

Name of School: Warmsworth 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.

Brief description of the school

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

Warmsworth Primary School is an LA maintained mainstream primary school with approximately 470 pupils on roll.

Our school values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and wellbeing of all our pupils matter. This policy helps ensure that our school promotes the individuality of all children irrespective of ethnicity, attainment, age, disability, gender or background and supports the statements made in our school's single equalities policy.

Our school prides itself on being an inclusive school. We actively seek to remove

barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different needs of individual and groups of pupils within our school to ensure minimal risk of underachievement.

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

School monitors the progress of pupils closely and has termly meetings to identify children who are not making good progress. Interventions may be put in place and are monitored closely to ensure they are meeting the needs of each child.

If there are any concerns regarding the progress your child is making, this will be discussed with you as parents. This will be an opportunity to share information and discuss concerns and plan any additional support your child may need. The involvement of outside professionals may also be discussed if it is felt that these would benefit your child.

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

Parents are actively involved in the termly planning, target setting and reviewing of progress of pupils who are supported with a SEND Support Plan or Education Health & Care Plan (EHCP). Parents also play a key role in the practising of these targets at home to ensure their child achieves these.

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

Children are actively involved in the planning, target setting and reviewing of their progress (at an age appropriate level.) They are asked for their opinions and their suggestions as to what helps them to learn and how they can learn best. They complete a one page profile termly which enables them to share their opinions on their progress, their suggested next steps in learning and their aspirations for the future.

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

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. Care is taken to ensure that barriers to learning are quickly

identified and diminished.

How we provide additional support if your child has learning needs

The curriculum and learning is highly differentiated to meet the specific needs of pupils in the class/group.

Needs may be met through:

- Additional resources to enable children to access learning.
- Engagement with other professionals and outside agencies.
- Use of additional adults to support individuals/groups of learners.
- Provision of additional interventions including support with speech and language development, occupational therapy and physiotherapy sessions, social and emotional development, gross and fine motor skill development.
- Support for the child and their family through the Early Help Assessment as necessary.
- Additional support through home learning tasks, home learning club etc.
- Small group/individual interventions

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

The curriculum and learning is differentiated to meet the specific needs of pupils in the class/group.

Needs may be met through:

- Additional resources to enable children to access learning, including visual timetables.
- Engagement with other professionals and outside agencies.
- Use of additional adults to support individuals/groups of learners.
- Provision of additional interventions including support with speech and language development, occupational therapy and physiotherapy sessions, social and emotional development, gross and fine motor skill development.
- Support for the child and their family through the Early Help Assessment as necessary.
- Additional support through home learning tasks, home learning club etc.

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

The curriculum and learning is differentiated to meet the specific needs of pupils in the class/group.

Needs may be met through:

- Additional resources to enable children to access learning, including appropriate sized seating, etc.
- Engagement with other professionals and outside agencies.
- Use of additional adults to support individuals/groups of learners.
- Provision of additional interventions including support with speech and language development, occupational therapy and physiotherapy sessions, social and emotional development, gross and fine motor skill development.
- Support for the child and their family through the Early Help Assessment as necessary.
- Additional support through home learning tasks, home learning club etc
- Access to quiet room (where available)

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

The emotional health and wellbeing of every child is fostered through the ethos of the school. We implement the social and emotional aspects of learning (SEAL) programme across the school to further promote positive attitudes and wellbeing.

In addition we provide additional support for identified pupils:

- Social, Emotional and Behavioural support on a small group basis.
- Social and emotional skills development for identified pupils at lunchtime
- A vocational gardening team to develop responsibility and co-operation.
- Anger management support.

How we promote developing independence

All pupils are expected to have high levels of independence and are continually encouraged to do so. Across the school there are high expectations in terms of learning behaviour and pupils are supported to do this, as necessary. Where pupils are supported by the class teacher, support staff or other adults, they are expected to try their best, and support is then available to enable them to address greater difficulties. We may provide visual schedules/checklists or other resources to aid children's independence.

