

Name of School: Kirton Lane 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).

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.

<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>Kirton Lane Primary school's mission statement is 'All will achieve'.</p> <p>Kirton Lane Primary school is an inclusive school providing education for children from the age of 3 to 11. We all work together to help EVERY child achieve their full potential.</p> <ul style="list-style-type: none"> - We identify all children who need special consideration to support their physical, social, emotional or intellectual development as early as possible. - Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND. - Ensure that these children are given appropriate support to allow them full access to the school curriculum. - Involve parents - developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school. - Provide a broad, balanced and suitably differentiated curriculum relevant to their individual needs. - Show an understanding that supporting difficulties in learning and / or behaviour as part of a high quality mainstream education service. - Promote self-worth and enthusiasm by encouraging independent learning at all age levels. - Are aware that every child is entitled to a sense of achievement. - Work in partnership with other external professional agencies to provide for the child's individual needs.
<p>How we identify if your child may need additional help and/or has special educational needs (SEND)</p>

The school identifies children as having Special Educational Needs as early as possible through a variety of assessments, observations, data analysis, any parental concerns and outside agency involvement. The progress made by all pupils is regularly monitored and reviewed in order to highlight children in need of additional support. Our Special Educational Needs Policy contains more information about how we assess and identify children with SEN. This can be found on the school website.

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

At Kirton Lane we work with parents to develop a partnership of support, enabling them to have full confidence in the strategy adopted by the school. Parents know their children best and key staff at Kirton Lane listen and understand when parents express concerns about their child's development. Kirton Lane ensure appropriate provision is in place to meet the needs of all children and this is done by:

- Staff and parents/carers working together on shared outcomes. ☒
- Teachers talking to parents about their concerns and vice versa. ☒
- Regular communication between school and home ensure that concerns are promptly acted on.
- Parents can make appointments with the class teacher, SENCO or the head teacher to discuss the needs of their child. ☒
- At review meetings with parents, suggestions as to how parents can help at home are specific and achievable.
- All parents are made clear about the action to be taken, how they can help and the way the outcomes will be monitored and reviewed.
- Parents are asked to discuss their views of their child's progress at termly review meetings with the class teacher, these views are then recorded on SEN support plans.
- All SEN support plans and reviews are sent to parents after meetings. ☒

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

All children who require SEN support provide their views through a one page profile which is included in their SEN support plan. Whenever possible, children are involved in the assessment and review processes. Children are informed about and involved in setting their own outcomes. They are supported to achieve them and are supported to know what they need to do to achieve them.

All the children in school are encouraged to have a 'pupil voice' and this is done through an active School Council, children's questionnaires and pupil voice with SLT. The school encourages democracy and provides time for its pupils to air views in circle time.

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

Our school is an inclusive school; we value each individual child and endeavor to provide the best education possible for each and every child regardless of needs. We ensure this by:

- All staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

- Staff are given CPD to improve their understanding of a range of special educational needs and are able to adapt their teaching to suit a range of needs within their class.
- All staff know the profile of their class and individual needs ensuring that learning activities are well matched to children's learning needs. ☒
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently. ☒
- Classes are well resourced and for children with additional needs, specialised equipment can be arranged. Resources for SEN are purchased as appropriate. These are matched to the needs of the SEN children throughout the school.
- All teachers working within the school are aware of the importance of identifying and providing for those pupils who have special needs. ☒
- All children with SEN are given access to join in the activities of the school together with pupils who do not have SEN. ☒
- Additional support is provided by teaching assistants within the classrooms. Individual children with Education Health and Care Plans (EHCP) are supported by LSAs within the classroom where this is appropriate to meet their individual outcomes.
- We ensure that all staff know and understand the needs of all pupils. Details of adaptations to the curriculum and environment, provision and what works well is recorded on SEN support plans.
- Outcomes and provision is monitored termly by the SENCO.

How we provide additional support if your child has learning needs

We ensure that staff at Kirton Lane Primary school are trained and skilled at dealing with children with special needs. Training needs are reviewed regularly to ensure quality first practice. Some of the programmes our teaching and teaching assistants offer are listed below:

- Social and Emotional Attachment and Star Time,
- Every Child Counts (Numicon),
- RWI 1-1 daily intervention ,
- Elklan Language Training,
- Dyslexia interventions,
- Autistic Support – social stories, visual timetables, Lego Therapy,
- Emotional literacy (counselling service)
- Fine and Gross Motor skills

Specialist teaching advice may be requested where we do not have the necessary in-house expertise – for example in relation to children with autistic spectrum disorders, or severe emotional difficulties.

Teachers of children with communication difficulties support the school to improve provision. These teachers are involved in SEN support plan reviews and EHCP reviews.

Teachers of children with hearing and visual impairment support the school to improve provision.

