but as 'SEND Support'.

Stage 1 SEND support:

Some children identified for intervention activities may be at the initial stage of the SEND Code of Practice. This means they have been identified by the class teacher as needing some extra support in school. These may be:

- Run in the classroom or outside.
- Run by a teacher or most often a Learning Support Assistant who has had training to run these groups.
- Be based on a specific learning area where gaps have been identified by the class teacher and the child may have a Personal Learning Plan (PLP). This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Stage 2 SEND support

This means your child has been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. Specialist groups may be run by outside agencies. Outside agencies working in partnership with Barnby Dun Primary Academy are:

- Speech and Language therapy
- Occupational Therapy (for pupils with fine and gross motor needs or additional touch, movement, smell, taste, sight, hearing or balance needs).
- Physiotherapy
- Children and Adults Mental Health Service (CAMHS – identifying and assessing ADHD and mental health concerns)
- Educational Psychology
- The Local Authority ASD, Visual Impairment and Hearing Impairment Team's (SPED)
- Long Toft Primary Learning Centre (PLC)
- We also work alongside Special School's when identifying the needs of a child.

For your child this would mean:

- Your child will have been identified by the class teacher and SENCO (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs and be able to support both in a beneficial way.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set better targets which will include their specific expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group.
 - A group or individual work with an outside professional in or out of school.

The school may suggest that your child needs some individual support in school.

They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual Support

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENCO as needing a particularly high level of support or small group teaching (the amount of hours will be specified by a Statement of Special Educational Needs), which cannot be provided from the budget available to the school. Usually your child will also need support from professional outside the school.

This may be from:

- Speech and Language therapy
- Occupational Therapy (for pupils with fine and gross motor needs or additional touch, movement, smell, taste, sight, hearing or balance needs)
- Physiotherapy
- Children and Adults Mental Health Service (CAMHS – identifying and assessing ADHD and mental health concerns)
- Educational Psychology
- The Autism and Social Communication Education and Training Service - ASCETS (previous ASD)
- Visual Impairment and Hearing Impairment Service
- We also work alongside Special School's when identifying the needs of a child.
- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs with regard to gaining additional support within school. Reports will be written reflecting the child's needs from teachers, parents and any outside agencies involved. This is a legal process which sets out the amount of support that will be provided for your child.

The Statement or EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. An adult will be identified in school to be your child's key worker. This adult may be used to support your child with whole class learning, run individual programmes or run small groups involving your child. If a EHCP is not granted for a child needs school will continue with the stage 2 SEN support This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than a specified number of hours support in school.

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

At Barnby Dun Primary Academy we develop many teaching strategies including a range of interventions to support children with social and communication difficulties. Children will have focused Personal Learning Plans (if appropriate) to focus on children's specific needs.

- ELSA is used to assess children's needs and action plans and activities are

developed meet the individual needs of the child.

- A Sensory circuit group is in place first thing every morning, in order to develop children's social skills and to prepare children ready for learning. Children will engage with a range of activities that enables the children to have focus on learning once back in the classroom.
- Social Story intervention - Children can also be involved in a small group developing understanding of emotions and how to cope in certain situations using effective communication or over coming communication/social barriers that they may have.
- Visual timetables – These are set up to display the routines and allows children to visually follow the structure of the day. Visual cards can also be used if a child needs visual prompts to be independent or access the learning.
- Outside agencies, as previously stated, will support school in setting action plans and targets for the children.
- Nurture groups –including circle of friends where children can work alongside a range of friends discussing and engaging in a range of scenarios depending which area of learning the child needs developing.

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

Barnby Dun is well equipped with resources to support the physical, sensory or medical needs of children. Children have access to a sensory room with a range of coloured lights including lava lights. Sensory needs can be supported with specific targets and support for children including the implementation of care plans involving sensory stimulus. Outside agencies can be contacted if school requires additional resources or advice such as Occupational Therapist or Physiotherapist. A team of trained first aiders support children with medical needs and teachers are trained in any specific medical needs that a child may have in their class. Care plans will be set up for any child with a specific need in any of the above areas. These plans are discussed with parent/carer and an outline of support is agreed.

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

The safe guarding and well-being of every child in our care is of paramount importance at all times. The designated person for safe guarding and child protection is Miss C Robinson. All staff and volunteers have a statutory duty to report anything they say or hear that makes them concerned about a child. The whole ethos of Barnby Dun Primary Academy is that it is a warm and welcoming school with a positive, friendly learning environment. Thus supporting the emotional and well-being of all children. We believe children have a right to feel safe, valued and happy. We have a caring and sympathetic nature with regard to children's feelings. PHSCE is embedded within teaching to support the whole development of the child preparing them for life experiences.

