

Name of School: Kingfisher 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 '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).

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.

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| <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>Kingfisher is a two-form entry academy with 400 pupils ranging from 3 to 11 years. It is a primary aim of Kingfisher Primary that every member of the academy community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by our academy and the governing body. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. This is an inclusive academy which accommodates all kinds of special educational needs and disabilities.</p> |
| <p>How we identify if your child may need additional help and/or has special educational needs (SEND)</p> |
| <p>A child has a special educational need or a disability if he/she has a learning difficulty or a disability, which calls for a special educational provision to be made for him or her.</p> <p>A child has a learning difficulty if he/she has:</p> <ul style="list-style-type: none">- Greater difficulty in learning than the majority of the children of the same age or- A disability which hinders him/her from making use of the educational facilities provided for children of the same age. <p>Special education provision is provision that is additional to or different from that made generally for others of the same age.</p> <p>Children may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.</p> |

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The academy uses a graduated response that encompasses an array of strategies to meet the child's special educational needs: Quality First Teaching.

The class teacher identifies children who are not making the expected progress and fills in a referral form for the SENDCo's involvement. The SENDCo observes the child and offers strategic support.

Early intervention

The class teacher identifies children who may benefit from an intensive, structured programme of work. Children may also be provided with additional resources, either human or technical to support their learning. If adequate progress has not been made following this intervention, the class teacher will liaise with the SENDCO to agree appropriate provision in academy.

SEND Support

Parents will be invited into academy by the class teacher to discuss the action being taken and how they can support their child at home. The class teacher and the SENDCo assess and monitor the child's progress in line with existing academy practices.

The triggers for placing or deciding to implement a Academy Support Plan could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness, despite appropriate interventions at group and individual level
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the academy;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Support from outside agencies

If the pupil still fails to make adequate progress the SENDCo will seek parental consent and then contact the academy's Educational Psychologist (through half termly consultancy meetings) or the Inclusion Development Officer or others e.g. academy nurse, to seek advice. This advice will be recorded in the child's chronology. At the group consultation meetings, pupils are discussed (with prior parental consent) and an action plan formulated. The class teacher must then implement the action plan and then feedback its impact at the next meeting.

Further Action

It may be that if the academy cannot adequately meet the child's needs then further action is considered – such as application for EHCP

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

When we identify any special need in a child, the academy keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Parents will be invited into academy by the class teacher to discuss the action being taken and how they can support their child at home. The class teacher and the SENDCo assess and monitor the child's progress in line with existing academy practices.

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

We believe that pupils should understand and be involved in the setting of their own targets where appropriate. Our curriculum is child centred and we place a focus on meeting the needs of every child within the academy and valuing their opinion. We recognise that effective action for SEND students will depend on close cooperation between the academy and other services and agencies.

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

At Kingfisher Primary our practice is inclusive. All staff, whatever their role within the academy, have a duty to promote the equality of opportunity for all pupils and positive attitudes towards all pupils. Quality First teaching is always personalised and differentiated. Our approach to teaching and learning meets the learning styles and needs of all the children. Suitable resources are chosen which both motivate and are sensitive to children with additional needs.

How we provide additional support if your child has learning needs

We support the children within the class to involve and engage them and put in place interventions outside the class to close the gap. These include Letters and sounds phonics, daily 1:1 reading, Rapid Reading, First Class Maths and any other focused support group that meet the needs of the child. We also run social/ emotional groups within the academy to improve attitudes towards learning on a 1:1 or small group basis.

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

At Kingfisher, we believe that every child should be supported so they can communicate effectively using whatever strategies they find most comfortable. We use a graduated approach to supporting children with social and communication needs. This is supported within school using positive playtime, which is fifteen minutes session after breaktime where all staff interact and play with the children. This times can be used effectively to teach play and communication as well as encourage social interaction between teachers and children as well as peer on peer. If a child requires more intervention, we have a fully trained inclusion team within school, who are able to work with your child and provide interventions ranging from friendship groups to Lego Therapy for communication. Where it is needed, we involve outside agencies, such as ASCETs (Doncaster's Autism team), Speech and Language therapists and Educational Psychologists. We are also able to seek support from specialist education settings to provide more specific strategies for children who need extra intervention to be able to socialise and communicate effectively.

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

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the academy are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the

same access to information, the academy environment and the curriculum (as stated in the Accessibility plan).

Quality first teaching involves differentiation at all levels in all areas of the curriculum. Support is put in place within class and through class interventions (see above). Children may need specific resources to engage them or to allow them to access the curriculum dependent on their needs. At Kingfisher Primary we would ensure every effort is made to allow pupils with SEND to fully access the curriculum.

