

Name of School: Kirk Sandall Infant 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). 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 SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.*

### Brief description of the school

Kirk Sandall Infant School is part of Brighter Futures Learning Partnership Trust (BFLPT). Our school is a serving children from the age of 3 to 7 and is 3 form entry with a total of 9 classes plus a 78 place nursery. Most of the pupils are white British. The proportion of pupils entitled to free school meals is below national average, as is the proportion with special educational needs and/or disabilities.

Our school's mission statement is 'Together we achieve more'. We are committed to working together as a team alongside the other Multi-Academy Trust Schools, parents, the community and outside agencies to provide high quality learning experiences and a child-centred and stimulating environment.

Our school is a place where differences and cultures are celebrated. Where positive attitudes are promoted so children are globally aware and well prepared to take their place in an ever-changing technological, multi-cultural society as caring, responsible individuals.

Our Objectives are:

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

- to sustain a 'whole child, whole school' approach to the co-ordination and provision of support for special educational needs
- to ensure that every teacher is a competent teacher of every child, including those with SEND through well targeted and continuing professional development
- to deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching
- to provide differentiated and personalised learning opportunities building on each child's strengths and interests
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to focus on individual progress across a wide range of outcomes as the main indicator of success
- to develop and support the role of Special Educational Needs Coordinator (SENCo) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEND
- to map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up-to-date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- to work always in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

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

All our children's needs are identified and met as early as possible through:

- 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;
- using one page-profiles, SEN/Personal Learning plans, health care plans and provision mapping effectively;
- using in school diagnostic assessments;
- analysing data including comparisons with end of Key Stage 1 achievement to tracking individual children's progress over time;
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs;
- liaising with schools and other settings before phase and in year transfer;
- exchanging information from other services across education, health, care and the voluntary sector;
- involving an external agencies such as the Educational Psychology Service (EPS) as required;

- 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 will be put in place;
- use of O track to monitor progress and analyse formative and summative assessment on a termly basis. This involves relevant members of SLT;
- termly pupil progress meetings to plan for future outcomes – this involves teaching staff and relevant SLT.

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

Our School aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome with an open door policy;
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- ensuring that the most appropriate methods of communication are used;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEN, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of sources of information, advice and support;
- providing all information in an accessible way for parents with English as an Additional Language;
- producing an SEN Information Report that will be published on the school website;
- publishing information about the Pupil Premium (expenditure & impact) on the school website.
- consulting children, parents, carers and the community of the MAT on issues of accessibility and equality.

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

We believe that children have the right to be involved in making decisions and exercising choice. In lessons, where applicable children are involved in monitoring and reviewing their individual progress through the use of individual targets. We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;

- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEN Support/Personal learning Plan; and
- create a One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future. Pupil views are also fed into the child's SEN reviews;
- attend and take an active role in their review meetings as appropriate.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

Wherever possible, children are taught together with appropriate differentiation and scaffold to allow them access to the curriculum. It is very rare that we cannot make the necessary adaptations or provide the appropriate support to ensure inclusion takes place. We take time to understand your child's interests and tailor a curriculum that will inspire and motivate learning. We use visual, auditory and kinaesthetic approaches to ensure all children can access the learning at a level that is appropriate.

We continually plan to increase access to education for SEND pupils in terms of:

- Increasing the extent to which all pupils can participate in the curriculum
- Improving the environment in terms of accessibility
- Improving the delivery of information
- Effective deployment and development of human and physical resources

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

Where children are underachieving and/or identified as having 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'
- children may be pre-taught before a lesson
- 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
- diagnostic assessments of need fed into interventions
- bilingual support/access to materials in translation
- differentiation of curriculum resources
- SMART target setting in relation to long term outcomes
- booster intervention groups
- sensory circuit groups
- emotional care, nurture, and therapy groups
- co-ordination and handwriting support groups
- speech production and understanding the social use of language support groups
- support to participate in the life of the school
- Liaison and further support from outside specialists and services.