- Circle time enables all children to take part in sharing news and develop effective communication and understand they all belong and are equal.
- Children can be offered the option of spending less structured times within a small supervised group.
- Children can be assessed through ELSA and any additional needs such as those relating to being, doing or identity can be highlighted and action plans set to

overcome these.

- Children are valued with all subjects having pupil consultation groups enabling children to voice their opinion and ideas.
- At Barnby Dun Primary Academy we respond to children's needs by;
- Providing a stimulating, exciting school and classroom environment which will increase motivation and arouse interest and curiosity in all our children, including those with disabilities or learning difficulties.
- Trying to use a variety of teaching strategies to meet the needs of children with different learning styles; developing children's understanding through the use of all senses and experiences.
- Encouraging the development of self-confidence and self-esteem in a climate of care and support, where each child feels valued and does not fear criticism when making mistakes.
- Actively involving children in their own learning and setting their own targets, encouraging them to talk about their work and recognise their own achievements. Targets which are set may need breaking down into small achievable steps in order to promote success.
- Providing appropriate support for any child who needs help to access the curriculum.
- Planning for children's full participation in learning, and physical and practical activities through appropriate differentiation
- Keeping groupings of children flexible, depending on the type of activity. Arranging groupings in such a way as to provide co-operative learning when possible.
- Being sensitive to individual children's needs, respecting and valuing their efforts and achievements, while at the same time providing activities which will further promote learning.
- Helping children to take responsibility for their behaviour.
- Supporting children with social and emotional needs through interventions such as Play Therapy, Lego Therapy, Art Therapy, Gardening/ Nurture Group and Social Stories.
- Having a whole class approach to achieving a target linked to Investor's In Pupils.
- Anti-Bullying Ambassadors in school support children in having positive playtimes such as playing and leading games and preventing bullying.
- Playground Buddies support children in having a happy playtime by inviting them to join in with games.

How we promote developing independence

Children are encouraged to develop independence from Reception throughout school. Teachers provide a stimulating learning environment where children have access to a range of equipment and children can collect equipment they require for their learning. As children progress through school children are encouraged to take ownership of organisation in both preparation for school and organisation within school.

- Teaching and learning is based on an amount of children's choice for their own learning and the level of challenge that they choose or the activity that is completed.
- Children are allocated specific roles within a classroom to encourage responsibility along with the independence children have for organising learning environments.

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

Assessment of children's learning is structured so that children are assessed formally at least 3 times a year. These assessments are judged against the ongoing assessment that teachers make on a day to day basis linked to lesson objectives. Assessment is carried out in a number of ways in order to individualised targets for the children and to inform planning and ways forward for the teaching and learning.

- Staff actively mark children's work during lessons to give immediate feedback.
- Children are given daily feedback and are expected to respond to this feedback prior to the next piece of work.
- Additional adult intervention informs class teacher through recording children's achievements and suggested next steps.
- Children are involved with writing targets as all children have target sheets that inform of reading, writing and mathematics targets. The children are encouraged to use these target sheets within a lesson. Staff review these targets regularly through discussions with the children.
- Pupil progress meetings take place three times a year after the formal assessments. Discussions take place regarding all children's progress and a review of teaching and learning is considered.
- Targets set for children in regard to SEND and parents will be invited into school to meet with class teachers, SENCO and any outside agencies that could be involved, to review targets set for specific needs.

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

The safe guarding and well-being of every child in our care is of paramount importance at all times. The designated person for safe guarding and child protection is Miss C Robinson. All staff and volunteers have a statutory duty to report anything they hear that makes them concerned about a child. We have a safe, secure environment where all children can feel comfortable and happy. There is a strong ethos for caring for children and school grounds are clean and equipment maintained. The school is gated and secure with access only through the reception needing a code for the internal door into school.

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

All children with SEND (Special Educational Needs and Disabilities) are fully integrated into the social and academic life of the school and are encouraged to take part in all activities including extra-curricular activities. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.
- Be involved with decisions and giving children's voice through consultation groups and school /class council.
- Children will be involved with the responsibility of taking on a particular role within the classroom as a monitor. These can be change regularly in order to give children

a range of opportunities.

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)

At Barnby Dun Primary Academy we have a supportive approach that supports the needs of all children. We have support from many outside agencies to ensure that children enjoy and achieve regardless of their needs. The SENCO/ Inclusion Manager's job is to support the class teacher in planning for children with SEND.

- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASCETS team.
- Safeguarding or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the performance management process.
- Specialist training for staff in the designated special provision, including a post graduate qualification in many cases. The Special Educational Needs and Disability Regulations (2014) states; the appropriate authority of a relevant school must ensure that the SENCO appointed meets all of the requirements in either paragraph (2) or (3). (2) The requirements in this paragraph are that the SENCO— (a) is a qualified teacher; (b) if required to complete an induction period under regulations made under section 135A of the Education Act 2002(1), has satisfactorily completed such an induction period; and (c) Is working as a teacher at the school. (3) The requirement in this paragraph is that the SENCO is the head teacher or acting head teacher (or equivalent in the case of an Academy school) of the school. (4) Where a person becomes the SENCO at a relevant school after 1st September 2009, and has not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, the appropriate authority of the school must ensure that, if the person is the SENCO at the school at any time after the third anniversary of the date on which that person becomes a SENCO, that person holds the qualification - postgraduate qualification in special educational needs coordination

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO.

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

The school has close links with the following agencies and works hard to share

knowledge and receive advice for the benefit of learners. The school values this support and is always willing to support other agencies by providing information about learners' progress.

Outside agencies working in partnership with Barnby Dun Primary Academy are;

- Speech and Language Therapy,
- Occupational Therapy (for pupils with fine and gross motor needs or additional touch, movement, smell, taste, sight, hearing or balance needs),
- Physiotherapy, - Child and Adults Mental Health Service (CAMHS – Identifying and assessing ADHD and mental health concerns)
- Educational Psychology
- School Nursing Team
- ASCETS, Visual Impairment and Hearing Impairment Teams.
- B.O.S.S (Behaviour Unit)
- We also work alongside Special School's when identifying the needs of a child
- B.E.A.K. Children's Centre
- Child Protection - Referral and Response
- Integrated Family Support service (IFSS) • Learner engagement/Education Welfare Services
- Early Years Team
- Such agencies are always welcome in school to talk to learners, parents, and school staff or make observations. Arrangements are made to release relevant personnel to allow discussions to take place. The SENCO co-ordinates CAF and TAC meetings and visits, inviting relevant staff and parents to be involved where necessary.

How we prepare children to join our school

Families considering joining Barnby Dun Primary Academy are encouraged to visit the school and are provided with a tour of the school with a detailed explanation of learning opportunities that are on offer. Children are welcomed into school and join classes with a supportive ethos of belonging. Children will be provided with their own named peg and drawer. Each class has an identity of a class name which the children become part of. If it is felt appropriate children joining our school will be given buddies at break time and lunch times to support the child in movement through school. Children joining in Reception are visited at home and home school books, to record activities /pass times that the children enjoy, can be shared. Teachers make assessments from these home visits with regard to any additional support that may be required once children begin school. Children are integrated into full time schooling over a number of weeks building up from half days to full days.

How we prepare children to move on from our school

All children complete a 'Personal Passport' which includes information about themselves for their new Class Teacher.

- The school supports transition from Primary Education to Secondary by arranging student visits to the school, taster days, activity days and Summer Activities.
- The class Teacher's and SENCO/Inclusion Manager will arrange extra visits (if required) for vulnerable children and children with SEND.

- Transition meetings will be available for parents, children and staff to discuss concerns and enabling a smooth transition for all children.
- Extra transition support for moving between classes at Barnby Dun Primary Academy is put in place for children with SEND and vulnerable children. This includes taking pictures of their new classroom, teacher, support staff, friends and coat peg. Extra transition arrangements can be made depending on the individual child's needs.
- Transition visits from Pre-school are made in order to prepare our youngest children for school.

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

Teachers are aware of the resources in school and through discussion with the SENCO/Inclusion manager resources can be located whether within school or from outside agencies that can support the needs of the child. Children's requirements will be assessed through observations and these will inform what equipment will benefit the child to enable them to access learning making progression and reaching their full potential.

Contacts for more information

Head teacher/ Principal: Miss Claire Robinson
Chair of Governing Body: to be appointed
Address: Church Road, Barnby Dun, Doncaster. DN3 1BG
Telephone: 01302 883917
Email: Office@barnbydun.doncaster.sch.co.uk Website:
<http://www.barnbydunprimaryacademy.co.uk/> SEND Policies and SEN
Information Report link(s):
<http://www.barnbydunprimaryacademy.co.uk/Pages/special.htm>

Please note:

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Please return this proforma to, Families Information Service, by email to fis@doncaster.gov.uk

If you have any queries, please contact Darren Dickinson on 01302 735978.

Thank you.