

Name of School: Tornedale Infants 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).*

*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</p> <p><i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i></p>
<p>Tornedale Infant school is a LA maintained school that caters for children aged between 3 and 7 years. We currently have 155 children on roll. At Tornedale our shared vision is that of community, where everyone works together for the children. We wish to provide a safe and inclusive school where everyone is challenged and supported to reach their own individual potential. We aim to be creative and innovative in our approach and welcome new ideas to enhance learning experiences for everyone. We want our children, staff, parents and governors to feel safe and happy and enjoy the experiences that learning provides.</p>
<p>How we identify if your child may need additional help and/or has special educational needs (SEND)</p>
<p>Class teachers, supported by the Senior Leadership Team, will make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:</p> <ul style="list-style-type: none"><li>• is significantly slower than that of their peers starting from the same baseline</li><li>• fails to match or better the child's previous rate of progress</li><li>• fails to close the attainment gap between the child and their peers</li><li>• widens the attainment gap</li></ul> <p>It can include progress in areas other than attainment, for instance where a pupil needs to make additional progress with wider development or social needs. The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCo, will</p>

assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents) extra teaching or rigorous interventions designed to secure better progress will be put into place. The pupil's response to such support can help to identify their particular needs. All pupils receiving additional support / interventions will be identified on the school Provision map. Their progress will be carefully monitored and evaluated by the Class teacher and the SENCo. Any child failing to make adequate progress will be identified as having SEN and will be placed on the register under one or more of the following 4 categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and health difficulties
- Sensory and/or physical needs

Pupils on the register will have an SEND support plan in place. The class teacher will meet with parents at least termly to set clear goals, discuss the activities and support that will help achieve them, and review progress, identifying the responsibilities of the parent, pupil and school. Under the New Code of Practice (2014), children with complex SEND will be given an EHC (Education, Health and Care) plan.

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

We see partnership with parents and carers as vital to the child's progress. We make parents and carers feel welcome with an 'open door' policy. We encourage 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. The SENCo will ensure that parents are kept up to date with information about their child either personally meeting with families or delegating the responsibility to the class teacher. Parents will be asked to contribute to the child's SEND Support Plan each term, share their views, add any relevant objectives/targets, then an agreement will be made as to how parents can best support the child's learning. School is always happy to answer any queries parents may have about the process. Parents can also find information about SEND and Pupil Premium on the school website.

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

Pupil voice is at the heart of developing Support Plans. One page profiles are created with the child and focus on their likes and dislikes, what they are good at, what they need to be discouraged from, and important information. Individual targets are shared with the children so that they know what their targets are and why they have them, they can then monitor and review their individual progress. Pupils are involved in monitoring their success at achieving their targets on their SEND Support Plan. How we match the curriculum, teaching and learning approaches if your child has SEND Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through a variety of means:

- Support staff, under the direction of the class teacher, can adapt 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. Adapted resources e.g. practical resources, displays, table top reminders, visual

timetables

- Planning and teaching will be adapted, on a daily basis if needed, to meet your child’s learning needs
- Support from Outside Agencies (direct working and advice for staff)
- Support for parents through Early Help as needed
- Home-school liaison and differentiated homework tasks
- Additional sessions such as Physiotherapy activities, handwriting and motor skills sessions

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

All children have an equal opportunity to access our school curriculum. Differentiation and reasonable adjustments are made within the setting with regards to resources, activities and adult support. Additional interventions are carried out, carefully planned by the class teacher with support from the SENCO. Quality first teaching is our primary approach. Our key drivers are every child is safe and happy, every child is a reader and every child can communicate. Support from external agencies are sought when necessary and their advice and recommendations put into place quickly in school.

How we provide additional support if your child has learning needs

Children who have learning needs are supported firstly through class based Quality First Teaching, and secondly through interventions planned by the Class teacher. These interventions are led by either the Class teacher, our Higher Level teaching Assistant (HLTA) or Teaching Assistants. They focus on core aspects of the curriculum such as phonics, reading, writing and maths. In the classroom, activities are differentiated to suit the needs of the child, and a TA may work with your child to support them individually or as part of a group. If required, additional support from outside agencies such as Speech and Language Therapy, Physiotherapy, Occupational therapy, Visual and Hearing impairment teams, or the Educational psychologist, will be sought.

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

Our Foundation Stage Curriculum and environment is designed to promote Communication and Language. If your child has social and communication needs we work in partnership with Speech and Language therapists, the School Nursing service, the Children’s Centre, the Educational Psychologist and the GDA pathways assessment system at DRI to gain additional expertise and advice on how to best support your child. Your child may be part of intervention groups such as talk time, social skills, listening skills, or a speech and language group. One of our support staff is a ‘Communication champion’ so she can support staff, parents and children with any communication needs.