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

We will ensure your child receives additional support and intervention to develop social and communication skills. We work in partnership with school health professionals, Speech and Language Therapists (SLTs), Autism Social Communication Education Training Service (ASCETS) and Educational Psychology Service (EPS) to gain additional expertise and advice on programmes of support.

Intervention programmes your child may access:

- Lego Therapy
- Sensory Circuits and schedule
- Comic strip conversations
- Social skills sessions (social story work)
- Listening skills
- Talk time
- ELSA/Thrive interventions
- Calming Hub (lunchtime provision)

The school will provide additional resources:

- Visual aids/prompt cards
- Visual timetables
- Ear defenders
- Specific seating arrangements
- Fiddle aids/Chew bands
- Carpet tiles/ sensory wedges/ weighted pads
- Sensory aids/access to sensory room
- Emotions scales/feelings keyrings

The school will ensure that staff receive relevant training and all necessary resources are available to ensure any barriers to learning are removed.

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

We will ensure your child receives additional support and intervention for any physical, sensory and medical needs. We work in partnership with health professionals such as Occupational Therapy (OT), Physiotherapy (PT), Services for children with Visual Impairment/ Hearing Impairment (SCVI/SCHI), Autism Social Communication Education Training Service ASCETS, to gain additional expertise and advice on programmes of support.

Intervention programmes your child may access:

- Sensory Circuits
- Sensory diet
- Gross motor/fine motor support programmes (multi skills sessions)

The school will provide additional resources:

- Visual timetables
- Fiddle aids/Chew bands
- Fine motor support tools
- Ear defenders
- Specific seating/ lighting arrangements
- Sensory aids
- Visual aids/prompt cards

The school will ensure that staff receive relevant training and all necessary resources are available to ensure any barriers to learning are removed.

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

We have a thorough PHSCE curriculum throughout school. Our behaviour policy is based upon 'The Kirk Sandall Seven Learning Powers' and rewarding good behaviour. Children with social, mental and emotional health issues are given 1:1 time with our ELSA and possible play therapy sessions, with opportunity to access the sensory room. We work closely with our families and when necessary signpost parents to Early Help support.

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

#### ***Measures to prevent Bullying***

It is important that we create an atmosphere in school 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.
- Everything that happens must be carefully recorded.
- The application of sanctions will depend on the individual circumstances of each incident.
- The school will work with the parents of both the victim and the bully.
- Support will be available for the victim.
- Support will be available for the bully to help change his/her behaviour.

We recognise that children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers and additional barriers can sometimes exist when recognising abuse in SEND children.

Children and young people with speech, language and communication needs (including those who are deaf, or have a learning disability or physical disability) face extra barriers when it comes to sharing their worries and concerns.

- Adults may have difficulty understanding a child's speech so they may not realise when a child is trying to tell them about abuse.
- Adults may not have the knowledge and skills to communicate non-verbally with a child, which can make it harder for children to share their thoughts and feelings.
- Communicating solely with parents or carers may pose a risk if the child is being abused by their parent or carer.
- It can be difficult to teach messages about what abuse is or how to keep safe to children with communication needs. Without this knowledge children may not recognise that they are being abused or won't know how to describe what's happening to them.

The school places safeguarding as high priority with additional understanding of these factors.

### ***The school curriculum***

The school curriculum will be used to:

Raise awareness about bullying behaviour and the school's anti-bullying policy  
Challenge attitudes to bullying, increase understanding and help build an anti-bullying ethos in the school. There are many opportunities within the curriculum to raise awareness, teach relationship management, to enunciate policy and to discourage bullying or harassment via:

- Assemblies
- PHSE/Drama/Literacy lessons
- Circle time
- Playground leaders
- Close supervision of all areas at all times

### **Additional Intervention and Support**

The school uses a THRIVE approach assessing children's PSE developmental needs and putting in necessary intervention and support at school and home. We provide access to play therapy sessions and receive specialist knowledge, advice and support from a Local Authority health team CAMHS locality worker. The school also seeks involvement from the Behaviour Outreach Support Service (BOSS) to gain additional expertise and advice on programmes of support.

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

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 school 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 school environment and the curriculum (as stated in the Accessibility plan).

