

Name of School: **Sprotbrough Orchard 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.

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>
We are a community school with a 52 place nursery unit (26 children in the morning session and 26 children in the afternoon session.) We are able to admit 56 children into each of the other year groups (Reception, Year 1 and Year 2). Our Mission Statement: <i>'Together we will lay secure foundations that will make our children happy, enthusiastic, life-long learners'</i>
How we identify if your child may need additional help and/or has special educational needs (SEN)
Some children may arrive at our school and may have already been identified as having SEND by health professionals. There are also a number of ways in which children are identified once they have started our nursery or school: <ul style="list-style-type: none">• parents may express concerns and draw the school's attention to learning difficulties• the class teacher and SENCO uses their professional expertise and experiences to identify SEN• the child continues to make less than expected progress even after some intervention strategies/learning support plans have been put into place• the child requires a greater amount of one-to-one work than would normally be expected• other agencies are consulted in order for the school to receive advice from a specialist

GRADUATED APPROACH

We follow Doncaster's Graduated Approach Framework when deciding on the levels of support which children require:

UNIVERSAL SUPPORT:

Quality First Teaching is provided for all children but in addition to this, some children may have been identified by the class teacher as needing some further support and may be offered **group intervention work** to help meet their needs e.g. Literacy Support and/or Numeracy Support carried out by a Learning Support Assistant. This group intervention is offered to children who are making less than expected progress and is often time-limited but does not mean the child has been added to the SEN register.

UNIVERSAL PLUS SUPPORT: Some children will require more specific individual support to meet their needs in addition to QFT. This will mean that a child may need a **SEN Support Plan**, with SMART targets and regular reviews of progress in order to secure effective learning and increase their rate of progress.

TARGETED SUPPORT: As part of this **SEN Support Plan**, some children may need a greater amount of 1:1 support or be identified as needing some extra specialist support from professionals outside the school e.g. an Educational Psychologist, ASCETS (ASD team), a Speech and Language Therapist or an Occupational Therapist etc. In the cases where a child requires an observation from an Educational Psychologist (EP), one cycle of **Assess, Plan, Do, Review (APDR)** must have been completed within school before we can ask for the EP's involvement.

SPECIALIST SUPPORT: Some children may have complex, developmental needs or sensory needs that have been identified at birth or in the early years. Parents of these children may have already received advice or assistance from health professionals and the local authority may have already agreed that the child's needs are sufficiently severe/complex and long term so an **Education, Health and Care Plan** is required. These children require significant amounts of provision which is '*additional to and different from*' the provision provided for the majority of the children of the same age. Sometimes these complex, developmental needs do not become apparent until after the child has started nursery/school; if this is the case the school can refer the child to the local authority for assessment who will decide if an Education, Health and Care Plan is required. Two cycles of APDR must have been completed before the school is allowed to apply for an EHCP assessment where robust evidence has been collected in support of the application. Where an application for an EHCP has been made, the LA usually complete the assessment process within 20 weeks.

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

Partnership with parents is a fundamental part of our SEND practice. Parents of SEND pupils will be kept informed at each stage of the process:

- Parents will always be consulted before their child is placed on the Special Educational Needs and Disabilities Register
- Parents of pupils with a SEN Support Plan will be invited to review progress towards expected outcomes and adapt outcomes or set new outcomes and strategies with child's class teacher or SENCO regularly (usually three times a year)
- For some pupils with SEND, parents will be invited to consult with external specialists, e.g. Educational Psychologists, in order to discuss and plan additional support for their child

- For some pupils with SEND, parents will be invited to annual review meetings, e.g. pupils with an Education Health and Care Plan, to discuss their child's progress with all professionals involved, including the Headteacher
- Regular informal contact with the class teacher/SENCO will help parents discuss ongoing progress/needs/concerns

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

Orchard Infant School respects the views of all children in school and we are proud of the positive relationships that are developed.

Arrangements are put in place to consult children with SEND. A trusted, key member of staff (SENCO/Class teacher/LSA) will find the most appropriate way to gain the views and feelings of children with SEND - if verbal communication is difficult, other methods are used (e.g. play/photographs/objects/observations). Wherever possible, children with SEND are also consulted when setting new targets and discussing the progress they have made.

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

The school believes in 'laying quality foundations' for all our children. We believe first hand experiences are crucial to stimulate all children's learning. Visits and visitors are used to provide meaningful stimulus - this is especially important for children with SEND.

Young children and children with SEND benefit greatly from opportunities to learn through play. Provision in all classrooms enables children:

- to gain confidence, self-esteem and build positive relationships
- to develop understanding of language and communication
- to learn from peers
- to develop fine and gross motor skills
- to be creative
- to explore and develop their understanding of the World

Different ways of teaching are in place so that children are fully involved in learning. Like all children, children with SEND also benefit from adult-directed practical activities that focus on specific learning needs. The attention span of individual children is taken into consideration. Quality, attractive, well-presented resources are used in order to engage children's interest. Children are regularly praised for their achievements and effort throughout lessons.

