

Name of School: Bessacarr Primary

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)

Bessacarr Primary is a two-form entry school with 459 pupils currently on roll. Bessacarr is part of the Empowering Minds Multi-Academy Trust.

Our Mission Statement

We want you to love your learning and be interested in what you do at school and beyond. We want you to learn to be creative and independent and to be resilient in everything you do - even if you fail!

In our schools, we have very high expectations of you all. We all want you to be able to do and achieve your very, very best. We want everyone to be included, respected and safe.

We really value technology and we want you to grow up ready for a world full of technology - some of which hasn't been invented yet - but we want you to know how to be ready!

Our world is very diverse and we want you to love being part of this world. You could live or work anywhere in the world and communicate with anyone!

We want you, your family, your friends and our communities to all work and learn together to become the best that we can all be.

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

Bessacarr Primary uses a consistent approach to identify pupils with SEN using a flowchart and mapping process. The first step is to identify pupils who are not making progress in their academic attainment or social and emotional wellbeing. This is through data, observations by staff and parents, screening tools and book scrutiny. An initial meeting is then held with parents and staff to gather information about potential barriers and support needed. Where it is decided that the support a pupil needs is additional to and different from their peers and this is an ongoing need, rather than a short term intervention, children will be identified as having a SEN and be placed on the SEN register. A SEN Support Plan will be agreed and reviewed as part of the graduated response. Appropriate external referrals can then be made to support pupils. For example, Speech and Language, Educational Psychology, Outreach support etc. This will be discussed with parents to gain their consent.

Some pupils will be offered targeted interventions which are then evaluated and where progress is made, these children will continue to be monitored but will not be identified as having SEN.

Pupil progress meetings will be held regularly to identify all pupils who are not making expected progress and to monitor the effectiveness of interventions.

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

Partnership with parents is a fundamental part of whole school practice and we welcome and encourage full parental engagement in all aspects of provision. Parents of SEND pupils will always be consulted and kept informed on all aspects of their child's education:

For children who need to have an SEN Support Plans in place, a meeting with parents is arranged to discuss the plan and set targets. This is then reviewed every term to discuss progress towards targets set, support in place and issues arising.

- SEND review meetings will provide opportunities to share ways in which parents can support their child to achieve identified targets. Where appropriate, class teachers will provide parents with necessary resources, e.g. word lists, visual prompts, to enable them to support their child at home.
- For some pupils with SEND, it may be necessary to seek support and advice from external specialists, e.g. Educational Psychologists, Occupational Therapists etc in order to ensure we develop and maintain a range of flexible resources and strategies to meet the needs of all pupils.

For some pupils with SEND, parents will be invited to attend annual review meetings or regular Team Around the Child Meetings, e.g. pupils with a Statement or Education Health and Care Plan, or where there is a range of multi-agency support in place. This will enable us to discuss their child's progress with all professionals involved.

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

- "Pupil Voice" is at the heart of everything we do at Bessacarr Primary.

- We believe that children should be involved in decision making and discussions with regard to all aspects of their provision, welfare and academic progress.
- As a result, children feel confident to share perceived barriers to their learning and personal development and know that their views are listened to, valued and acted upon in the target setting and getting process.

Where appropriate, pupils with Education Health Care Plans, or who are the subject of Team Around the Child meetings will be given the opportunity to attend all or part of their education planning meetings.

We complete personalised One Page Profiles to enable children to share their thoughts and feelings towards their learning.

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

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

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/Learning Support 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 professionals) 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.

This group, often called intervention groups by schools, may be:

- Run in the classroom or outside.
- Run by a teacher or a Teaching Assistant/Learning Mentor who has had training to run these groups.
- This means they have been identified by the class teacher as needing some extra support in school

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A Teaching Assistant/Learning Mentor/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.

- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.
- Specialist groups run by outside professionals e.g. Speech and Language therapy or Occupational therapy groups.

Stage of SEND Code of Practice: SEN Support

This means they have been identified by the SENCO and Inclusion Leader as needing extra support. This may consist of specialist support in school from a professional outside of the school.

This may be from:

- Local Authority central services such as ASD Outreach or Sensory Service (for pupils with a hearing or visual need).
- Outside agencies such as CAMHS (Child and Mental Health Service), Educational Psychologists, the Speech and Language Therapy Service, Occupational Therapists and Physiotherapists.

For your child this would mean:

- Your child will have been identified by the class teacher or 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 may be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school.

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 relevant 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 outside professional.

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

Education and Health Care Plan

Education, Health and Care Plans (EHCPs) are for children and young people with complex needs. The EHCP places emphasis on personal goals and describes the support your child will receive while they are in education or training.