High quality, inclusive teaching ensures that planning and implementation meets the needs of *all* pupils, and builds in high expectations for *all* pupils, including those with SEND. Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The school follows a tiered model of support with most intervention put in place within class through personalisation of learning. Some children with SEND will require more targeted intervention to work on specific outcomes this may be delivered a small group or on a 1:1 basis as appropriate. They also may need specific resources to engage them or to allow them to access the curriculum dependent on their needs. At Kirk Sandall Infant School we ensure every effort is made to allow children with SEND to 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.

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

In particular:

- The allocation and effective use of resources
- The performance of LA/Academy support services
- The provision for SEND pupils including termly reviews
- Individual pupil progress meetings
- Use of delegated funds

#### How we promote developing independence

We aim for your child to develop the skills to have the ability to manage their own learning, be responsible for resources and make sensible independent choices. We organise classroom environments using visual aids to promote children's ability to independently access resources.

Within the classroom we encourage and reward skills such as independence focusing upon attitudes to learning through 'Kirk Sandall Seven Learning Powers'. The school provides the following resources to develop independent learning:

- Visual timetables
- Feelings keyring/emotions scales
- Now/Next schedule
- Carpet tiles
- Visual aids/prompt cards
- Individual work space/ resources

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

Using an assess, plan, do, review process the school measures progress against targets and outcomes agreed in your child's SEN/Personal Learning Plan. We use the following procedures:

- on-going assessment of progress against targets, expected outcomes and strategies/programmes of support
- work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroom resources
- feedback from all staff
- child and parental questionnaires and conversations
- liaison with multi agency professionals
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Attendance Officer and Education Welfare Officer where appropriate.
- TAF Meetings/SEN Reviews/Parents evenings attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- Thrive tracking data

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

The school works in consultation with a wide range of specialists, agencies and services in the local authority following the 'team around the school' model. Good relationships have been made with outside agencies and special schools who have delivered training and continuous support to both school staff and families. Moreover, the school supports parents throughout this process coordinated by the Inclusion Leader/SENCo.

The school works in close partnership with the following multi agencies:

- Autism and Social Communication Education and Training Service (ASCETS)
- Educational Psychology (EP) Service
- Service for children with hearing impairment (SCHI)
- Service for children with visual impairment (SCVI)
- Speech and Language Therapy Service (SLT)
- Health Visitors/School Nursing Team/Health Professionals
- Community Therapy Support Team (Occupational Therapy and Physiotherapy Teams)
- Outreach Specialist Educational Support
- The Early Help Service
- Behaviour Outreach Support Service (BOSS)
- Doncaster SENDIAS Service (also known as SENDIASS) – for parents/carers that have children with SEND.
- Attendance and Pupil Welfare Service
- CAMHS Locality worker
- School-to-School Support processes

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)

It is a primary aim of Kirk Sandall Infant School that every member of the school community feels valued and respected, and that each person is treated well. The presence of pupils with either a disability or special educational needs is warmly welcomed by all staff 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 school which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 broad areas of need as referred to in the reforms to the SEN Code of Practice 2015:

1. Communication and Interaction
2. Cognition and Learning

3. Social, Mental and Emotional Health difficulties

4. Sensory and/or Physical needs

We work in collaboration with other schools within the MAT and externally together with multi-agency professionals within the local authority to ensure consistency in our delivery of a graduated approach:-

**UNIVERSAL SUPPORT: Quality first teaching for all learners** with recognition that some learners may require **very time-limited support** in addition to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.

**UNIVERSAL PLUS SUPPORT: Quality first teaching for all learners** with recognition that some learners may require **time-limited intervention programmes** in addition to Inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.

**TARGETED SUPPORT: Quality first teaching for all learners** with recognition that some learners may require **increasingly individualised intervention programmes**, in addition to Inclusive Quality First Teaching to accelerate and maximise progress and close performance gaps.

**SPECIALIST SUPPORT: Quality first teaching for all learners** with recognition that a few learners may require **significant amounts of additional to and different from provision** in order to secure effective learning and increase the rate of progress.

