

Name of School: Edenthorpe Hall 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>Our school is a mainstream primary school which has children from reception through to year 6. All years are one form entry. We aim to:</p> <ul style="list-style-type: none"><input type="checkbox"/> use our best endeavours to achieve maximum inclusion and success for all our children<input type="checkbox"/> encourage high levels of participation from children, parents and carers<input type="checkbox"/> have a clear focus on steps toward positive life-long outcomes<input type="checkbox"/> explain what we do, when, why and how we meet our statutory duties
<p>How we identify if your child may need additional help and/or has special educational needs (SEN)</p>
<p>All our children's needs are identified and met as early as possible through:</p> <ul style="list-style-type: none"><input type="checkbox"/> observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)

- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- use of the SNAP diagnostic tool to identify tendencies and strategies
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector
- involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.

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

Parents are invited to meet with their class teacher on a termly basis in order to set the outcomes for the children's SEN support plans and to review these outcomes. This may take place during a longer parents evening time slot or in a separate meeting arranged with the class teacher. Some SEN review meetings will also be attended by other people involved in the child's support, for example the Learning Mentor, SENCO, Educational Psychologist or specialists from other outside agencies.

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

As part of the review process, the children will be asked to comment on their learning this term and their additional work to help them achieve their outcomes. This may take place during the meeting with their parents or at a separate meeting with the child. Children will also be encouraged to develop their new learning outcomes to work towards during the following term.

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

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- teachers differentiate learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence based intervention programmes

- targeted additional adult group and, where appropriate, individual support
- bilingual support/access to materials in translation
- differentiation of curriculum resources
- study buddies/cross age tutors
- homework/learning support club
- SMART target setting
- booster intervention groups
- emotional care, friendship and support groups
- co-ordination and handwriting support groups
- support to participate in the life of the school

How we provide additional support if your child has learning needs

We work in partnership with families and others involved in the care of children in our school

- we promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- we sustain a "whole child, whole school" approach to the co-ordination and provision of support for special educational needs
- we ensure that every teacher is a competent teacher of every child, including those with SEN through well targeted and continuing professional development.
- ongoing support is provided throughout the process for children, parents and teachers.
- we deploy effective trained staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching
- we provide differentiated and personalised learning opportunities building on each child's strengths and interests
- we identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- we make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers

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

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of

their lives. We request additional support from Speech and Language Therapists when needed to provide additional support for our children.

Language legends is the intervention we use in year 4 and year 5. Chatterbox is a speech and language intervention which is used in our foundation stage unit. Both these interventions have a positive impact on the oracy of children who take part in the programs.

They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. We have daily sensory breaks for children who need them to enable them to regulate their sensory needs during the day. We also have a calming room for children to access when they need some time out from the classroom. The ASCETS team also provide guidance and strategy for children in our school.

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

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Our school works with the parents and medical practitioners to ensure each child's physical, sensory and medical needs are met. Individual Health Care plans are developed with parents and health practitioners when needed and reviewed annually.

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

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD). Our school works with parents and health professionals to identify and support children with their emotional health and well-being. When needed, we refer children to CAMHS for advice and support or alternative counselling options for children through the Early Help system. School also works closely with a CAMHS locality

worker who supports school with early interventions for children with issues around mental health.

How we promote developing independence

Our SEN children are fully supported to access the curriculum and learning experiences along side all the other children in our school. We aim to put in the support needed and then develop the skills that the child requires in order to increase the independence of each individual child. We recognise that this is not a simple process and for certain periods, such as during transitions, additional support may need to be re-introduced so that each child develops the skills and confidence to move through the different stages of school life.

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

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- child and parental questionnaires and conversations
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- regular meetings about children's progress between teachers and the head teacher
- head teacher's report to parents and governors

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

The school has wheelchair access to all the areas in the lower floor of the school and works closely with the support staff and governors to ensure a safe and welcoming environment to all children with SEND. There are also two disabled access toilets on the ground floor.

As these needs change, our school environment is constantly being reviewed and adapted to ensure an inclusive environment is maintained.

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

We use additional adult provision and support so that our SEND children can access all areas of our school. This includes participation in school trips and residentials as well as extra-curricular learning activities such as swimming and clubs. Additional

provision depends on the needs of each child and our SENCO works with parents and children to ensure that the children do not miss out on these experiences.

Our school supports all children to achieve the Astrea Promise, a series of extra-curricular activities and experiences throughout their school life and child with SEND are fully supported to access these alongside their peers.

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)

There are three staff meetings focusing on SEN training each year, including support delivered specialists within the Astrea academy on SEN and external practitioners such as the Educational Psychologist. Our SENDCO attends termly SENDCO networking meetings to ensure school is up to date with the latest research and works effectively with the Doncaster agencies.

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

The ASCETS team provides ongoing training to adapt the curriculum for children who are on the ASD. The school Nurse and Epilepsy nurse provide bespoke training in response to individual children's needs. Speech and Language therapists support school to assess targets and create new bespoke language programmes. BOSS (the behaviour service) supports school with behaviour strategies for key children.

How we prepare children to join our school

Children and parents new to the school are invited to meet staff and experience some time at Edenthorpe Hall Academy school during the summer term. A welcome pack is given containing details of policies and school information from all new parents. The children then have an integrated start in September to ensure a smooth transition. Additional meetings with parents and relevant agencies will take place for children needing SEN support at the point.

How we prepare children to move on from our school

In the summer term, all children will visit their new classroom and have a number of transition activities with their new teacher to prepare for the following school year. SEN children may have additional activities and time with their new teacher and teaching assistant to make sure any additional needs can be met from day one. Some SEN children in year 6 will have additional transitional arrangements in order to ensure a smooth transition to their next school, whether it is Hungerhill or another school. We want every child to be excited and positive about their new class and know that some children need more support with this than others. Secondary school staff also spend time at Edenthorpe Academy in the summer term to get to know the children in their current setting.

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

We use our resources to provide additional support for children with SEND. For example, through nurture groups and interventions to develop social skills, purchase of additional equipment such as sensory items and resources. We have a learning

mentor to spend additional time with our SEND children and when needed 1:1 support in the classroom. Our interventions are reviewed on a half termly basis to ensure they are effective and having impact.

Contacts for more information

Head teacher/ Principal: Jonathan Moody
Chair of Governing Body:
Address: The Drive, Edenthorpe DN32LS
Telephone: 01302 882381
Email: admin@astreaedenthorpehall.org
Website: <https://astreaedenthorpehall.org/>
SENCO: Eloise Devine

Please include a direct web link to the following:

- SEND Policy –
- SEN Information Report –
- Accessibility Plan -

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 by email to fis@doncaster.gov.uk

If you have any queries, please contact Derek Brogan on 01302 862116

Thank you.