

Name of School: Plover Primary School

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

<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>Plover Primary is a LA maintained school which also has a Hearing Impaired ARC for deaf children in Doncaster. The school provides education for 3-11 year olds and has over 370 pupils. Our core values are:</p> <p>Vision: Achieving excellence and developing a 'can do-will do' attitude in all we do Mission: Provide high quality inclusive learning opportunities, in a challenging and stimulating atmosphere, enabling individual development for all within a culturally rich and caring school Ethos: Education is what remains after one has forgotten what one has learned at school (Albert Einstein)</p>
<p>How we identify if your child may need additional help and/or has special educational needs (SEN)</p>
<p>Our children's needs are identified and met as early as possible through:</p> <ul style="list-style-type: none">• The analysis of data including baseline assessments, formal/informal tests and Key Stage 1 results• Classroom based assessment and monitoring arrangements. (Cycle of planning, action and review)• Following up parental concerns• Tracking individual children's progress over time• Liaison with feeder schools on transfer• Information from previous schools• Information from other services• Tracking the provision for all vulnerable learners and the impact of this provision <p>Involving an external agency where it is suspected that a special educational need is significant to complete a more in-depth assessment.</p>
<p>How we involve parents and carers in meeting the needs of their child and in whole school developments</p>
<ul style="list-style-type: none">• You will be able to discuss your child's progress at parent's evenings• Your child's class teacher will be available to answer questions at the end of the day

- For more detailed discussions, you can make an appointment to see your child's teacher through the school office
- You will be invited to meetings with external agencies
- If your child has a statement, you will be part of the annual review process attending the meeting and submitting your own report
- Your child will have targets that will be sent home regularly which you can work on at home
- Use the daily diary to check for interim targets or homework
- Make an appointment with the SENCo to discuss how to support your child with strategies
- Make sure your child attends school regularly to avoid gaps in learning

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

Children are involved in every step of the planning and support process. SEN support plans will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”. Discussions regarding the effectiveness of these support plans will be held by the school SENCo or other senior leaders. Children's thoughts and aspirations will also be taken into account when considering any future support needs. The child's perception of how successful they have been will also have an important part to play.

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

Pupils with SEN will have full access to mainstream provision regardless of their individual needs. Where necessary, additional support will be given to improve the acquisition of basic skills, emotional, behavioural and physical needs; this will be provided through a high quality, differentiated, inclusive curriculum and, where appropriate, some withdrawn individual/group work. Staff with specific SEN skills for a range of needs are employed by the school. This work is overseen by the SENCo and the headteacher

How we provide additional support if your child has learning needs

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- low level, short term intervention programmes
- individual class support where needed
- guided group work
- individual withdrawal for a short term piece of targeted work
- bilingual support/access to materials in translation
- further differentiation of resources
- study buddies/cross age tutors
- home learning/learning support club
- individual target setting

- gap filling and pre- teaching techniques
- booster intervention groups
- emotional care, friendship and support groups
- co-ordination and physical literacy support groups

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

Each child's needs are assessed independently with any support specifically tailored to their needs. This support may include:

- Differentiated curriculum planning
- Ensuring Care Plans include social communication and interaction objectives
- Incorporating targets from other agencies if they are involved at this stage with termly reviews
- Establish close home/school links
- Incorporate advice and strategies from the Educational Psychologist
- Use of a range of communication support friendly strategies which are shared with the relevant staff and parents

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

Each child's needs are assessed independently with any support specifically tailored to their needs. This support may include:

- Care plans are completed in consultation with parents and carers and shared with the relevant staff within school
- If your child needs medication, this can be administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member
- All staff have first aid training

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

A member of staff is specifically employed to support children with their emotional health and well-being. A range of resources and interventions are used to support pupils. Children may be referred for this support by any staff within school or if concerns are raised by parents, carers or other agencies. The school also uses a PSHE programme for all its pupils. This includes a 'Roots of Empathy' approach. Where concerns still exist the child may be referred to more specialist support via outside agencies