We also liaise frequently with a number of other outside agencies:

- Educational Psychology Service
- ASCETS Team- Autism
- Children and Adult Mental Health Services
- Social services
- Educational Welfare Service
- School Nurse
- Community Paediatrician
- Occupational Therapist
- Physiotherapist
- Parent Partnership
- Integrated Family Support Services
- Behaviour Support Teams
- Speech and Language therapists

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

School staff have received training from the ASCETS team to ensure that they can provide the necessary support for children with social and communication needs. Recently school received the Autism Chartermark award. Staff from the ASCETS team are involved in: supporting teachers to plan effectively; attending annual review meetings, and attending SEN support plan meetings. Speech and language therapists also work in school to support children where this is indicated on their EHCP or where a referral has been made. They contribute towards SEN support plans targets and reviews where necessary.

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

In accordance with the Code of Practice and the guidance from the statutory document 'Supporting pupils with medical conditions in schools' all pupils with medical conditions will have a medical care plan written in partnerships with parents and teachers that ensures that all staff are aware of their needs. We work in partnership with physiotherapists and occupational therapists to ensure that our environment supports children with physical or sensory needs.

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

Our school provides a caring and supportive environment where all children's needs are catered for. Our school focuses on wellbeing; the social, spiritual, moral and cultural curriculum, and ensure that we work with agencies such as Child Line to deliver the correct messages to children. Children are aware that they can speak to adults in school at any time if needed and feel comfortable doing so. Staff take the social and emotional development of our children seriously and where there are concerns outside agencies may be called on, such as CAMHS- Children and Adult Mental Health Service and Worth Unlimited counselling programme. In school support programmes such as Emotional Literacy and mentoring also

take place. Currently, three teaching assistants are completing an apprenticeship in health mentoring and school are involved in the NHS trailblazer project.

How we promote developing independence

Our school's ethos and curriculum promotes independence. Through the use of a chilli challenge system where children choose their own tasks that they match to their own depth of learning, children are encouraged to take responsibility from an early age

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

As with all areas of SEN provision, in school we use an assess, plan, do, review cycle to ensure that our children with SEN are receiving the best support and provision that they can. Class teachers hold the main responsibility for ensuring that the provision for their children is accurate and allows them to access all areas of school life and make progress. Teachers ensure this through rigorous monitoring of progress against targets, both academic and social and emotional. Teachers use SEN support plan outcomes, tracking systems and assessment for learning to monitor the effectiveness of the provision made. Senior leaders in school evaluate the effectiveness of provision in a number of ways:

- Termly pupil progress meetings held with individual class teachers.
- Observations
- Learning walks ?
- Informal drop ins ?
- Data tracking ?
- Monitoring of SEN support plans and provision maps

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

The safeguarding and well-being of every child in our care is of utmost importance at all times. The designated people for safeguarding and child protection are Mr Foster, Mrs Potter and Mrs Blenkiron. All staff receive annual safeguarding training. The school is a secure site with access only possible through the main reception. All visitors are checked by the office and must wear lanyards at all times on the school site. Senior leaders and governors are involved in reviewing and updating our accessibility plan to ensure that we are a safe and welcoming school.

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

Kirton Lane Primary school is an inclusive school and we all work together to help EVERY child achieve their full potential. All children have access to a range of learning experiences and ensure that children with SEND are fully included.

<p>How we ensure that all our staff are trained and supported to meet a wide range of children's needs</p> <p><i>(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)</i></p>
<p>In school we have a rigorous professional development program in which staff are trained in how to support children with SEN. These training sessions may be run by the SENCO or may be run by external agencies where a more specialised session is needed. All staff have access to resources that support their delivery of accurate provision for our children.</p>
<p>External support and expertise we can call upon to help us to meet children's needs</p>
<ul style="list-style-type: none"> • Educational Psychology Service • ASCETS Team- Autism • Children and Adult Mental Health Services • Social services • Educational Welfare Service • School Nurse • Community Paediatrician • Occupational Therapist • Physiotherapist • Parent Partnership • Integrated Family Support Services • Behaviour Support Teams • Speech and Language therapists
<p>How we prepare children to join our school</p>
<p>As part of our transition program for new starters to our school in nursery/reception, the children are invited in to spend mornings/days in school. Also we provide home visits (if required), information packs, stay and play sessions and pre-emptive meetings. In reception, the children are also invited to come and have lunch together in our dining hall. Visits are also made to other settings. For children with SEND, the school works closely with parents/ other schools/childminders/ private nurseries etc to find out as much information as possible so that we have the correct provision in place for when the children begin at our school.</p>
<p>How we prepare children to move on from our school</p>
<p>To support transition at age 11, Kirton Lane shares information with the receiving secondary school. Early transfer review meetings are organised and appropriate plans put in place to ensure the transition process is as smooth and successful as possible. Parents and pupils are very much involved in and consulted about this process. Children with SEND may need extra transition and the school works closely with the secondary school to plan a sequence of transition meetings and events to ensure their needs are met. If children need travel training, the school liaise with the team for children with autism to provide this support. Similar processes would also take place should a child be transferring mid phase or to a Special School.</p>

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

We have a range of resources for children with SEN and specialist resources are deployed to meet the individual needs of the children.

Contacts for more information

Acting Headteacher: Mr Foster

SENCO: Mrs Campton

Address: Kirton Lane Primary School

Thorne Road,

Stainforth,

Doncaster,

DN75BG

01302 842092

admin@kirtonlanepprimary.co.uk