If your child has been identified by the class teacher or SENCO as needing a particularly high level of support or small group teaching and this exceeds the allocated funding for your child the school can request that the Local Authority carry out a statutory assessment of your child's needs. As a parent (s), you are also entitled to make a request for statutory assessment. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with their SEN Support.

After the reports have all been sent to the Local Authority (L.A), the L.A will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the SEN support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The ECHP 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 additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Complex and lifelong
- Need more than a specified number of hours support in school

Bessacarr Primary's practice is totally inclusive and all teachers are teachers of children with SEND.

- All staff, whatever their role within school, have a duty to promote equality of opportunity for all pupils and to display positive attitudes toward all pupils.
- Quality First teaching is always differentiated and personalised to ensure teaching and learning meets the learning styles and needs of all groups of children and that there are no barriers to the progress and achievement of every pupil.
- Suitable resources are chosen which both motivate and are sensitive to children with additional needs.
- Home learning will be adjusted as needed to meet children's individual requirements.

An extensive range of 1:1 and small group intervention strategies includes:

- Paired Reading (Pairing a confident reader with a less confident pupil. This pupil lead intervention encourages reading confidence and fluency) and reading buddies.
- Play For Purpose - To develop self-esteem and social communication skills

- Mentoring - To support children's emotional and social development and enable them to engage with life and learning
- Multi Agency Support - School will seek support from a range of professionals as the need arises such as Physiotherapists, Occupational Therapists, Child & Adolescent Mental Health Service (CAMHS), Nursing Service, Educational Psychologists etc
- Additional Learning Mentor Support - Some children are targeted for one off 1:1 or small group support such as:-
 - Social communication skills
 - Friendship difficulties
 - Life skills
 - Bereavement and loss
 - Memory and auditory processing
 - Self-esteem programmes
 - Behaviour and anger management support
 - Attendance

How we provide additional support if your child has learning needs

Bessacarr Primary continuously reviews the way in which the curriculum is planned, prepared and delivered and makes creative use of internal and external facilities and space to ensure it is stimulating, supportive and well resourced. The school endeavours to make reasonable adjustments to ensure all pupils are able to access every aspect of school life.

We pay particular emphasis to:

- The provision of a learning environment where children feel safe and valued.
- Planning practical and extra-curricular activities to ensure that pupils with limited access or disability have access to a positive learning experience which develops knowledge and understanding whilst promoting their achievement.
- Promoting understanding of disability through actively identifying positive role models and avoidance of stereotyping or emphasis on limitations which disability may impose.
- Ensuring equality and accessibility are embedded within all relevant aspects of School Improvement Planning.
- Ensuring all staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

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

- If your child is identified as having a social and communication need:
- Use of visuals to support communication
- Use of now and next visuals
- Use of Makaton and other communication aids if advised by speech and language therapists
- Referrals can be made to access the speech and language therapy team (SALT) once support has been tried in school
- School has a Communication Champion who has accessed additional training from SALT who can support staff within school and provide resources
- Speech and language programmes, as recommended by SALT, can be delivered in school
- Assessments and follow-up sessions by SALT
- All recommendations made by SALT will be implemented in school as outlined

- Play for purpose, friendship groups, peer support on the playground and other interventions by our Thrive Practitioner can be put in place to support with social interaction and friendships

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

The following adaptations are available to meet the sensory and physical needs of individual children:

- Appropriate seating, acoustics and lighting
- Adaptations to physical environment, including toileting and intimate care facilities, ramped access etc.
- Access to alternative or augmented forms of communication, including enlarged font, braille, availability of interpreter etc.
- Provision of tactile and kinaesthetic materials
- Access to low vision aids
- Access to specialist aids, equipment or furniture
- Regular access to specialist multi agency support
- Additional teaching assistance from support staff (including, reading and scribing support in tests in line with normal classroom practice)

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

A Learning Mentor is employed fulltime to address social and emotional gaps in children's development.

Play for Purpose has been introduced to develop social and peer relations. School also offers bereavement and loss support.

Mentoring is implemented for children who have been identified as requiring additional support for emotional and social support and development, both from external agencies and from trained mentors in school.

Lunchtime and playtime support including playleader led activities and peer mentors.

Pupil voice is an integral part of the SEN review, CAF and TAC process to address additional needs.

We have achieved the Autism Charter Mark.

How we promote developing independence

- We ensure the child or young person has a 'voice.'
- We aim to involve them in planning their support.
- Support pupils to recognise the tasks they can do independently and those with which they may need help
- Support the child or young person to take positive steps forward, and plan how they can reach their own aspirations and beyond
- Plan and deliver appropriate intervention and independent access programmes to support the child or young person in achieving outcomes successfully
- Build in time for the child or young person to celebrate, reflect and measure their progress and success
- Independence can be viewed as a combination of *heart, head and hands* - "I believe I can, I think I can, I can".

