



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). 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 SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school

(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)

The school is a mainstream school and is an average-sized primary with 320 pupils on roll from Nursery- Y6.

Children attend our nursery from 3 years old with the provision for early starters.

Sunnyfields is an inclusive primary school that develops every individual to ensure that we achieve 'Excellence and Enjoyment in Everything we do'. We develop pupils to be good communicators, independent learners, resilient individuals and good problem solvers. We encourage collaborative partnerships and develop individual's creativity. We have a climate of mutual respect with every individual valued in school. We value fun, challenge, kindness and politeness.

We provide an education that covers all elements of the statutory curriculum as well as developing skills that will allow our children to be successful citizens. We take great care to develop good communication, problem solving skills, resilience, creativity, independence and the ability to work as part of a team. We affectionately refer to these skills as 'The Sunny Six'.

Sunnyfields Primary School provides for children with speech, language and communication needs, moderate and specific learning needs, social, emotional and mental health difficulties as well as children with physical or sensory needs.

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

Children are identified through pupil progress meetings where data is analysed in depth. Discussions are also held between the adults that work in the classroom with the SENCo and also the Head teacher. Observations in class or looking through children's work may also trigger the need for identifying whether a child requires additional help. If your child is identified as not making progress, the school will set up a meeting to discuss this with you and your child in more detail. ;

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

After carefully assessing and tracking each child's progress in regards to learning and social and emotional well-being, we are able to quickly identify where or when a child may be facing difficulties or barriers. We then work as a team to put specific provision in place. This may include small group interventions or additional learning opportunities. In some cases, we may need to write an SEN Support plan. This plan will detail how we will adapt and tailor our teaching to your child's needs. The Support plan will be developed in partnership with you, your child or any other external agencies we may feel are necessary to support your child's development. The plans will then be reviewed at least 3 times a year.

Pupil and parent/carer voice is a vital part of target setting and the reviewing of progress of pupils who are supported with a SEN Support Plan or Education Health & Care Plan (EHCP).

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

Parents and carers are invited to all meeting involving their child (Team Around the Child, SEND Support). They are able to share their views and opinions during the meeting and have opportunity to discuss with professionals the work being carried out. All SEND support plans are created alongside parents and families.

CAF/TAC process for children who we feel need support at home. We also have a Parent Support Assistant working in school (Julie Hides) who supports parents and carers with any programmes set up outside of school that they may find useful in supporting their child with their needs. For example- Cygnet training, Early birds, Sleep clinic etc.

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

We hold two Parents Evening's every year and parents/carers are invited into school to work with their children in their classroom setting every morning for a short period of time.

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

Your child's progress will be continuously monitored by his/her class teacher. His/her progress will be reviewed termly with the Head teacher, senior leadership team, phase leaders and SENDCo in English and Maths. We also look at other progress that the children are making in regards to their social, emotional and mental health. At the end of year 6, all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally. Where necessary, children will have a SEND Support Plan with outcomes/targets set that are designed to accelerate learning and close the gap between the pupils and their peers. Progress against these targets will be reviewed regularly (minimum termly), evidence for judgments assessed and a future plan made. This will follow an 'Assess, Plan, Do, Review' model. This process will take place with the pupil and parent/carer voice included. We share and include your child in targets set for their SEN Support Plans. We 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 and what they think they need which is shown in the form of a One Page Profile. The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. This process will take place with the pupil and parent/carer voice included. On occasions, the annual review may take place early to address the child's needs sooner. The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in. Regular work discussions and lesson observations will be carried out by the SENCo and

other members of the Senior Leadership Team will take place to ensure that the needs of all children are met and that the quality of teaching and learning is good or better.

How we match the curriculum, teaching and learning approaches if your child has SEND through quality first teaching.

Class teachers plan lessons according to the specific needs of all groups of children in their classes and will ensure that each child's needs are met through variety of needs. Quality First Teaching is the most important part of providing learning for all children. Examples of this include:

- Staff having high expectations for all children.
- Building upon prior learning and what your child already knows and understands.
- Using support staff to work with different groups of children.
- A variety of teaching and learning methods to ensure every child is fully involved in each session. E.g a practical approach.
- Teacher's will identify specific gaps your child may have in their learning and plan extra support to close that gap.
- Differentiated work that is accessible to the child, but also challenging.
- Using a variety of resources to suit individual's needs.
- Careful thought about seating arrangements or any amendments that might make learning a little easier for your child.
- Pre-teaching strategies or lessons so that children have some understanding before a session begins.
- Intervention groups that have been planned by the class teacher or SENCo. These interventions will all be on the whole class provision map. They may have been suggested by the SENCo or an external agency. Intervention groups often take place individually or in small groups in or outside of the classroom.

How we use the graduated approach provide additional support if your child has additional learning needs

Additional support will be planned through SEND support plans. This support is provided by staff in our school through additional interventions, either 1:1 or in a small group and is monitored and evaluated at least termly. If further support or provision is required then we will involve the Education Psychologist or other agencies for advice and input.

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/scaffold learning 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 any additional needs.

How we use the graduated approach to provide additional support if your child has social and communication needs

- Speech and Language Therapy referrals
- Speech, language and communication interventions within school.
- Nurture groups/SEMH groups
- Support from ASCETS (Autism and Social Communication Education and Training)
- Educational Psychology involvement
- SEN support plan
- Specific strategies such as visual timetables, Now/Next approach, picture cards, visual stimulus and support.

