

Name of School: St. Alban's Catholic 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). This document reflects the changes within Doncaster Local Authority in the 2020-2021 academic year with the introduction of the Graduated Approach for SEND.

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 <i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i></p>
<p><i>St. Alban's Catholic Primary School is a Voluntary Aided School in the Diocese of Hallam, working in partnership with Doncaster Local Authority.</i></p> <p><i>Let God's love shine in our lives as we grow and learn together through living out the Gospel Values.</i></p> <p><i>Being honest, being fair, being forgiving, being respectful.</i></p> <p><i>Aiming high and doing our very best... and valuing the world around us.</i></p> <p><i>Children aged 4-11 from Foundation Stage 2 to Year 6</i></p>
<p>How we identify if your child may need additional help and/or has special educational needs (SEND)</p>
<p>All our children's needs are identified and met as early as possible through:</p> <ul style="list-style-type: none">observation, assessment, target setting and monitoring arrangementslistening to and following up parental concernslistening to and taking into account the child's views, wishes and feelingsthe analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over timereviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needsliaison with schools and other settings on phase and in year transfer

exchanging information from other services across education, health, care and the voluntary sector

involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.

Pupils Progress is assessed and discussed ½ termly in 'Pupil Progress and Dashboard Meetings'. Pupils' individual needs are discussed and decisions are taken regarding intervention and additional support.

Data on progress is stored and analysed on EAZ MAG Writer tracking software. Data analyses are completed by class teachers to identify gaps and any groups that are not making enough progress. This information is then used to identify targets and focus children.

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

Our school aims to work in partnership with parents and carers. We do so by:

working effectively with all other agencies supporting children and their parents;
giving parents and carers opportunities to play an active and valued role in their child's education;

making parents and carers feel welcome;

encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;

instilling confidence that the school will listen and act appropriately;

focusing on the child's strengths as well as areas of additional need;

allowing parents and carers opportunities to discuss ways in which they and the school can help their child;

agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets;

keeping parents and carers informed and giving support during assessment and any related decision-making process;

making parents and carers aware of sources of information, advice and support;

providing all information in an accessible way for parents with English as an Additional Language;

producing a SEND Information Report that will be published on the school website;

publishing information about the Pupil Premium (expenditure & impact) on the school website;

Parents and carers giving consent for other agencies and professionals to give advice and be involved to support their child.

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

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of layered targets and self assessments at an age-related level. We endeavour to involve all children fully by encouraging them to:

share their views about their education and learning;
identify their own needs and the features of good learning;
share in individual target setting across the curriculum so that they know what their targets are and why they have them;
self-review their progress and set new targets;
monitor their success at achieving the targets on their SEND Support Plan;
create a One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

- Have high expectations and aspirations of all learners
- Adaptation of teaching as necessary
- Systematic checking of learners understanding, identifying and addressing misconceptions through clear, direct feedback
- Designing learning environments to support learning
- Concrete, pictorial and abstract teaching and resources to support all children.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs, social and communication needs, emotional health and well being needs or physical, sensory and/or medical needs

The Doncaster Graduated Approach will be used to provide additional support if your child has an SEND need by accessing a self-help guide for provision, using a point of reference for intervention levels, accessing referral and consent forms for outside agencies, reading relevant research and best practice and accessing recommended resources to support your child.

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

We aim to support children's learning in and out of the class, through the use of Teachers/Teaching Assistants, who work with children 1 to 1 and in small groups. This means they have been identified by the class teacher as needing some extra support in school. Every half term, the impact of this support is analysed through data dashboards and then adjusted according to need.

For your child this would mean:

- Reasonable adjustments are made to ensure aids eg. Hearing aids and receivers, visual aids and support, specialist chairs and physical support are provided on an individualised basis to ensure that any disadvantage is substantially reduced so that every child with a special educational need or disability is able to access the provision at St Alban's.

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A Teaching Assistant /Teacher or outside professional (like a Speech and Language Therapist) will run 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 or who needs additional nurture support.

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

We measure your child's progress through formative and summative assessments and through the asses, plan, do and review meetings that are held termly for children with SEND. The impact of any additional support offered will be reviewed at least termly. Parents and carers will be invited to attend along with pupils when this is appropriate.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupil's response to the support and view of their progress where this is applicable
- Views of parents and carers and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENDCO may make a referral to a specialist agency.

How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND and supporting you as their family

School seeks advice where needed from specialist agencies such as Educational Psychologists, ASCETS, BOSS, CAMHs, Speech and Language, Occupational therapists, School Nurses etc.

How we deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)

Whole school provision mapping and provision mapping for individual children with SEN is used to ensure that funding is directed to those children and young people to match their level of need

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

- SEN & Inclusion Manager (Miss Charlotte Wilson) attends regular training to ensure she is informed about local and national developments.
- School support staff are offered regular CPD opportunities.
- All staff are offered training related to their current skills and needs this may involve specialists delivering training, visits to other schools or training courses delivered externally.
- School also seeks advice where needed from specialist agencies such as Educational Psychologists, Speech and Language, Occupational therapists, School Nurses etc.
- When support plans are reviewed termly, the effectiveness of the interventions are reviewed which informs any plans for professional development

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

As an inclusive school we offer support for all children, ensuring they have full access to the broad and balanced curriculum. SEN children may have additional supports to access 6-part Mastery lessons or may have differentiated work and targeted support from experienced adults in school.

How we prepare children and young people to join our school

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education. During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEND this may include additional familiarisation visits, buddy bonding activities, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.

How we prepare children and young people to move on from our school

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education. When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but

easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

We will discuss transition needs of all children with Education Health and Care Plans at their statutory Annual Reviews.

A transition timeline will be produced and shared with the family.

For children with an Education Health & Care Plan in transition years, the SENDCO will also attend any Annual Reviews for the children at their feeder school if invited.

Liaison with Secondary schools takes place and SENDCOs are invited to TAC's, SEND reviews etc and the Year 7 teacher meets with the SENDCO/Year 6 Teacher.

Contacts for more information

Main office:

admin@st-albans.doncaster.sch.uk

SENCO:

Charlotte.wilson@st-albans.doncaster.sch.uk