Members of staff attend relevant training in the graduated approach – all staff receive basic awareness training and staff who work directly with children who have a particular need receive additional training relevant to the individual child's needs. The school annually buys into the Local Authority SEND Network package, this ensures the SENCo is keep abreast of current legislative and statutory duties, receive updates and access specialist training to further develop knowledge, understanding and practice within school. The school deploys TA's and teaching staff in accordance to their specialism and relationships with specific children. Children with SEN support and Personal Learning Plans will receive the necessary human and physical resources to support their individual needs.

Some children with SEND that are receiving targeted and specialist support with possible contribution from specialist external services through Assess, Plan, Do, Review (APDR) processes may require specialist equipment or an enhancement of human resources support to meet their needs. The school will fund this as part of a SEND notional (element 2) budget up to £6,000 per year for each individual child. Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority for additional high needs (element 3) funding, or to consider whether a statutory assessment of Education, Health and Care Needs is necessary.

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)*

Children with special educational needs and their families, have the right to be supported by high quality skilled professionals. We support this principle by ensuring that staff have access to relevant professional development which directly addresses the development of expertise in SEND. Some of this professional development will consist of exchanging best practice within our school team and also through networking with other schools including Special schools. A comprehensive and appropriate staff development programme is followed, which enhances the skills and knowledge staff need to fully support and teach all children. Support staff are trained and advised in delivering specific interventions such as Lego Therapy and Sensory Circuits. Moreover, staff are trained in understanding and working with children with specific needs- recent training has included developing a deeper understanding of ASD and Thrive training. In addition, training is in place to meet the needs of particular children within school e.g. team teach, moving and handling and managing children with epilepsy in school.

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

At Kirk Sandall Infant our practice is inclusive. All staff, whatever their role within the school have a duty to promote the equality of opportunity for all and positive attitudes towards all children. Our approach to teaching and learning meets the personalised learning styles and needs of all the children. Suitable resources are chosen which both motivate and are sensitive to children with additional needs. We support the children within the class to involve and engage them and when necessary carry out interventions to target gaps in attainment. These include Sensory Circuits, Lego Therapy, Write from the Start, Read Write Inc. Phonic programme, Emotional literacy, Fine and Gross Motor skill programmes. We also recognise the importance of personal, social, emotional development and well-being and provide 'talk time', 'star time', nurturing and appropriate relational support for particular children that present with such barriers to learning.

How we prepare children to join our school

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education. To support the transition from home to Nursery we provide the following: home visits, information packs, nursery meeting, stay and play sessions, pre-emptive meetings for children with additional needs as necessary- involving parents, class teacher, Inclusion Leader and relevant outside agencies. To support the transition from home to F2 we provide the following- information packs, reception meeting, transition sessions, pre-

emptive meetings as necessary- involving parents, class teacher, Inclusion Leader/SENCo and relevant outside agencies.

#### How we prepare children to move on from our school

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education. During the year in which children are due to change school or class, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEN this may include additional familiarisation visits, peer activities, social stories, parental/carers visits to our school or other reasonable adjustments in addition to normal arrangements for all children.

When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. We will discuss transition needs of all children with Education Health and Care Plans at their statutory Annual Reviews. We will discuss transition needs of all children with SEN support plans within review meetings. A transition plan/booklet will be devised and shared with the family with the involvement of the receiving school. For children with an Education Health & Care Plan in transition years, the SENCo will also be invited to attend any Annual Reviews for the children who are transferring. To support the transition from Y2 to Kirk Sandall Junior and other schools we provide the following: Additional transition sessions for children with additional needs if necessary and opportunity for their parents to visit the Junior school, organised time to meet with and share one page profiles/pupil passports with key people, activities for the children to experience in their new environment at different times of the day. Key Stage 2 staff are given the opportunity to visit Kirk Sandall Infant and work with the children.

#### Contacts for more information

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Website: <http://www.ksinfantschool.co.uk>

SEND Policies and SEN Information Report link(s):  
<http://www.ksinfantschool.co.uk/our-school-1/inclusion-1>