How we use the graduated approach to provide additional support if your child has physical, sensory and/or medical needs

- Occupational therapy referrals.
- Advice from outside agencies such as ASCETS
- Educational Psychology involvement
- SEN support plan
- Specific strategies such as finger gym, dough disco.
- Sensory audits.
- Some children are given extra time to complete activities.
- Modification of the classroom and outdoor environment.

How we use the graduated support approach to provide help to support your child's emotional health and well being

- Nurture groups
- Specific interventions such as Circle of friends, playing for purpose.
- Roots of empathy programme.
- EP involvement
- SEN support plan
- Support from CAMHS
- Support from ASCETS

-Support from BOSS
-The school uses 'Motional'. 'Motional' aids teachers in creating a snapshot of a child's Social, emotional and mental health. It then provides an individual support programme. The interventions suggested in this programme are completed by the TA or teacher.

How we promote developing independence

All children are taught to work independently through all the curriculum subjects. Examples of how this is done include:

- Allowing children time to have a go at a question before adults intervene.
- Setting follow up questions/challenges where children can apply their knowledge.
- Working towards our sunny six characters and being rewarded for this in special mentions assembly. One specifically named 'Izzie Independence'.

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 at least three times a year. 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. In this case Support Plan meetings may be more frequent.

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

- 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.
- Through our Accessibility policy and modifications to the environment.

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

At Sunnyfields we have an all-inclusive curriculum when planning is adapted to meet the needs of all children. All children in our school also have a pupil voice through our JLT- Junior leadership Team. The Junior Leadership team meets regularly with the Senior leadership team to discuss things like how we make our school better. We also regularly send out our pupil voice questionnaire.

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)

Staff development meetings on SEND are planned in every half term. We call these SEND triages. During these meetings, staff are able to discuss individual cases of children or groups of children. Through this discussion, the SENCo can identify where training may be needed to meet the needs of staff and children. Staff also have appraisals where they are asked in what areas they would like to develop. From this if staff requested to attend further training in SEND this is provided and if it is not available in-house, external opportunities are provided where available.

Staff within school working with children whom require additional support have training in:

- Overall SEND skills
- Speech, Language and Communication Needs
- Lego therapy
- Phonics
- SEMH interventions
- Training on ASD or any other specific need.

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

All staff are aware where they can access local authority support services and when it is appropriate to do so.

The school access local authority support services for the following reasons:

- When considering what provision is needed for individual children.
- As a point of reference when decided on intervention levels.
- As a tool to audit our school
- To find out how best to respond to pupils' needs across the four areas of need as identified in the SEND Code of Practice (2015).
- To access training
- To access key documents such as referrals or consent forms
- To access research and best practise

Each half term, the SENCo and SLT will meeting with a variety of agencies from the local authority for a 'Team Around the School' meeting.

At Sunnyfields school, we embrace additional support from external agencies in

order to assist the school in meeting the needs of children and their families. Examples of some of the external provision utilised in school is listed below. External agencies provide support in many ways- emails or phone calls to and from the SENCo or class teachers, through face to face planning meetings, through virtual planning meetings, by attending APDR meetings and annual review meetings, by supporting or observing children directly in the setting, by ringing parents when emergency support is needed and by providing training for staff.

Local Authority Provision delivered in school;

- Autism Outreach Service ASCETS
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- EMTAS
- Outreach Support from the Special Schools or Pupil Learning Centre's Health Provision delivered in school;
- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy
- CAMHs
- Behavioural outreach support service
- Early years Inclusion
- Early help
- Plus other External Agencies

How we prepare children to join our school

- Early years children have a home visit by staff from Nursery or Reception.
- We also have Welcome meetings led by class teachers where parents can come along and learn a little more about the school.
- This year we have sent out videos from each class teacher. These are all on our Sunnyfields youtube channel.
- Transition visits are often arranged where appropriate.
- The SENDCo will attend Annual Reviews when appropriate and invited.
- Your child and parents/carers will have the opportunity to view the school and meet some of the staff.
- Information about your child will be requested.

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/accompany 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.
- Appropriate transitions take place and additional transitions if needed.
- We create pupil passports and send across One page profiles.
- We make an 'All about me' transition booklet with photographs of their old and new setting and staff.

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)

The school budget, received from Doncaster LA, includes money for supporting children with SEND. The Head teacher decides of the deployment of resources for Special educational Needs and Disabilities, in consultation with the school governors and the SENCo on the basis of the needs in the school. Resources for individual children can be requested by staff at any point in time. Provision and interventions are detailed in SEND support plans, individual provision plans, whole class provision maps and whole school provision maps.

Contacts for more information

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SENDco: Miss Katie Brownson
Miss Kate Cheesmond (Assistant SENDco)

Please include a direct web link to the following:

- SEND Policy - <https://www.sunnyfields.doncaster.sch.uk/home/policies>
- SEN Information Report - <https://www.sunnyfields.doncaster.sch.uk/home/policies/sen-inclusion>
- Accessibility Plan- <https://www.sunnyfields.doncaster.sch.uk/home/policies>