

West Road Primary Academy

**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.*

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>West Road Primary Academy is part of the Brighter Futures Learning Partnership Trust (BFLPT). Our school is a serving children from the age of 4 years to 11 and is 2 form entry. We also have a nursery unit which has an intake of children from 2 ½ years. The majority of our pupils are white British. The proportion of children with special educational needs and/or disabilities is just below national average and the pupils entitled to free school meals is well above average for a school in England.</p> <p>Our vision as a school is that we 'Learn, To Grow, Together'. At West Road Primary, children are at the heart of everything we do. We know that education ensures choice, choice creates opportunity – education, choice and opportunity are the keys to unlock a limitless future for every young person. We offer an irresistible invitation to learning – an exciting, lifelong adventure. We turn mirrors into windows. We will inspire our children to love learning - the child who loves learning has everything within their reach.</p> <p>We are committed to work together as a team, in partnership with other Multi-Academy Trust Schools, with parents, the community and outside agencies to provide high quality learning experiences and a child-centred and stimulating environment. Our school is a place where differences and cultures are celebrated.</p> <p><b><i>Our Mission Statement is that</i></b></p>

At West Road we...

- Guarantee a welcoming, caring, safe and secure environment, to ensure a learning culture of continuous challenge, high expectations and aspiration
- Ensure that the academic and personal development, is of the highest possible standard
- Provide a partnership between children, families, staff, governors and the wider community promoting mutual respect, support, engagement and understanding
- Ensure teaching and learning of the highest quality, in school and beyond
- Deliver a stimulating, creative and enriched curriculum for all children
- Enable young people to think for themselves, to take responsibility for decision making and to become independent, critical thinkers, developing skills necessary for succeeding in an ever-changing world
- Raise the confidence, self-esteem and sense of self-worth of every learner through celebration of all achievements

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

All our children's needs are identified and met as early as possible through:

- Observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review);
- Listening to and following up parental concerns;
- Listening to and taking into account the child's views, wishes and feelings;
- Using one page-profiles, learning profiles, SEN/Personal Learning plans, health care plans and provision effectively;
- Using in school diagnostic assessments;
- Analysing data including comparisons with end of Key Stage 1 achievement to tracking individual children's progress over time;
- Reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs;
- Liaising with schools and other settings before 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).
- 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 will be put in place;
- Use of O track to monitor progress and analyse formative and summative assessment on a termly basis. This involves relevant members of SLT;
  - Termly pupil progress meetings to plan for future outcomes – this involves teaching staff and relevant SLT.

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 with an open door policy;
- 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;
- Ensuring that the most appropriate methods of communication are used;
- 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 SEN, 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 an SEN Information Report that will be published on the school website;
- Publishing information about the Pupil Premium (expenditure & impact) on the school website.

Consulting children, parents, carers and the community of the Academy on issues of accessibility and equality.

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

We believe that children have the right to be involved in making decisions around their learning. In lessons, where applicable children are involved in monitoring and reviewing their individual progress through the use of individual targets. We endeavour to involve all children fully by encouraging them to (where appropriate):

- Share their views about their education and learning – through a One Page Profile. These are updated termly.
- Identify their own needs and learn about learning - through a One Page Profile. These are updated termly.
- 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 SEN Support/Personal learning Plan; and
- Create a One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future. Pupil views are also fed into the child's SEN reviews
- Attend and take an active role in their review meetings

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

Every Child will be taught inclusively in class with their peers, supported appropriately through differentiation and adult intervention to allow them to access the curriculum. We take time to understand each child's interest and tailor a curriculum that will inspire, motivate and engage learning. As a school, we use visual, auditory and kinesthetic approaches to ensure all children can access the learning at a level which is appropriate. We will work closely with outside professionals to take advice and implement strategies which will further support and enhance each child's learning day. We continually plan, assess and review to increase the access to education for our SEND pupils

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

Where children are underachieving and/or identified as having special educational needs, our school will endeavour to meet these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- Teachers differentiate learning activities as part of quality first teaching
- Children may be pre-taught before a lesson
- Preparation for new learning experiences and vocabulary development
- Low level, short term, evidence based intervention programmes
- Targeted additional adult group and, where appropriate, individual support
- Precision teaching
- Diagnostic assessments of need fed into interventions
- Bilingual support/access to materials in translation
- Differentiation of curriculum resources
- SMART target setting in relation to long term outcomes
- Booster intervention groups
- Sensory circuit groups
- Emotional care, nurture, and therapy groups
- Co-ordination and handwriting support groups
- Speech production and understanding the social use of language support groups
- Adult support to enable each child to access the school day and activities.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has social and communication needs

We will ensure your child receives additional support and intervention to develop social and communication skills. We work in partnership with school health professionals, speech and language therapists, the ASCETs and EP team to gain additional expertise and advice on programmes of support.