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

We aim to provide every child with high quality teaching and this is monitored by the senior leadership team. Every child's progress is continually monitored by his/her class teacher. Progress of all pupils in reading, writing and maths is reviewed three times a year by the class teacher, subject leaders, SENCo and

Headteacher.

Children identified with SEND will usually have a SEND Support Plan with targets set that are designed to accelerate learning and close the gap. Progress towards these targets will be reviewed regularly, with the child and their parents, following an 'assess, plan, do, review' model. These are monitored and evaluated by the SENCo and interventions will be implemented as necessary.

In addition, pupils who currently have an EHC Plan will be formally reviewed at an annual review, with the pupil, parents and all adults involved with the child's education.

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

We aim to adapt the learning environment wherever necessary to ensure it can be accessed by all pupils. This may be achieved through use of adaptive resources, such as specialist lighting, markings on floorings etc, as far as this is practical to do so.

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

We aim to provide an accessible curriculum for all pupils, regardless of their individual needs. We employ a range of strategies and resources to enable this to happen, alongside high quality teaching for all pupils. Reasonable adjustments may be made, wherever it is feasible to do so.

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)

Regular staff training is an important commitment in Warmsworth Primary School. Teachers and Support Staff have a general understanding of SEND, and are trained in SEN issues, such as dyslexia, dyspraxia, autistic spectrum disorder, attention deficit and hyperactivity disorder, visual, physical and hearing impairments etc. Several staff have received specific training in certain areas of SEND. Our SENCo for Foundation Stage and Key Stage One, K.Nithsdale, has gained the accredited SENCo qualification and E. Nile (SENCo for KS2) is in the process of gaining this accreditation.

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

We actively engage with other professionals and outside agencies including :

- Social Care
- School Nursing Service
- Support services for pupils with Visual Impairment, Hearing Impairment, Physical Impairment, Autistic Spectrum Disorder etc.
- Family Support Services
- Outreach Support from Special Schools
- Educational Psychology Service
- Medical professionals including Child Epilepsy Nurses and Child Diabetic Nurses
- Children's Community therapy Teams including Speech and Language Therapy, Occupational Therapy and Physiotherapy
- Child and Adolescent Mental Health Services
- Local Children's Centres

How we prepare children to join our school

We aim to make every transition between phases of education as smooth as possible. The SENCo will liaise with the previous school/setting to ensure approaches and support remains consistent (wherever possible) and arrangements to support the child will be made. Information will be shared and discussed with parents and previous key workers.

How we prepare children to move on from our school

If we are provided with the contact details of the new school, the SENCo will contact them and discuss the specific needs of the child and share information, before official documentation is sent to the new school. Where needed, extra transition arrangements will be made.

When pupils are leaving year 6 and transferring into secondary school, the SENCo and/or year5/6 teachers will discuss the needs and provision for pupils with SEN with the SENCos of the receiving Secondary schools. Information, SEND support plans and EHC plans will be shared and discussed.

Some children are involved in making a passport to take to their new school to explain about them and their needs.

If the child has an EHC Plan, the SENCo from the child's preferred secondary

school will be invited to the Annual Review Meetings in year 5 and year 6.

Transition opportunities will be provided for all pupils on the transfer to secondary school and additional visits etc. arranged for pupils with SEN as required.

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

We deploy our resources on a needs basis at Warmsworth Primary School. We liaise with parents and a range of other agencies, to ascertain the best way of supporting each individual child with SEND and plan provision and evaluate provision regularly.

Contacts for more information

Head teacher: Mrs Rachel Train

SENCOs: Mrs Emma Nile and Miss Kira Nithsdale

Chair of Governing Body: Mrs J McDermott and Miss L Rush

Address: Warmsworth Primary School

Mill Lane

Warmsworth

DN4 9RG

Telephone: 01302 852200

Email: secretary@warmsworthschool.co.uk

Website: <https://www.warmsworth.doncaster.sch.uk/>

SEND Policies and SEN Information Report link(s):

<https://www.warmsworth.doncaster.sch.uk/policies-and-procedures>

<https://www.warmsworth.doncaster.sch.uk/curriculum-1/sen-report-1>