

Name of School: Long Toft 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 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.

Brief description of the school <i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i>
<p>We are a LA maintained primary school.</p> <p>We cater for the age range 3 - 11 (Nursery -Year 6).</p> <p>Number on roll: 297.</p> <p>Mission Statement: Working in partnership with parents and carers to achieve the very best outcomes for each individual in our learning community. 'Together we will be the best'</p> <p>There will be high quality teaching and learning that meets individual needs supported by a broad and balanced curriculum that is based on the development of creativity as well as academic achievement. This will be extended with an enriching programme of extra-curricular activities and visits.</p> <p>Children will be given opportunities to become independent learners in an ethos of challenge, support and encouragement to succeed.</p>

There will be equal opportunities for all pupils regardless of background, gender, race, ability or disability through the provision of an inclusive curriculum.

We will at all times encourage open communication with parents and keep them informed as to what their children know, what their children need to know and what they, as parents, can do to help.

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

Each term we carefully assess and track your child's progress in regards to learning and to social and emotional well-being. This allows us to make quick identifications of when a child may be facing difficulties. We then put in place either additional learning opportunities in a small group intervention or in some cases we may need to write an individual SEN Support Plan detailing how we will tailor our teaching to your child's needs. This SEN Support Plan will be written in consultation with you and any other agencies that are deemed necessary to support your child's development, this will then be reviewed every each term.

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

We ask that parents and carers join us in taking an active approach in their children's learning. Children who have difficulties in learning often benefit from short quick snippets of learning and so parents and carers could support this by doing quick sessions of homework/reading/spelling practise with their child.

Parents and carers are invited to any meetings that we hold so that we can all discuss the pathway forward and the type of support we are all looking for your child.

Parents also have the opportunity to have a chat with the class teacher at the end of the day - or they can ask for an opportunity for a longer discussion at a time that is mutually convenient.

We hold 2 Parents Evenings every year.

We also have a Parent Support Advisor who is available for family advice and guidance.

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

We share SEN Support Plans with your child and encourage them to take an active part in selecting targets and reviewing the progress they have made. If appropriate, children are invited into the SEN Support meeting - but if not a

member of staff will ask questions around your child's support whilst they are comfortable in their usual school settings.

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

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has 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 SENCO or outside staff) 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.
- All children in school should be getting this as part of excellent classroom, practice when needed.
- Specific group work within a smaller group of children.

This group, often called intervention groups by schools, may be:

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.
- Stage of SEN Code of Practice: SEN support

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A teaching assistant (using the teacher's plan), teacher or outside professional will run these small group sessions. This type of support is

available for any child who has specific gaps in their understanding of a subject/area of learning.

- Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy group.

How we provide additional support if your child has learning needs

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all their children. We differentiate appropriately.

Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that help them to succeed
- are encouraged to participate fully, regardless of disabilities or medical needs

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

We have staff who are trained in Makaton to help with communication difficulties.

We have staff who have worked alongside the Speech and Language Service and they now deliver programmes of support to our children. Doncaster's Speech and Language Service continues to support school with any additional referrals.

Several members of staff are trained in the accredited Elklan course which now enables them to deliver additional speech and communication support to our children. A member of staff is also trained in Speech, Language and Communication needs.

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

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills on practical aspects of the curriculum.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration need in oral work, or when using, for example, vision aids;
- promote and create a positive environment

Our school provide individual Health Care Plans for all children with medical needs.

Our school provides a sensory diet for those children who may need it. We run a Sensory Circuit 3 x per week to enable children to have a positive start to the day. If necessary individual children are also provided with sensory breaks.

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

We have daily Circle Time where we have discuss any issues that may be on children's minds. Children are then invited to offer suggestions to their friend as to how they could make something better or resolve a situation.

We have a Pupil Engagement Team who help children to overcome barriers to learning. This may be in the form of additional class support, a small friendship group, 1:1 Time to Talk or Star Time. Several members of staff are trained in the THRIVE programme. Children may access this 1:1 or attend group sessions. For children who may need it, the school has staff trained in Mindfulness and runs Mindfulness groups each week.

How we promote developing independence

Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds

- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that help them to succeed
- are encouraged to participate fully, regardless of disabilities or medical needs

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

Each child is assessed and tracked for progress throughout the academic year. This is reviewed at termly Pupil Progress Meetings.

If your child has an SEN Support Plan in place then we will meet to review progress each term. It might be that your child has achieved a target so a new target is given, alternatively it might be that the learning target is not yet met and so a smaller break down of achievement steps may be needed. If targets are achieved before a review, then new targets will be set.

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

We achieve educational inclusion by continually reviewing what we do;

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessments for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

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

Our school is an inclusive school. This means that equality of opportunity must be a **reality** for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children with SEND;
- gifted and talented children;
- LAC
- any other vulnerable children.

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)

Training of staff:

- Attachment Disorders
- Rainbows Training - bereavement counselling
- Makaton
- Inclusion Manager Updates
- Basic SEN skills
- Speech and language training
- Elklan Training
- Speech, Language and Communication Needs
- Restorative Practise
- Team Teach
- THRIVE
- Mindfulness

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

At Long Toft we are aware of the agencies within Doncaster that are available to support the child, the child's family and school.

How we prepare children to join our school

- Children and families are invited to visit the school before starting with us.
- Children have an opportunity to meet and greet their peers and their teachers.

- We have small booklets available for children who would benefit from seeing the school in pictures before actually starting with us. This also sets out the school day.
- An admission pack will be provided for you and your child.
- A 'buddy' system is used so that your child has a small circle of friends who are immediately there for them and can show them the day-to-day school timetable.
- We prepare our own children that we have a new class member joining us. If there is additional information that needs to be shared with the class we will hold a Circle Time to discuss how we can work together as a class team to support our new class member.

How we prepare children to move on from our school

- We discuss with the child the school they are moving on to.
- We share any relevant documents with the receiving school so that they are aware of all circumstances that surround your child.
- We allow our children time to say goodbye to one another via a Circle Time so that the children have closure and a chance to prepare themselves for moving on.
- If appropriate we will support the child and family with visits to the new school.
- If appropriate we invite staff from the receiving school to spend time in our school setting with your child.
- Where appropriate, we may arrange additional transition activities such as social stories. For children moving on to secondary school, additional transition days may be arranged.

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

- Each class has a full-time Teacher and Teaching Assistant.
- We work in year group teams to best allocate additional learning support of groups of children.
- We have an Inclusion Manager who ensures that the needs of children with SEND are being met.

- Quality resources are available throughout the school.

Contacts for more information

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SEND Policies and SEN Information Report link(s):

<https://www.longtoft-doncaster.co.uk/send-local-offer>