

**Name of Provider: Willow Primary School**

**DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

All Providers **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 Regulations 2014 (Part 4).

The most relevant local partners who are required to co-operate with the local authority in relation to the Local Offer include:

- ‘any other person (other than a school or college) that makes special educational provision for children or young people **for whom the local authority is responsible, including providers of relevant early education**. The local authority should engage with the providers of relevant early years education, particularly those in receipt of early education funding.’  
(Code of Practice paragraphs 4.15-16)
- Early years providers **must** provide information for parents on how they support children with SEN and disabilities, and should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities. Maintained nursery schools and all providers of relevant early education to children with SEN **must** co-operate with the local authority in reviewing the provision that is available locally and in developing the Local Offer (paragraph 5.7).

Brief description of the Setting <i>(age range, size of setting, Mission Statement you wish to include)</i>
<p>We are a larger than average 4 -11yr primary school with a 2 form entry. The number on role is currently 382.</p> <p>At Willow Primary our vision is: Willow values every individual and supports the right of everyone to learn, work and live in a just community and to be treated with respect.</p> <p>Therefore our school community will: “Help, care and share. Stop, think then speak. Respect others’ space.”</p>
How we identify if your child may need additional help and/or has special educational needs (SEN)
<p>Each child is recognised as an individual with unique qualities, strengths and potential. We would consider a child as having special educational needs if they</p> <ul style="list-style-type: none"> <li>• (a) have a significantly greater difficulty in learning than the majority of others of the same age; or</li> <li>• (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.</li> </ul>

Any concerns are discussed with parents in the first instance. A support plan will be put in place involving parents, the class teacher, supporting adults and any additional agencies where appropriate. Clear targets will be identified and reviewed on a 12 week cycle. Where additional resources may be required an application for a statutory assessment of special educational needs will be raised in consultation with parents.

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

We aim to keep parents fully informed and parents are invited to all meetings concerning the progress of their child. In addition we have

- An open-door' policy with supervisor/key worker/Inclusion manager/Family support worker.
- SENCo Support Worker—a dedicated member of staff to work with parents.
- Annual report to parents/carers.
- SEN review meetings.
- Guidance on supporting children at home.
- Home visits by prior arrangement.

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

Each child identified as having a special educational need will have a one-page profile. This is completed in collaboration with the child, parents and staff. This will outline how your child would like to be supported in the setting and takes into account what they feel works for them.

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

- Planning is differentiated to meet individual learning needs.
- Class-based LSAs work alongside the class teacher to support children with SEN individually or in small groups and to facilitate the class teacher working with children with SEN.
- Adapted resources – enlarged print, visual aids, multimedia, practical apparatus.
- Consideration is given to the physical environment –nursery layout, accessibility, ramps, toilets, changing facilities, disabled parking.
- Provision of specialist equipment through consultation with support agencies.
- Small group work areas fully resourced.
- Sensory room and soft play area available.
- Outdoor classrooms including wildlife area
- Trips and visits are risk assessed to ensure appropriate support for pupils with SEN.

How we provide additional support if your child has learning needs

We aim to provide high quality teaching for all pupils. The curriculum and learning is

differentiated to meet the specific needs of pupils in the class / group.

Additional support will be planned for through an individual provision map or SEN support plan. Where additional resources may be required to meet the needs of a pupil the school will apply for statutory assessment and an EHCP may be written outlining the support required.

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

- Use of visual timetables and visual prompts
- Liaison with speech and language therapist
- Involvement of ASCETs (Autism and Social Communication Education and Training)

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

- Occupational therapy referrals. Advice from outside agencies
- Educational Psychology involvement
- SEN support plan
- Access to sensory room
- Individual care plans

How we provide help to support your child's emotional health and well being

- Access to personalised pastoral support programme reviewed half termly.
- In class circle time.
- Key workers allocated to all pupils.
- Personal Care is conducted discreetly and with dignity and fostering independence whenever possible.
- Nurture groups, playing for purpose group, social skills group.
- Horizons - bereavement support
- Extra-curricular activities.
- SENCo Support Worker – advice, support, family learning.