How we promote developing independence

In school children are given numerous opportunities to develop their independence. These may include:

- Deciding how home learning can be completed with a range of tasks and variable deadlines
- Taking on various roles of responsibility within a structured environment
- Providing support at a differentiated level
- Helping pupils develop an ownership of their learning and progress
- Providing a choice of learning outcomes and means of achieving it
- Using the 'pupil voice' as a main determiner of the next stages of learning

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

Children's progress is measured formally at least every term and more often for pupils with specific needs. Progress against targets are measured on a daily basis with any necessary adjustments made. This is communicated to the child and their parents as and when necessary. Where targets are completed, adjustments are quickly made to ensure consistent progress. These targets are written in consultation with the child. This shows a child's journey through the academic year. Formal reviews of pupil progress are undertaken by senior leaders via a SENCo runaround process and Inclusion meetings involving all staff

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

We have a clear accessibility plan that is available on request from school
Facilities we have in place are:

- The whole school is on one floor
- Use of all the classrooms and teaching areas can be rotated to meet pupils' needs
- The school is accessible by wheelchairs via the front entrance and various other points around the school
- Three disabled toilets are installed throughout the school
- A hoist is fitted in one of the disabled toilets
- The school has a fully functional Hearing Impaired Resource which caters for a number of children with hearing impairments
- The system for the evacuation of the building includes warning lights as well as sound
- The front entrance has been adapted to cater for disabled children and adults. This includes an automatic door and a low reception desk with a sliding window

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

- The school's broad and balanced curriculum is available to all children in and out of school
- At Plover Primary, all activities and school trips are available to all

- Risk assessments are carried out and procedures are put in place to enable all children to participate

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)

Different members of staff have received training related to SEND, giving us wide knowledge and expertise within the school.

These include:

- Supporting children on the Autistic Spectrum
- Moving and handling techniques
- Specialist LSAs to support children with a hearing impairment (HI)
- Supporting children with social and emotional needs
- Supporting children with speech and language difficulties
- Lifting and Handling training or specific training associated with specific children

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

Effective working links will also be maintained with:

Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email sen@doncaster.gov.uk

Parent Partnership Service: Contact number 01302 736920 or email parent.partnership@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737242
CiCEducationService@doncaster.gov.uk

Children with Disabilities Team: Contact number: 01302 735885 or email dcr@doncaster.gov.uk

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332

Education Standards & Effectiveness Officer - SEN/D: Contact number: 01302 735978 or email jenni.machin@doncaster.gov.uk

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk

Information on where the local authority's local offer is published.

<http://www.doncasterchildrenandfamilies.info/disabilities.html>

How we prepare children to join our school

A pre-admissions meeting will take place to enable school staff to gain information about children with a special educational need. No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school)

How we prepare children to move on from our school

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will discuss transition needs of all pupils with Education Health and Care Plans at their Annual Reviews.

During the year in which pupils leave, transition meetings for all pupils as well as for vulnerable pupils will be held and arrangements discussed (this may include additional visits to the normal one arranged for all pupils)

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on the child's individual needs

Contacts for more information

Head teacher: Steve Bowler

Chair of Governing Body: Babs Lynds

SENCo: Rebecca Pantegi

Address: Coniston Road, Intake, Doncaster, South Yorkshire, DN2 6JL

Telephone: 01302 361450

Email: admin@plover.doncaster.sch.uk

Website: www.plover.doncaster.sch.uk

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 to Natalie Foulds, Families Information Service, by email to Natalie.foulds@doncaster.gov.uk or by post to Natalie Foulds, FIS, 3rd Floor, Floor 3, Civic Office, Waterdale, Doncaster, DN1 3BU.

If you have any queries, please contact Helen Barre on 01302 73753, Jenni Machin on 01302 735978 or Natalie on 01302 862136.

Thank you.