

Name of School: Windhill 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 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).

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.

<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>Our school is a Local Authority mainstream primary school which has children from nursery through to year 6.</p> <p>We currently have 301 pupils on roll. KS1 and KS2 is one and a half form entry.</p> <p>We aim to:</p> <ul style="list-style-type: none">• Use our best endeavours to achieve maximum inclusion and success for all our children• Encourage high levels of participation from children, parents and carers• Have a clear focus on steps toward positive life-long outcomes• Explain what we do, when, why and how• Meet our statutory duties
<p>How we identify if your child may need additional help and/or has special educational needs (SEN)</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 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
- The analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- Reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- Liaison 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

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

Our open door policy encourages partnership working with parents/ carers. We run 'early bird' sessions for parents/carers to work with their child in class; we hold informal coffee mornings and workshops in our purpose made Family Room. 'Team Around the Child' meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs. Parents are invited to meet with their class teacher on a termly basis in order to set the outcomes for the children's SEN support plans and to review these outcomes. This may take place during a longer parents evening time slot or in a separate meeting arranged with the class teacher. Some SEN review meetings will also be attended by other people involved in the child's support, for example the Learning Mentor, SENCO, Educational Psychologist or specialists from other outside agencies.

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

As part of the review process, the children will be asked to comment (at their level) on their learning this term and their additional work to help them achieve their outcomes. This may take place during the meeting with their parents or at a separate meeting with the child. Children will also be encouraged to develop their new learning outcomes to work towards during the following term. One Page profiles are completed with the children in order to gain their insight into their support.

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

Where children are identified as having SEN, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- Peer support groups
- Thrive groups
- Lego therapy

- Teachers differentiate learning activities as part of quality first teaching, eg; explaining in a different way, giving access to visual cues etc
- Targeted additional adult group and, where appropriate, individual support
- Differentiation of curriculum resources
- SMART target setting
- Emotional care, friendship and support groups
- Support to participate in the life of the school

How we provide additional support if your child has learning needs

Where children are underachieving and/or identified as having a learning need, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- Bilingual support/access to materials in translation
- Homework/learning support club
- Booster intervention groups
- Same day intervention
- Targeted interventions where a need has been identified eg; TELL, Precision Teach
- Pre-teach: preparation for new learning experiences and vocabulary development.

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

Teachers make sure their classes have lots of language support and activities which include specific role play areas, a focus on outdoor learning and paired work to encourage speaking and listening. We work in partnership with speech and language therapists to plan and deliver support for children with specific difficulties. Children with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. We would provide daily sensory breaks for children who need them to enable them to regulate their sensory needs during the day. The ASCETS team would also provide guidance and strategy for children in our school.

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

Physiotherapists and Occupational Therapists provide specific advice and guidance for target children. They also provide training for staff. Teachers/Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups. Our school works with the parents and medical practitioners to ensure each child's physical, sensory and medical needs are met. Individual Health Care plans are developed with parents and health practitioners when needed and reviewed annually.

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

Emotional well-being is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions. When they are about to change class they are helped to make their own transition book, which they can revisit during the summer holidays. To promote positive friendships, we may use a

'circle of friends' or 'circle time' involving the whole class. There are opportunities for children to request a time to talk with an adult in break/lunch time mentoring group which offers a wide range of activities including art and craft. A number of children in school take part in THRIVE sessions run by trained learning mentors, in order to improve the children's mental and emotional development.

How we promote developing independence

Our SEN children are fully supported to access the curriculum and learning experiences alongside all the other children in our school. We aim to put in the support needed and then develop the skills that the child requires in order to increase the independence of each individual child. We recognise that this is not a simple process and for certain periods, such as during transitions, additional support may need to be re-introduced so that each child develops the skills and confidence to move through the different stages of school life.

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

- Ongoing assessment of progress against targets and expected outcomes
- Work sampling and moderation
- Scrutiny of planning and level of differentiation and use of classroom resources
- Informal feedback from all staff
- Child and parental questionnaires and conversations
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records
- Regular meetings about children's progress between teachers and the head teacher
- Head teacher's report to parents and governors

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

The school has wheelchair access to all the areas and works closely with the support staff and governors to ensure a safe and welcoming environment to all children with SEND. As these needs change, our school environment is constantly being reviewed and adapted to ensure an inclusive environment is maintained.

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

We use additional adult provision and support so that our SEND children can access all areas of our school. This includes participation in school trips and residential as well as extra-curricular learning activities such as swimming, competitive sporting events and clubs. Additional provision depends on the needs of each child and our SENCO works with parents and children to ensure that the children can fully participate in these experiences.

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)

The professional development of all staff involved in meeting the needs of pupils with SEND is on-going and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies
- Additional planned professional development sessions provided by staff from other agencies or support services
- Senior Leaders from within school
- Other relevant courses which are relevant to SEND support and strategies can be undertaken or requested by consulting with the SENCO. The SENCO will liaise with a range of external specialists in order to implement whole school strategies to support all pupils, including those with SEND.

These include:

- Educational Psychologist
- Speech Language Communication Therapist
- Occupational Therapist
- ASD Team

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

Our Educational Psychologist gives us ongoing support for SEN children in our school. We also have support from the School Nurse, Occupational Therapists and Speech and Language Therapists. Emotional support is given through children's centre provision and the Early Help network provide family support when that is requested by parents.

How we prepare children to join our school

Children and parents new to the school are invited to meet staff and experience some time at Windhill Primary school during the summer term. Parents are directed to the school website to access details of policies and school information, paper copies are available on request. The children then have an integrated start in September to ensure a smooth transition. Additional meetings with parents and relevant agencies will take place for children needing SEN support at the point.

How we prepare children to move on from our school

In the summer term, all children will visit their new classroom and have a number of transition activities with their new teacher to prepare for the following school year. SEN children may have additional activities and time with their new teacher and teaching assistant to make sure any additional needs can be met from day one. Some SEN children in year 6 will have additional transitional arrangements in order to ensure a smooth transition to their next school. We want every child to be excited and positive about their new class and know that some children need more support with this than others.

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

We use our resources to provide additional support for children with SEND. For example, through nurture groups and interventions to develop social skills, purchase of additional equipment such as sensory items and resources. We have a learning mentor to spend additional time with our SEND children and when needed 1:1 support in the classroom.

Contacts for more information

Head teacher/ Principal: Mrs Donna Howard (Headteacher)

Chair of Governing Body: Ms Lynn Mathers

Address: Hollingworth Close, Mexborough, S64 0PQ

Telephone: 01709 586949

Email: admin@windhillschool.co.uk

Website: www.windhillprimary.co.uk

SENCO: Mrs Julia Neesome (Inclusion Manager)

Miss Katie Cheetham (SENCO)

Please include a direct web link to the following:

- SEND Policy –
- SEN Information Report –
- Accessibility Plan -