How we promote developing independence

- The setting has clear routines that help children become independent.
- Visual reminders help children take responsibility for their own learning and remind them of the importance of working independently.

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

- Scrutiny of planning/books shows how individual needs are being met.
- Pupil progress meetings
- Through the annual statutory review process
- Through SEND support plans (reviewed termly) and shared with parents
- Internal school tracking process (termly – individuals and identified groups)

How we adapt the learning environment and ensure that our setting's facilities are

safe and welcoming to children with SEND
We continually review the environment of the school, the way we plan, prepare and deliver the curriculum and the information we provide for children so that we can improve the access for both individuals and groups. Our accessibility plan is available on the school website.
How we include children with SEND in the life of our setting
Willow Primary is fully inclusive and children with special educational needs and disabilities are fully integrated. Children requiring additional support on an educational visit are identified when drawing up a risk assessment. The school will seek to ensure that all children with additional needs participate in educational visits. All children are encouraged to participate in extra-curricular activities.
How we ensure that all our staff are trained and supported to meet a wide range of children's needs  <i>(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)</i>
Our staff have access to professional development opportunities relevant to their roles. Recent training includes <ul style="list-style-type: none"><li>• Autism awareness</li><li>• First aid</li><li>• Team teach</li><li>• Manual handling</li><li>• Safeguarding</li></ul>
External support and expertise we can call upon to help us to meet children's needs
School works closely with outside agencies and seeks professional advice from <ul style="list-style-type: none"><li>• CAMHs</li><li>• Outreach from specialist settings</li><li>• Speech and Language Therapists</li><li>• Occupational Therapists</li><li>• Support Service for Hearing and Visual impairment</li><li>• Support Service for Education of Children with Autistic Spectrum Disorder</li><li>• Health Professionals</li></ul>
How we prepare children to join our setting
On entry to our Foundation 2 provision we offer <ul style="list-style-type: none"><li>• Drop in sessions for parents with children.</li><li>• Support in completing the relevant documentation.</li><li>• Care plans to manage health or medical issues.</li></ul>

- Information pack for parents.
- Liaison with health visitors

How we prepare children to move on from our setting

Transition to Secondary School

- More regular visits to the new setting with learning mentor support
- Mentoring sessions
- Transition meetings
- Parents encouraged to consider all options for the next phase in their education.
- Involve outside agencies as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable.
- Transition timeline will be produced and shared with the family
- SENCO will attend any annual reviews for the children at their feeder school if invited.

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

The SENCO oversees the provision mapping of children with additional needs.

The school deploys Learning Support Assistants and Teaching Assistants in accordance with their specialism and relationships with specific children. Children with SEN Support Plans receive the necessary resources to support their individual needs.

Contacts for more information

Headteacher: Davina Sumner

Chair of Governing Body: Eleanor Churchward

Address: Willow Primary School  
Alston Road  
Bessacarr  
Doncaster  
DN4 7EZ

Telephone: 01302 539249

Email: [admin@willowdoncaster.sch.uk](mailto:admin@willowdoncaster.sch.uk)

Website: [www.willowprimary.co.uk](http://www.willowprimary.co.uk)

Please include a direct web link to the following:

\* SEND Policy – <http://www.willowprimaryco.uk/policies-1/>

- \* SEN Information Report – <http://www.willowprimary.co.uk/special-educational-needs/>
- \* Accessibility Plan - <http://www.willowprimary.co.uk/policies-1/>

Please note:

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Please return this proforma to Natalie Pendleton, Families Information Service, by email to [fis@doncaster.gov.uk](mailto:fis@doncaster.gov.uk)

If you have any queries, please contact Helen Barre on 01302 73753, Darren Dickinson 01302 735978.

Thank you.