

Name of School: **Saltersgate 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).

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.

<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>Mission Statement</p> <p>Our pupils are at the heart of all that Saltersgate has to offer. We aim to create a learning environment that encourages all pupils to do the best they can in both an indoor and outdoor environment.</p> <p>Pupils are eager to learn and staff have a high level of commitment to support pupil learning and their well being. Parents at our school are ambitious for their children to do well academically and to behave well. The Governors support the Leadership Team in its endeavors to improve all aspects of school life.</p> <p>We believe that the experiences we provide for our pupils will enrich their lives in many ways, not just whilst they are here but also for many years to come. Our curriculum and the ethos we have at Saltersgate will help our pupils to become well rounded, self disciplined citizens of the world, with much respect for others and a strong desire to continue learning throughout their lives.</p> <p>Our school is a LA maintained school infant school (3-7 age) it is the largest infant school in the borough of Doncaster. We have 3 classes in each year group and a 78 place nursery which offers 30 hours provision. We currently have 342 children on our roll.</p>

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

- We identify children with additional needs/SEN through a range methods assessment and observations
- Regular pupil progress meetings (each half year) with the year groups, SLT, including the SENCo to discuss children's progress and achievement. This is another way your child may be identified as not making as much progress as expected.
- Listening to parents concerns or other agencies, each child minders.
- If this is the case, the school will make a decision about whether to monitor this or set up an intervention group and will inform you.
- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the Inclusion Manager.
- If your child is still not making expected progress the school will discuss with you
 - Any concerns you may have
 - Discuss with you any further interventions or referrals to outside professionals to support your child's learning
 - Discuss how we can work together, to support your child at home and at school.

How parents can help;

- . Parents if you have concerns about your child's progress you should speak to your child's class teacher/key worker initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak the Inclusion Leader or Head teacher
- If you are still not happy you can speak to the school SEND Governor.
- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the Inclusion Manager.
- If your child is still not making expected progress the school will discuss with you
 - Any concerns you may have
 - Discuss with you any further interventions or referrals to outside professionals to support your child's learning
 - Discuss how we can work together, to support your child at home and at school.

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

- Parents evenings concerns are raised if appropriate
- Open door policy if parents wish to discuss needs
- Parents involved in child centred meetings with support plans
- Workshops/booklets are provided for parents to support them with their child's development
- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The Inclusion Leader (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Inclusion Leader will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Support Plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

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

- One page profiles
- Communication passports
- Child friendly support plans

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

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure and that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's

learning needs and increase your child's access to what is on offer.

- School can access support from specialist outside agencies to help with child's specific needs

How we provide additional support if your child has learning needs

- Intervention groups for literacy, maths and phonics
- 1-1 support if required
- Differentiated activities within lessons
- Emotional/Social groups Sunbeams Play Therapy/ELSA
- TA support within the classroom Teaching Assistants providing additional support within the classroom.
- Learning Support assistants delivering intervention and support groups.
- Additional Speech and Language support from a LSA
- Additional Educational Psychology input to provide a higher level of service to the school
- Teachers delivering specific support.
- Family support through Early Help
- Additional support from outside agencies SALT team ASCETs

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

- Specialist LSA to provide tailored speech and language programmes
- Liaise with speech and language therapists on how we can support our children
- FS curriculum designed to promote CL
- Lego therapy

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

- Sensory toys/boxes in school
- Sensory room

- Support from ASCETs Team-the school is now an Autism Friendly School
- Specific TEACH boxes to use within lessons to support learning
- Specialist LSA to support children with sensory needs
- Liaise with OT and physiotherapy to support children's physical needs
- FS curriculum designed to support physical needs
- Adaptations to toilets and buildings to ensure children with physical needs can access the building
- Differentiation within PE (LSA support) for children in PE with physical needs
- Training of staff to support medical needs
- Yellow cards for children with medical needs to ensure all staff are aware
- Support for children with medical needs and sensory issues during dinner time, liaise with the catering staff for additional requirements

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

- Intervention groups-play for purpose, group play sessions and Sunbeams
- ELSA
- Early Help
- PSE and Healthy schools curriculum
- School ethos and curriculum
- Inclusion charter mark award
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How we promote developing independence