The learning environment may require physical modifications-for example ramps for wheel chair access or a changing bed. Moreover the classroom layout may need changing to allow space for a wheelchair or walking frame. We currently have 2 disabled toileting facilities in the academy and a disability lift.

The monitoring and evaluation of the effectiveness of provision to meet the additional needs of students who have special needs covers a range of important and interrelated areas.

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

At Kingfisher Primary, we have a thorough PSHCE curriculum throughout the academy. We have a clear behaviour policy followed by all children and staff. We have an Inclusion Team with a dedicated base and staff who provide small group intervention to improve the emotional and social development of those children who need additional support. We have a Parent Support Advisor who supports families and liaises with other agencies as well as working closely with the academy.

Our Anti-Bullying policy emphasises to all members of the academy community that bullying is not acceptable and must be totally discouraged. We aim to produce a consistent academy response to any bullying and incidents of harassment that may occur.

Measures to prevent Bullying

It is important that we create an atmosphere in the academy where anyone who is being bullied, or others that know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue. The exact course of action will vary with each situation but the main objectives are that bullying and incidents of harassment are brought into the open, discussed and strategies to help solve the problem. It is always important to make clear that:

- The bully's behaviour is unacceptable and the bullying must stop.
- Staff must ensure that everything that happens must be carefully recorded using CPOMs.
- The application of sanctions will depend on the individual circumstances of each incident.
- The academy will work with the parents of all children involved.
- Support will be available for the affected parties.

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| How we promote developing independence |
| Children are encouraged to be as independent as possible within school life. All children are offered opportunity to choose their own learning and access resources that can help them. Where needed, children are offered extra support to encourage independence, through the use of task plans and visuals, enabling children to experience learning alongside their peers. |
| How we measure and review your child's progress against their targets and longer term outcomes |
| Strategies and interventions are evaluated termly during the assess, plan, do, review process. Learning outcomes are evaluated and new ones are set. Parents views and contribution are discussed. New strategies are implements and discussed regularly within the setting. |
| How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND |
| <ul style="list-style-type: none"> • Information regarding disabilities in relation to both pupils and staff is obtained. Such information obtained will be used to improve the provision of services at Kingfisher Primary. • When appropriate, pupil achievement is monitored by disability to identify any trends or patterns that may require additional action. • Disabled pupils will be encouraged to participate fully in school life including representation at school events, assemblies and school council. • Steps are taken to ensure that disability is portrayed positively in school. • When opportunities arise, the school partakes in events to raise awareness of disability. • The School is as accessible as possible to disable pupils, staff and visitors to the school. • If information is required by parents, visitors, pupil and staff in formats which are more accessible to them, this will be made available upon request. |
| How we include children with SEND in the life of our school |
| As an inclusive school, all pupils are offered equal opportunities to experience education and socialising. Additional support is put in place where necessary to ensure that all children are able to access every opportunity within school. |
| How we ensure that all our staff are trained and supported to meet a wide range of children's needs |
| <i>(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)</i> |
| School SENCo and senior leaders are up to date with current SEN information and SENCo completed national award for SEN within three years of being in post, as outlined in SEN Code of Practice. All staff have received training on our approach to SEN, strategies used within school, speech and language and autism. |
| External support and expertise we can call upon to help us to meet children's needs |
| If the pupil still fails to make adequate progress the SENDCo will seek parental consent and then contact the academy's Educational Psychologist (through half termly consultancy meetings) or the Inclusion Development Officer or others e.g. |

academy nurse, to seek advice. This advice will be recorded in the child's chronology. At the group consultation meetings, pupils are discussed (with prior parental consent) and an action plan formulated. The class teacher must then implement the action plan and then feedback its impact at the next meeting.

How we prepare children to join our school

Transitioning into Foundation

Foundation staff will meet with staff from local pre-schools prior to pupils starting academy. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting

How we prepare children to move on from our school

Transitioning into Secondary

Our SENDCo meets the SENDCo from the high academy during the summer term to make effective transition arrangements for pupils as necessary for their individual needs. We will discuss transition needs of all children with Statements of SEN or an Education Health and Care Plans at their statutory Annual Reviews.

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

Quality First Teaching

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| Contacts for more information |
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| Miss C Skinn (Headteacher) 01302 349275 |
| Mrs A Parsons (Inclusion) |
| Miss L Kenwright (SENDCO) |