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

Following meetings with parents and other relevant professionals, a Support Plan is put in place for your child, focussing on their individual needs. If required, a Health Care plan will also be put into place. We always seek to follow advice from professionals such as the School Nursing team, Educational Psychologist, Occupational Therapist and Physiotherapist. We have a Managing medicines policy which can be found on our school website. Staff are trained to support medical needs as required. Tornedale has been adapted for those with physical disabilities, there are ramps into the school and onto the playground, wheelchair

lifts on the stairs, and a disabled toilet/changing room.
How we provide help to support your child's emotional health and well being
<p>We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative. All classes follow a structured PHSCE curriculum to support this development. However, for those children who find aspects of this difficult, we offer:</p> <ul style="list-style-type: none"> <li>• Social groups that can focus on a variety of different social and emotional needs, depending on the need.</li> </ul> <p>If your child still needs extra support, with your permission, the designated safeguarding lead will access further support through the Early Help process.</p> <p>One of our support staff is a 'Mental wellbeing champion' so she can support staff, parents and children with any emotional needs.</p>
How we promote developing independence
<p>All children are encouraged to become independent learners. Classrooms are set out in a way to encourage this, through clearly labelled resources. Visual timetables and visual aids may also be used to encourage your child to make independent choices. Children are encouraged to take responsibility for their learning and regularly review and assess their individual targets. Routines and systems are consistent throughout school to aid children's independence.</p>
How we measure and review your child's progress against their targets and longer term outcomes
<p>Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed with the SENCo in reading, writing and numeracy. Where necessary, children will have a SEND Support Plan with targets set that are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly (minimum termly), evidence for judgements 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. 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. The SENCo will also check that your child is making good progress within any individual work and in any group in which they take part. These take place to ensure that the needs of all children are met and that the quality of teaching and learning is high.</p>
How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND
<p>Our school ethos centres around everyone being safe and happy therefore it is the priority of the whole school staff that all children feel welcome into school. Parental feedback and that of outside agencies is that our school is always welcoming. It is accessible to children with a physical disability via ramps and wheelchair lifts. We also have a disabled toilet/changing room. Resources in Classrooms are accessible to all. We take all necessary</p>

steps to ensure the children are safe and secure in school.

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

At Tortedale the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. We believe that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved through quality first teaching, where work is differentiated to suit individual needs. We ensure that pupils with special educational needs join in the activities of the school together with those pupils who do not have special educational needs so far as is practical. When planning visits outside of school the staff will take into account the needs of all pupils. All pupils take part in sports with activities planned by staff for all abilities. All children are able to take part in Sports day. Reasonable adjustments for individuals are made based on each child's needs eg. such as 1 child who was unable to manage taking part in a whole school performance to parents, took part in the dress rehearsal and their parent only was invited to this.

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)*

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Whole school training has been given on SEND issues, such as Autistic Spectrum Condition, with further training planned for the future. The school ensures that the SENCo has the recognised SENCo qualification at post-graduate level. The SENCo attends the Local Authority's termly SENCo Network Meetings and will attend any relevant training and courses in order to update the school with changes and developments in SEND. The SENCo will liaise with Teaching Assistants to disseminate information and train individual members or groups of staff if necessary. Individual teachers and support staff attend training courses or the SENCo invites trainers into school to deliver training presented by outside agencies that are relevant to the needs of specific children in our classes, e.g. Autism, Behavioural Issues, English as an Additional Language, First Aid, Hearing Impairment, Phonics, Positive Handling, Specific Medical Needs, etc. External support and expertise we can call upon to help us to meet children's needs At Tortedale Infant School, we embrace additional support from external agencies in order to assist the school in meeting the needs of children and their families.

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

Examples of some of the external provision utilised in school is listed below: Local Authority Provision delivered in school:

- ASCETs
- Education Psychology Service
- Sensory Service for children with visual or hearing needs

- SAID SEND (formerly known as Parent Partnership)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Outreach Support from the Special Schools or Pupil Learning Centres
  - BOSS (Behavioural Outreach support service)

**Health Provision delivered in school:**

- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)

**Other External Agencies:**

- Children's Centres

How we prepare children to join our school

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school: The SENCo will attend Annual Reviews when appropriate and invited.

- If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them.
- Your child and parents or carers will have the opportunity to view the school and meet some of the staff and the new class.
  - Nursery and Reception staff undertake home visits where staff go to the new children's homes to build familiarity with children, parents, carers and staff. This is also a chance for any questions or worries people might have to be shared.
- Information about your child will be requested.
  - If a child is already in a provision, we work with those staff to ensure good practice is shared and continued.

How we prepare children to move on from our school

- The SENCo and Year 2 teacher will discuss the specific needs of your child with the liaison teachers from your child's Junior/Primary school.
- The SENCo will meet with the SENCo or SEND Teams of the Junior/Primary schools when passing on records and documents.
- If your child has an EHC Plan, the SENCo from your child's next school will be invited to the Year 2 Annual Review meeting.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Your child will visit their new school on several occasions, and in some cases, staff from the new school will visit your child in this school.

- If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them.

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

The school budget, received from Doncaster Local Authority, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, the SENCo and the Senior Leadership Team on the basis of needs in the school. The SENCo and the Senior Leadership Team discuss all the information they have about SEND in the school, including:

- The children receiving extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources, training and support is needed. The school also identifies the needs of vulnerable pupils on a provision map. This identifies all support given within school and is reviewed regularly. Changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. A bank of resources and equipment has been created so that a range of tools are available in school to staff to support children with identified needs.

**Contacts for more information**

Head teacher/ Principal: Mrs Lisa Almunshi

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