

Name of School: Dunsville 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 '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). This document reflects the changes within Doncaster Local Authority in the 2020-2021 academic year with the introduction of the Graduated Approach for SEND.

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.

Brief description of the school

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

Dunsville Primary School is an Academy, which was built in 1952, and is situated in extensive grounds on the edge of Hatfield and Dunsville. There are currently 277 children on roll with an age range from 3 to 11 (Nursery to Year 6). There are three classes in KS 1 and seven classes in KS 2 as well as a Reception class and a Nursery class. We believe that all children can achieve excellence and that a quality primary education provides the platform for lifelong success. The school has a well-established, highly motivated and dedicated staff who are forward thinking and very supportive. All our support staff contribute to the very effective development of children with additional needs. Our school vision is: 'Working as one to achieve excellence through enjoyment'.

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

Many of the children who join our school have already attended an early education setting provided by local pre nursery groups. In some cases, children join us with their needs already assessed. All of our children are assessed when they join 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.

Your child may be identified as having SEND if:

- 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 targets and assess individual needs. The following policies are used to support identification:

- Special Educational Needs Policy
- Inclusion Policy
- Behaviour Policy

At Dunsville Primary School we aim to support all pupils with their learning journey and embrace an inclusive ethos. We have a number of policies in place which contribute and guide our provision for all pupils. Some of our school policies are available on our school website.

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, SENDCO and/or Head teacher if appropriate as soon as concern is raised. 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/SENDCo/Headteacher 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 i.e. 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 the class teacher or SENDCo to write their One Page Profile. This feedback is shared with all other adults in the review meetings.

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, learning mentor and SENDCo 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 targets 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 through Quality First Teaching

The curriculum is adapted to suit every child in school with external partnership support where necessary (for example, with Autistic Social Communication Education and Training Services team, Hearing Impairment and Visual Impairment Team).

Although SEND can generally require additional support, children in our school are supported to develop their strengths and through taking part in a 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 SENDCo 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 will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

Universal

- All children have access to whole school quality first teaching
- Small group learning where needed
- Additional resources; adults, technology, manipulatives
- Lessons will be differentiated to support, challenge and extend children's learning.
- Specific interventions will address gaps in children's learning.
- Visual prompts and reminders will be used.
- Effective teacher feedback will be provided.

Universal Plus

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed.
- Pre-teach and over learning groups will be provided.
- Short term specific provision and interventions will be used to address the gaps in learning and understanding.

Targeted

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan > do > review process will be followed to ensure the plan is regularly reviewed.
- Support of other an Educational Psychologist will be sought.
- A balanced and personalised curriculum will be provided.

Specialist

- If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has social and communication needs

Universal

- All children have access to whole school quality first teaching
- Opportunities will be provided to build strong and positive relationships with adults and peers.
- Opportunities will be provided to build on speech and language skills through modelling.
- Clear routines and supported transition will be in place.
- Visual prompts and reminders will be used.

Universal Plus

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed. Modelling listening and social skills.
- Pre-teach and over learning groups will be provided.
- All staff access training on Speech and Communication. They are able to provide short term specific provision and interventions will be used.
- Support from the school Communication Champion and SENDCO will be offered.

Targeted

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan > do > review process will be followed to ensure the plan is regularly reviewed.
- Support of other an Educational Psychologist, Speech and Language Therapist or member of the ASCET team will be sought.
- A balanced and personalised curriculum will be provided.

Specialist

- If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

Universal

- Resources are readily available to ensure all children have access across all contexts.
- All children have access to whole school quality first teaching, personalised to meet individual needs.
- Opportunities will be provided to build strong and positive relationships with adults and peers.
- A whole school accessibility plan is in place.
- A number of staff are Level 3 first aid trained.

Universal Plus

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed such as motor skills groups, communication skills.
- All staff have been trained in moving and handling, a range of medical support including for children with diabetes and the use of an Epi-Pen.
- Medical needs support is always in place via a Care Plan which is written with parents and medical professionals and the SENDCO.
- All staff are made aware of the Care Plans so that all can support.

Targeted

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan> do> review process will be followed to ensure the plan is regularly reviewed.
- Support of other an Educational Psychologist, Occupational Therapist, Physiotherapist or a member of the ASCET team will be sought.
- A balanced and personalised curriculum will be provided.

Specialist

- If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being

Universal

- Regular class times following the Jigsaw Scheme of Work which is P.H.S.C.E. and SRE.
- All children have access to whole school quality first teaching, personalised to meet individual needs.
- Opportunities are built into the curriculum to create positive relationships with staff and peers.
Specific intervention is offered to address the gaps in wellbeing, social skills and emotional regulation.
- The learning environment aids wellbeing.