Intervention programmes your child may access:

- Lego Therapy
  - Comic strip conversations
  - Social skills sessions (social story work)
  - Listening skills
  - Talk time
  - Thrive interventions
- Colourful Semantics

The school will provide additional resources:

- Visual aids/prompt cards
- Visual timetables
- Ear defenders
- Specific seating arrangements
- Fiddle aids/Chew bands
- Carpet tiles/ sensory wedges/ weighted pads
- Sensory aids/access to sensory room
- Emotions scales/feelings keyrings

The school will ensure that staff receive relevant training and all necessary resources are available to ensure any barriers to learning are removed.

**How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs**

As a school we will ensure your child receives the additional support and intervention for any physical, sensory and medical need. We work in partnership with health professionals such as Occupational Therapists, Physiotherapists, Medical Consultants and the school Nurse. We also liaise with the Vision and Hearing Impairment specialists as well as, ASCETS to gain additional expertise and advice to ensure each child has the right specialised support.

Intervention programmes your child may access:

- Sensory Circuits
- Sensory diet
- Gross motor/fine motor support programmes (multi skills sessions)

The school will provide additional resources:

- Visual timetables
- Fiddle aids/Chew bands
- Fine motor support tools
- Ear defenders
- Specific seating/ lighting arrangements
- Sensory aids
- Visual aids/prompt cards

The school will ensure that staff receive relevant training and all necessary resources to ensure any barriers to learning are removed for children so that they are able to access the curriculum at their level.

#### How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being

At West Road Primary Academy, the emotional health and well-being of all children including those with SEN is approached in a variety of ways. We follow Jigsaw in school for PHSCE which runs from Nursery up to Year 6. This enables teachers to deliver high quality teaching around a variety of subjects which link to a child's emotional health and well-being. These are all conducted in a child friendly, understandable way which allows children to understand and discuss their emotions.

Should a child be identified as having a social, emotional and mental health issues then 1:1 support in school would be given at given points in the day for children to carry out activities in enabling them to understand how to self-regulate, or time to fulfil sensory activities in our school sensory room. Should a child continue to need support we would seek advice from BOSS, the EP, ASCETS, CAMHS and the School Nursing team to allow the child to receive the best possible approach to suit their needs.

We also work closely with our families and when necessary signpost parents to Early Help which provides support and strategies which can be implemented in the home. As a school we use Thrive throughout with bespoke, 1:1 sessions for children who need further support

PHSCE subjects which link to emotional health and well-being will also bring awareness to children through;

- Assemblies
- Drama session
- Literacy
- Circle/story Times
- Comic strip interventions
- Social Communication Stories

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

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the same access to information, the school environment and the curriculum (as stated in the Accessibility plan).

Quality first teaching involves differentiation at all levels in all areas of the curriculum. Support is put in place within class and through personalised

intervention programmes. Children on the SEND record have time to specifically work on their targets either within a small group or on a 1:1 basis as appropriate. They also may need specific resources to engage them or to allow them to access the curriculum dependent on their needs. At West road Primary Academy, we ensure every effort is made to allow children with SEND to access the curriculum. The learning environment may require physical modifications-for example ramps for wheel chair access or a changing bed. Moreover, the classroom layout may need changing to allow space for a wheelchair or walking frame. The monitoring and evaluation of the effectiveness of provision to meet the additional needs of pupils who have special needs covers a range of important and interrelated areas.

In particular:

- The allocation and effective use of resources
- The performance of LA/Academy support services
- The provision for SEND pupils including termly reviews
- Individual pupil progress meetings

#### How we promote developing independence

We aim for your child to develop the skills to have the ability to manage their own learning, be responsible for resources and make sensible independent choices. We organise classroom environments using visual aids to promote children's ability to independently access resources.

Within the classroom we encourage and reward skills such as independence focusing upon attitudes to learning through West Road Learning Animals.

The school provides the following resources to develop independent learning:

- Visual timetables
- Feelings keyring/emotions scales
- Now/Next schedule
- Carpet tiles
- Visual aids/prompt cards
- Individual work space/ resources

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

Using an APDR (Assess, Plan, Do, Review) process, the school measures progress against targets and outcomes agreed in your child's SEN/Personal Learning Plan. We use the following procedures:

- On-going assessment of progress against targets, expected outcomes and strategies/programmes of support
- Work sampling and moderation
- Scrutiny of planning and level of differentiation and use of classroom resources

- Feedback from all staff
- Child and parental questionnaires and conversations
- Liaison with multi agency professionals
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with Attendance Officer and Education Welfare Officer where appropriate.
- TAF Meetings/SEN Reviews/Parents evenings attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- Thrive tracking
- Assessments through observations, outcomes and specialised SALT assessments completed by our SEND Officers and SALT Champion.

