

Name of School: Bentley High Street 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</p> <p><i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i></p>
<p>A good school with National Leader status.</p> <p>We are a larger than average 2-11yr primary school with a 2 form entry. The number on role is currently 472 including a 104 sessions nursery and a 26 sessions 2-3year old provision. We offer the 30 hours free early education.</p> <p>At Bentley High Street our vision is: Bentley High Street values every individual and supports the right of everyone to learn, work and live in a just community and to be treated with respect. Therefore our school community will: "Help, care and share. Stop, think then speak. Respect others' space."</p>
<p>How we identify if your child may need additional help and/or has special educational needs (SEN)</p>
<p>Each child is recognised as an individual with unique qualities, strengths and potential. We would consider a child as having special educational needs if they</p> <ul style="list-style-type: none">• (a) have a significantly greater difficulty in learning than the majority of others of the same age; or• (b) have a disability which prevents or hinders them from making use of

educational facilities of a kind generally provided for others of the same age.

Any concerns are discussed with parents in the first instance. A support plan will be put in place involving parents, the class teacher, supporting adults and any additional agencies where appropriate. Clear targets will be identified and reviewed on a 12 week cycle. Where additional resources may be required an application for a statutory assessment of special educational needs will be raised in consultation with parents.

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

We aim to keep parents fully informed and parents are invited to all meetings concerning the progress of their child. In addition, we have:

- An open-door' policy with supervisor/key worker/Inclusion manager/Family support worker.
- A Family support worker –a dedicated member of staff to work with parents.
- Annual report to parents/carers.
- SEN review meetings termly.
- Guidance on supporting children at home.
- Home visits by prior arrangement.

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

Each child identified as having a special educational need will have a one-page profile. This is completed in collaboration with the child, parents and staff. This will outline how your child would like to be supported in the setting and takes into account what they feel works for them.

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

- Planning is differentiated to meet individual learning needs.
- Class-based LSAs work alongside the class teacher to support children with SEN individually or in small groups and to facilitate the class teacher working with children with SEN.
- Intervention groups with specialised LSAs take place throughout classes.
- Adapted resources – enlarged print, visual aids, multimedia, practical apparatus.
- Consideration is given to the physical environment –nursery layout, accessibility, ramps, toilets, changing facilities, disabled parking.
- Provision of specialist equipment through consultation with support agencies.
- Small group work areas fully resourced.
- Sensory room and soft play area available.
- Outdoor classrooms including allotments, animals, forest area.
- Trips and visits are risk assessed to ensure appropriate support for pupils with SEN.

How we provide additional support if your child has learning needs
<p>We aim to provide high quality teaching for all pupils. The curriculum and learning is differentiated to meet the specific needs of pupils in the class / group.</p> <p>Additional support will be planned for through an individual provision map or SEN support plan. Where additional resources may be required to meet the needs of a pupil the school will apply for statutory assessment and an EHCP may be written outlining the support required.</p>
How we provide additional support if your child has social and communication needs
<ul style="list-style-type: none">• Use of visual timetables and visual prompts• Liaison with speech and language therapist• Involvement of ASCETs (Autism and Social Communication Education and Training)
How we provide additional support if your child has physical, sensory and/or medical needs
<ul style="list-style-type: none">• Occupational therapy referrals. Advice from outside agencies• Educational Psychology involvement• SEN support plan• Access to sensory room/sensory box• Individual care plans
How we provide help to support your child's emotional health and well being
<ul style="list-style-type: none">• Access to personalised pastoral support programme reviewed half termly.• In class circle time following the Jigsaw scheme of work.• Key workers allocated to all pupils.• Personal Care is conducted discreetly and with dignity and fostering independence whenever possible.• Nurture groups, playing for purpose group, social skills group.• Star time sessions.• Rainbows - bereavement support• Extra-curricular activities.• Family support worker – advice, support, family learning.
How we promote developing independence
<ul style="list-style-type: none">• The setting has clear routines that help children become independent.• Visual reminders and visual timetables help children take responsibility for their own learning and remind them of the importance of working independently.
How we measure and review your child's progress against their targets and longer term outcomes
<ul style="list-style-type: none">• Scrutiny of planning/books shows how individual needs are being met.• Pupil progress meetings

<ul style="list-style-type: none">• Through the annual statutory review process• Through SEND support plans (reviewed termly) and shared with parents• Internal school tracking process (termly – individuals and identified groups)
How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND
We continually review the environment of the school, the way we plan, prepare and deliver the curriculum and the information we provide for children so that we can improve the access for both individuals and groups. Our accessibility plan is available on the school website.
How we include children with SEND in the life of our school
Bentley High Street Primary is fully inclusive and children with special educational needs and disabilities are fully integrated. Children requiring additional support on an educational visit are identified when drawing up a risk assessment. The school will seek to ensure that all children with additional needs participate in educational visits. All children are encouraged to participate in extra-curricular activities.
How we ensure that all our staff are trained and supported to meet a wide range of children's needs <i>(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)</i>
Our staff have access to professional development opportunities relevant to their roles. Recent training includes <ul style="list-style-type: none">• Autism awareness• First aid• Team teach• ELKLAN (speech and language)• Manual handling• Makaton sign language• Sensory needs and breaks
External support and expertise we can call upon to help us to meet children's needs
School works closely with outside agencies and seeks professional advice from <ul style="list-style-type: none">• Primary Learning centre• Outreach from specialist settings• Speech and Language Therapists• Occupational Therapists• Pre-school inclusion• Support Service for Education of Children with Autistic Spectrum Disorder• Health Professionals

How we prepare children to join our school

On entry to our 2yr provision we offer

- Drop in sessions for parents with children.
- Support in completing the relevant documentation.
- Care plans to manage health or medical issues.
- Information pack for parents.
- Liaison with health visitors

How we prepare children to move on from our school

Transition to nursery

- Visits by nursery staff.
- Visits to the nursery setting.
- Home visit
- Parents meeting
- Assessments shared with new setting.

Transition to High School

- More regular visits to the new setting with learning mentor support
- Mentoring sessions
- Transition meetings
- Parents encouraged to consider all options for the next phase in their education.
- Involve outside agencies as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable.
- Transition timeline will be produced and shared with the family
- SENCO will attend any annual reviews for the children at their feeder school if invited.

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

The SENCO oversees the provision mapping of children with additional needs.

The school deploys Learning Support Assistants and Teaching Assistants in accordance with their specialism and relationships with specific children. Children with SEN Support Plans receive the necessary resources to support their individual needs.

Contacts for more information

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Chair of Governing Body: Andy Gray

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Please include a direct web link to the following:

* SEND Policy – <http://www.bentleyhighstreet.co.uk/policies-1/>

* SEN Information Report – <http://www.bentleyhighstreet.co.uk/special-educational-needs/>

* Accessibility Plan - <http://www.bentleyhighstreet.co.uk/policies-1/>