Universal Plus

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed modelling emotional regulation and social skills.
- Short term interventions are offered such as; Socially Speaking, Lunch Clubs, Emotional Literacy.
- Family support is provided by Pastoral team, an Early Help Assessment will be offered.
- 1:1 pastoral support is provided
- We adopt a whole school restorative practice approach.

Targeted

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan> do> review process will be followed to ensure the plan is regularly reviewed.
- Support of other an Educational Psychologist, Behaviour Outreach Support Service or CAMHS may be sought
- 1:1 time with a trusted adult will be provided.

- A balanced and personalised curriculum will be provided.
- Family support is provided by the school Family Liaison Manager, an Early Help Assessment will be offered.

Specialist

- If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

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. 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. We have one modified toilet to accommodate and children with physical disabilities; a changing bed is fitted in a medical room to provide appropriate facilities for children to be changed if necessary.

How we promote developing independence

Dunsville Primary 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 gold ticket which goes in the three-weekly draw for prizes. Dunsville Primary'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, fund raising. 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. We have a group of Playground leaders who work with a range of children during break times.

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

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed three times a year with the SMT in reading, writing and maths. 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 are assessed in phonics with the results

also published nationally. Year 2, the end of Key Stage 1, the children are also formally assessed using SAT's tests set by the Government.

Where necessary, children will have a SEND 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 or an EHC Plan will be reviewed each term and with 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 SENDCo and SMT 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 scrutiny and lesson observations will be carried out by the members of the Senior Management Team. These will take place to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Children that are supported by a Statutory Assessment (statement) or an Educational Health and Care Plan (EHCP) will have a review at least annually to review both short term and long term outcomes. This will involve parents, education professionals and the local authority. New short term and long term targets will be set in response to the views and opinions of everyone involved.

How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND and supporting you as their family

We follow the Graduated approach moving from universal to targeted support as displayed above.

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 SENDCo and numerous external agency support, including:

- LA SEND team
- LA ASCETS 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 deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)

If the child's additional support needs as detailed above in the universal/ universal plus and targeted provision goes beyond the schools funding allocation (Element 2) school will seek further funding (Element 3) Element 3 funding will be sought through an application for Additional Top-Up Funding, Early Intervention Allowance, Education Health care Plan.

The school budget, received from Doncaster LA, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, the SENDCo and the Senior Management Team on the basis of needs in the school. The SENDCo and the Senior Management Team discuss all the information they have about SEND in the school, including;

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making expected progress

From this information, they decide what resources/training and support is needed. The school also identifies the needs of vulnerable pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

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)

Dunsville Primary School tries to ensure that all children's needs are met. This has led to staff training in order to support all. Any additional training required is always kept up to date. The SENDCo takes part in termly Network Meetings with the Local Authority to ensure that we are meeting the requirements for children. Specific training includes:

- We have a Cygnet Practitioner trained to support children diagnosed with an ASD.
- ADHD
- Dyslexia screening
- Dyscalculia
- Loss, Trauma & Bereavement
- THRIVE
- Attachment Disorder
- Pathological Demand Avoidance
- Phonic Tier
- British Picture Vocabulary Scale Screening (BPVS)
- Epi-Pen use

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. Dunsville Primary 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 i.e. the SENDCo 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 prepare children and young people 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 Team Around the Child 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 SENDCo will also visit the child in their home or Play group setting.

If your child is joining us from another school:

- The SENDCo will attend Annual Reviews when appropriate and invited.
- If your child would be helped by a profile/passport to support them in understand moving on, one will be made for them.
- Your child will be able to visit our school and stay for transition sessions, if appropriate.
- 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.
- If necessary social stories can be created in order to relieve some anxieties.

How we prepare children and young people to move on from our school

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a profile/passport to support them in understand moving on, one will be made for them.

In Year 6:

- The SENDCo and/or year 6 teachers will discuss the specific needs of your child with the liaison teachers from your child's secondary school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child has an EHC Plan, the SENDCo/Inclusion Team from your child's next school will be invited to the year 5 and year 6 Annual Review meetings.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a one page profile/passport to support them to understand moving on, one will be made for them.
- If necessary social stories can be created in order to relieve some anxieties.

Contacts for more information

Headteacher: Mrs V Wilson
SENDCo: Mrs S Gunther
Chair of Governing Body: Mrs V Stapleton

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Telephone: 01302 882958

Email: admin@dunsville.doncaster.sch.uk
Website: <https://www.dunsville.doncaster.sch.uk/>

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