How we provide additional support if your child has learning needs

Lessons are delivered to take into account the needs of different groups of children and individual children. Children with SEND are taught within their familiar classroom environment for most of the day. Children may be taken to a quieter part of the school for short focused activities if it aids their concentration. Classroom Assistants are used to provide support and to enable children with SEND to focus on their own specific targets.

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

All adults in school make time to talk to children with SEND and listen to their needs but each child will have a named key worker who will ensure opportunities are provided for extra pastoral support.

How we provide additional support if your child has physical, sensory and/or medical needs
If a child has physical/sensory or medical needs advice from other professionals will be sought and used to create a SEN Support Plan/Health Care Plan. This will inform decisions made regarding adult roles in meeting the child's needs. The School's Accessibility Plan will be reviewed in light of any changes which need to be made.
How we provide help to support your child's emotional health and well being
It is essential that all children are happy at school; the emotional and social development of a child is fundamental to their ability to learn. Children are encouraged, supported and praised for effort and progress. SEN Support Plans will include an appropriate outcome in this area and strategies will be put into place to promote progress.
How we promote developing independence
Our aim is to make learning interesting so all children are engaged and motivated in their learning. We encourage all children to be as independent as possible therefore resources are set out so that children can access them independently. Adults in school are aware of each child's capabilities and will support them when necessary.
How we measure and review your child's progress against their targets and longer term outcomes
<ul style="list-style-type: none">• SEN Support Plans will be reviewed regularly (usually 3 times a year), in line with assessment points throughout the academic year• Class teachers will use ongoing assessment strategies/observations to inform progress made by children with SEND• Class teachers will use assessment data and ongoing assessment strategies/observations to inform targets on Individual/Group Learning Support Plans• The SENCO will monitor SEN Support Plans and Individual/Group Learning Support Plans and report to the Senior Leadership Team on the following:<ul style="list-style-type: none">➢ Progress made towards expected outcomes/targets➢ Progress and attainment of SEN pupils in Maths, Reading and Writing at each assessment point throughout the year• Parents of pupils with SEN Support Plans will be invited to review progress and set new targets with their child's class teacher and SENCO at least three times a year
How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND
At the beginning of every year, the class teacher analyses the learning environment and organises the classroom to ensure any children with SEND can move around the classroom freely and access all areas - slight adaptations may be necessary. This will be continually evaluated.
How we include children with SEND in the life of our school
Wherever possible the school enables children with SEND to participate in the same activities as children who do not have SEN. Activities may need to be adapted by: <ul style="list-style-type: none">• providing more adult support

- allowing more time
- offering different resources
- considering size of group/members of the group
- considering use of space - indoor/outdoor
- providing some choice/alternatives for all 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)

The professional development of all staff involved in meeting the needs of pupils with SEND is on-going and continuous. A wide range of training opportunities will be provided which include:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects (e.g. Autistic Spectrum Disorder; Epipen; Diabetes training)

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

The SENCO/Headteacher liaises with a range of external specialists in order to support pupils with SEND within school as/when necessary. These may include:

- Educational Psychologist
- Speech Therapist
- Occupational Therapist
- ASCETS
- CAMHS
- Outreach Support from local schools with additional resource centres or Special Schools

How we prepare children to join our school

- All children are invited to visit our school for a 'Taster Session' before they start so that staff can get to know the child. Parents are given the opportunity to discuss their child's needs with staff during these sessions; if there are any particular needs that need discussing in greater length, parents can make an appointment to talk to the Classteacher/SENCO/Headteacher
- If a pupil with SEND joins our school (from another school) the SENCO will contact the old school's SENCO/Headteacher/Classteacher to discuss the needs of the child and SEN records will be requested.

How we prepare children to move on from our school

- As we are an Infant School, all children will transfer at the end of Year 2. Most children transfer to our local feeder school, Copley Junior School. During our half-termly Liaison meetings, the Headteacher shares information with the Headteacher of Copley about children who have been identified as having SEN and how their needs can be catered for
- There is a programme of transition events planned for all Year 2 children in the Summer Term

- If your child has been identified as having SEN it may be appropriate to plan further, more specific transition events to help familiarise your child with their new setting/routines
- All records of SEN children are passed onto the SENCO/Class teacher at Copley
- The SENCO from Copley will be invited to attend a review meeting with the parents, class teacher and SENCO from our school prior to transition.
- If a SEN pupil moves to another school (i.e. not our local feeder school) the SENCO will contact the new school's SENCO/Headteacher/Class teacher and ensure he/she knows about any special arrangements or support that need to be made. All records about SEN pupils will be passed on as soon as possible.

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

Classroom assistants are deployed to provide intervention and support for SEND children both within the classroom and in a quieter part of school. Specific resources for SEND children are provided according to their needs following advice from professionals.

Contacts for more information

Head teacher/ Principal: Mrs. E. Martin

Chair of Governing Body: Mr. D. Banks

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SEND Policy, SEN Information Report and Accessibility Plan links:

<https://orchardinants.files.wordpress.com/2021/03/sen-policy-2021.pdf>

<https://orchardinants.files.wordpress.com/2021/03/sen-information-report-march-2021.pdf>

<https://orchardinants.files.wordpress.com/2019/09/accessibility-plan-2019.pdf>