- Learning challenge curriculum
- Investors in pupils awards

- School ethos and curriculum
- Characteristics of Learning

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

- Your child's progress is continually monitored by his/her class teacher.
- EAZMAGs assessment tool used to monitor children's progress and achievement against age related expectations.
- Regular half termly meetings to discuss and review progress and achievement against ARE.
- Standardise testing PIRA and PUMA to measure children's progress and achievement
- At the end of each key stage one all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- Children which additional needs will have a support plan that will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Inclusion Leader will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school book
 - Letters/certificates sent home
 - Additional meetings as required
 - Reports
 - Website
 - Workshops

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

- The school is accessible to children with physical disability via ramps.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has accessible hygiene facilities.
- The school is an Autism Friendly School

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

Saltergate Infants are fully inclusive and all SEND children are included in all activities etc within school including all school trips and residentials .

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)

- The Inclusion Leader's job is to support the class teacher in planning for children with SEND and ensure access to appropriate training .
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc..
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, medical professionals.

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

- ASCETs
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Parent Partnership Service (to support families through the SEN processes and procedures).
- Integrated Family Support Services.
- School Nurse
- Outreach support for behaviour

How we prepare children to join our school

- We will invite you to visit the school with your child to have a look around and speak to staff.
- Transition activities which will be tailored to the needs of your child.
- Transition book.
- Home visits if appropriate
- If other professionals are involved, a team around the Child/Multi-Agency meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- We may suggest adaptations to the settling in period to help your child to settle more easily

How we prepare children to move on from our school

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the new school's Inclusion Leader and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school or to the Junior School:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher. Handover meetings will be held in July to facilitate this.
 - Your child may be helped by a Transition Book to support them moving on and a LSA or Ta will help them with this.
 - Transition activities

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

Class teacher quality first classroom teaching.

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.

- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the INCLUSION LEADER or staff from outside agencies) to enable your child to access the learning task.

Who can get this kind of support:

All children in school receive this.

Specific small group work. This group may be

- **Delivered in the classroom or outside.**
- **Delivered by a teacher or (most often) a Teaching assistant who has had training to run these groups.**

Schools often call these Intervention Groups.

Stage of SEND Code of Practice:

Children with additional needs

- 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.
- He/ She will plan group sessions for your child with targets to help your child to accelerate progress.
- A Learning Support Assistant may run these small group sessions using the teacher's plans, or a recommended programme.

Who can get this kind of support?

Any child who has specific gaps in their understanding of a subject/area of learning.

Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice where they have additional needs which means they have been identified by the class teacher as needing some extra support in school. Some children with additional needs may require extra support from a professional outside of the school. This may be from

- Local Authority central services such as the Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.
- If your child has been identified as needing more specialist input in addition to quality first class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual

support or changing some aspects of teaching to support them better

- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit
- A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.

Who can get this kind of support?

Children with specific barriers to learning that cannot be overcome through whole class quality first teaching and intervention groups.

Children who have been identified by the class teacher/Inclusion Leader as requiring a significant amount of support which cannot be provided from the resources already delegated to the school, The school will look to the authority to apply for an Education Health and Care Plan (EHCP)

- **Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS**
 - The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority Offer.
 - After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the additional support.
 - After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the additional support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
 - The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
 - An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Who can get this kind of support?

Children whose learning needs are:

- Severe, complex and lifelong
- Their needs require 1-1 support above that of what the school can provide with their

SEN budget

Contacts for more information

Head teacher/ Principal: Mr L Bell

Chair of Governing Body: Mrs S Dumican

Address: Saltersgate Infant School Windsor Walk Scawsby Doncaster DN5 8NQ

Telephone: 01302 784429

Email: admin@saltersgate-inf.doncaster.sch.uk

Website: www.saltersgate-inf.doncaster.sch.uk

SEND Policies and SEN Information Report link(s):

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 Families Information Service, by email to fis@doncaster.gov.uk.

If you have any queries, please contact Darren Dickinson on 01302 735978.

Thank you.