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

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed every term with the Headteacher and SENCO in reading, writing and numeracy. At the end of year 2 and 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. Where necessary, children will have a SEN Support Plan with targets set that are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly (minimum termly), evidence for judgments assessed and a future plan made. This will follow an 'Assess, Plan, Do, Review' model. This process will take place with the pupil and parent/carer voice included.

The progress of children with a statement of an EHC Plan will be formally reviewed at an Annual Review 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 work and in any group that they take part in.

Regular book scrutinies, lesson observations and drop-ins, to monitor interventions, will be carried out by the SENCO and other members of the Senior Leadership Team 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 adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Bessacarr Primary continuously reviews the way in which the curriculum is planned, prepared and delivered and makes creative use of internal and external facilities and space to ensure it is stimulating, supportive and well resourced. The school endeavours to make reasonable adjustments to ensure all pupils are able to access every aspect of school life.

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

- Early identification of need at point of transition to Bessacarr Primary ensures that the wishes and feelings of individual pupils and their parents is taken into consideration and respected in all aspects of school life.
- Particular care is taken when planning learning opportunities outside of the classroom, including residential visits, to identify and take steps to remove barriers to learning, progress and participation for those children with specific additional needs.

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)

The professional development of all staff involved in meeting the needs of pupils with SEND is on-going and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies
- Additional planned professional development sessions provided by:
 - Staff from other agencies or support services
 - Senior Leaders from within school
 - Other relevant courses which are relevant to SEND support and strategies can be undertaken or requested by consulting with the SENCO

The SENCO regularly liaises with a range of external specialists in order to implement whole school strategies to support all pupils, including those with SEND. These include:

- Educational Psychologist
- Speech Language Communication Therapist
- Occupational Therapist
- ASCETS Team

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

Well established links with external agencies are utilised to support children, teachers and parents.

Examples of some of the external provision utilised in school is listed below.

Local Authority Provision delivered in school;

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- EMTAS
- Outreach Support from the Special Schools or Pupil Learning Centre's

Health Provision delivered in school;

- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy
- CAMHs

Other External Agencies;

- Children's Centres
- Remedi
- Open Minds

How we prepare children to join our school

Rigorous and embedded practice ensures effective and timely transition arrangements are in place for all children moving into and out of Bessacarr Primary.

If your child is joining us from another school:

- The SENCO will attend Annual Reviews or other meetings when appropriate and invited.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- Your child will be able to visit our school
- Your child and parents/carers will have the opportunity to view the school and meet some of the staff.
- Information about your child will be requested.

How we prepare children to move on from our school

Transition to Y7

- A calendar of planned for and opportunistic visits between KS2 and KS3 feeder schools when children can: meet and participate in lessons with their new teachers; attend celebratory events and experience other unstructured parts of the school day (e.g. lunch and after school activities).
- A series of cross phase handover Inclusion Leader meetings ensures high awareness of SEND and all other pupil needs so that effective pastoral and academic support is in place immediately upon transfer.
- Additional pastoral / Learning Mentor support and staff liaison to address individual and collective perceived fears and anxieties linked to transition
- Additional 1:1 or small group familiarisation visits for pupils to build confidence and self esteem
- Attendance at key SEND/Team Around the Child/Annual Review meetings to share personal and confidential information

- A personalised transition programme will be devised jointly between pupil, parent and school for all children with SEND this may include: a programme of additional visits to the receiving school as appropriate; creation of Social Stories for reference over the holiday period; joint parent and child familiarisation visits.

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

We deploy our resources on a needs basis at Bessacarr Primary. We liaise with parents and a range of other agencies, to ascertain the best way of supporting each individual child with SEND and plan provision and evaluate provision regularly.

Contacts for more information

Head teacher: Mrs Anne-Marie Patterson

Chair of Governing Body: Mr John Deans

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Telephone: 01302 535110

Email: admin@bessacarr.empoweringmindsmat.uk

Website: www.bessacarr.doncaster.sch.uk

SENCO: Michelle Stewart

Please include a direct web link to the following:

- SEND Policy - <http://www.bessacarr.doncaster.sch.uk/policies/>
- SEN Information Report - <http://www.bessacarr.doncaster.sch.uk/policies/>
- Accessibility Plan - <http://www.bessacarr.doncaster.sch.uk/wp-content/uploads/2020/09/Accessibility-policy-2020-21-Bessacarr.pdf>