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

It is important for every member of the school community to feel supported within their learning and working towards achieving their targets. Therefore, we work closely with the Local Authority, support services and other professionals to ensure everyone has an equal opportunity to thrive. By ensuring this happens we use the following procedures:

- Regular meetings with parents and carers
- Termly, or half termly where needed, review meetings and discussions around a child.
- Referrals to support services such as ASCETS, OT, BOSS or CAHMS
- Regular meetings with the Local Authority's Educational Psychologist
- APDR meetings which involve the support and guidance of outside agencies.

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)

At West Road Primary Academy we strive to ensure that each child has the support and guidance needed to enable them to learn and achieve at their own pace. The presence of pupils with either a disability or special educational needs is warmly welcomed by all staff and the governing body. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. West Road is an inclusive school which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014):

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

We work in collaboration with other schools and multi-agency professionals across the authority to ensure a consistency of approach. Members of staff attend relevant training in a graduated approach – all staff receive basic awareness training and staff who work directly with children who have a particular need receive additional training

relevant to the individual child's needs. The Academy annually buys into the Local Authority SEND Network package, this ensures the SENDCo is keep abreast of current legislative and statutory duties, receive updates and access specialist training to further develop knowledge, understanding and practice within school.

The school deploys LSA's and teaching staff in accordance to their specialism and relationships with specific children. Children with SEN support and Personal Learning Plans will receive 1:1 and group support from TA's to support their individual needs throughout he school day.

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)*

Children with special educational needs and their families, have the right to be supported by high quality skilled professionals. We support this principle by ensuring that staff have access to relevant professional development which directly addresses the development of expertise in SEN. Some of this professional development will consist of exchanging and observing best practice within school, and also through networking with other schools including those with Specialised Provision. A comprehensive and appropriate staff development programme is followed, which enhances the skills and knowledge staff need to fully support and teach all children. Support staff are trained and advised in delivering specific interventions such as Lego Therapy, Sensory Circuits and Colourful Semantics. Moreover, staff are trained in understanding and working with children with specific needs - recent training has included developing a deeper understanding of Attachment, working with children with ASD and a refresher in Thrive training. In addition, training is in place to meet the needs of particular children within school e.g. Team Teach, managing and supporting children with diabetes, Epi-pen training and specialised mentor training through BOSS.

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

At West Road Primary Academy, we strive on our practice being inclusive. All staff, whatever their role within the school, have a duty to promote the equality of opportunity for all and positive attitudes towards all children. Quality First Teaching is always personalised and differentiated. Our approach to teaching and learning meets the learning styles and needs of all the children. Suitable resources are chosen which both motivate, inspiring and are sensitive to children with additional needs.

We support the children within the class to involve and engage them and when necessary carry out interventions to target gaps in attainment. These include Sensory Circuits, Lego Therapy, Phonic programmes, Emotional literacy, Colourful Semantics, Fine and Gross Motor skill programmes. We also recognise the importance of personal, social, emotional development and well-being and provide 'Talk Time' and 'Communication Circles', which provide nurturing and appropriate relational support for particular children that present with such barriers to learning.

How we prepare children and young people to join our school

At West Road any children transferring to our school or starting in Nursery or reception for the first time we will always ensure that there has been an opportunity for staff to speak with parents and for children to visit our school. Home visits take place for Nursery children so that they are able to meet their teacher within their home setting and visits to the school are carried out for settling in sessions.

Those joining our Reception classes will be invited to settling in days and visits, those further up school have opportunities to speak with staff and visit the school prior to their start date.

As children move up through school we support this by enabling the children to transition up to their new class at the end of the Summer term for a week to become familiar with their new classroom, routine and teacher ready for the start of the new academic year.

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

When a child is due to leave West Road we work in unison with the school in which the child would be transferring to, whether this be another primary or secondary school.

Should a child be transferring to another primary school we would make contact with the school and discuss the child's needs and ensure that the school had all the information needed. We will always 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. We will discuss transition needs of all children with SEN support plans within review meetings. For children with an Education Health & Care Plan in transition years, the SENDCo will also be invited to attend any Annual Reviews for the children who are transferring.

To support the transition from Y6 to secondary schools we provide the following:

Additional transition sessions for children with additional needs if necessary and opportunity for their parents to visit the secondary school, organised time to meet with and share one page profiles with key people, activities for the children to experience in their new environment at different times of the day. Many schools offer days where the children spend a number consecutive of days transitioning into the school. They would experience the independence of high school and taster lessons.

Contacts for more information

Executive Head Teacher: Mrs K Thompson

Head of School: Ms J Woodward

Chair of Governing Body: Mr A Pettigrew

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