

Local Offer: Template for Education Providers

Every early year setting, school and college must outline what their local offer is to children and young people with special educational needs and/or a disability (SEND).

1. What is the name of your educational provision?				
<ul style="list-style-type: none"> • What is the address? Whiteways Primary School, Whiteways Road, Sheffield, S4 8EX • What is your phone number and email address? 0114 2423169 enquiries@whiteways.sheffield.sch.uk • Who is your SEN Governor? What are their contact details? Mrs Sue Ransom sransom@whiteways.sheffield.sch.uk • Who is your SENCO? What are their contact details? Are they full or part time? Mrs Tracey Rosling (SENCO) trosling@whiteways.sheffield.sch.uk Part time (Mon-Wed) 				
2. Please give a brief overview of your educational provision				
<p>Whiteways is a larger than average Mainstream Primary School catering for children between the ages of 3 and 11 years.</p> <p>Key Features are:</p> <p>18% of our pupils have SEN</p> <p>82% of our pupils have English as an additional language</p> <p>25% of our pupils are eligible for Pupil Premium</p> <p>There are currently in the region of 30 languages spoken by children and their families in school</p> <p>Our attendance figure 2013-14 was 92.4%</p>				
3. What is your current Ofsted rating (if applicable)?				
Requires Improvement				
4. Who is your educational provision for?				
The provision is available for:				
0-3 Years	4-7 Years	8-11 Years	12-16 Years	Post 16 age
FS1 3-4 Years	✓	✓		
The provision supports learners with:				
Education	Health	Social care	Preparing for Adulthood	
✓				

The provision supports (or has supported) learners with:

Cerebral Palsy	ADHD/ADD	Social & communication difficulties including Autism	Behavioural Emotional or Social Difficulties	Down's Syndrome
✓	✓	✓	✓	
	Hearing Impairment	Medical Needs or Long-term Illness	Mental Health Difficulties	Moderate Learning Difficulty
	✓	✓	✓	✓
	Multi-Sensory Impairment (vision & hearing)	Physical Disability / Mobility Issues	Profound & Multiple Learning Difficulty	Severe Learning Difficulty
	✓	✓		✓
	Specific Learning Difficulty (e.g. Dyslexia)	Speech, Language & Communication Needs	Visual Impairment	Waiting for diagnosis
	✓	✓	✓	✓

The provision is accessible as a:

Mainstream service	Specialist service
✓	

If you are a specialist setting what other admissions criteria do you use?

Not Applicable

Please state the number of pupils on your roll and your average class size

In September 2014 we had 420 pupils on roll.
 We are a two form entry school, except in Year 2 which is three form entry split over 4 classes (this is due to the needs of the children in this particular cohort).
 Our average class size is 30, except in Year 2 where the average class size is 22.

5. How does the setting identify learners with SEN?

- **Does your school / setting / post 16 provision offer specialist assessments by school staff and/or external professionals?**

At Whiteways all members of staff are responsible for identifying and reporting any concerns around Special Educational Needs to the SENCO.

The opinions and concerns of parents/carers are always taken into consideration throughout the identification process and also through the setting of appropriate targets. Home visits are made prior to pupils entering the Foundation Stage; these meetings give parents the opportunity to share information about their child's particular needs and whether any outside agencies are already involved with their child. Induction meetings take place for any child in KS1 or KS2 who arrives new to the school. Parents have the chance to pass on information about their child's needs at this meeting. All information is shared with relevant staff prior to the child starting school.

Pupil progress is monitored half termly through Pupil Progress Meetings. Any pupil not making adequate progress and/or working below age-related expectations is identified and support is put into place. Close monitoring enables the Class Teacher and the SENCO in consultation with parents to identify whether more specialist support is required.

School staff; work in close partnership with external agencies including: Speech & Language Therapy, School 2 School Support, Educational Psychology and the local Family of Schools to remove barriers to learning.

For children who are new arrivals to the country a period of two to three terms will be used to monitor progress against expectations.

6. Is your setting physically accessible to all learners?

What are the physical facilities like? For e.g.

- **Is the building fully wheelchair accessible? How many buildings are there?**
Whiteways comprises of one school building which is on one level. The school is fully accessible for wheelchairs.
- **Have there been improvements in the auditory and visual environment? (including for children who need a low sensory environment)**
More detailed/personalised visual timetables are produced for individual children. The seating arrangements for children with visual and hearing impairments are taken into account. Individual work stations are set up for children who require a low sensory environment.
- **Do you use visual aids such as visual timetables?**
Communicate in Print is used throughout school. Visual timetables are used for individual pupils. All staff have received training for Cued Articulation and basic Makaton.
- **What equipment & facilities do you offer to support learners with SEND and how do you secure new equipment & facilities?**
Additional funding and resources are accessed through: outside agencies (e.g. specialist resources/equipment, specialist Teaching Assistants), SEN Transport and High Needs Funding.
We have a multi-sensory room called the 'Sparkle Room' which can be accessed by children with adult support.
- **Are there disabled changing and toilet facilities?**
Whiteways has 3 disabled toilets positioned around the building, one of which also includes a shower.
- **Primary schools: How secure is the playground – is there a fence?**
Nursery and Foundation Stage 2 have their own outside areas which are completely surrounded by a fence – Access is through the classroom or via a locked gate.
KS1 and KS2 have their own separate yards which again are surrounded by a fence.
- **Do you provide a quiet / safe space, and how do learners access this?**
We have a small Positive Play/Sensory Room which can be accessed by individual pupils when accompanied by an adult.
- **Is there a quiet place for learners to eat if they cannot cope with a noisy dining hall?**
We have a dining hall which is supervised by staff in school.

The school has experience of working with learners in wheelchairs. Teaching Assistant support is available for these children to aid with their learning and/or personal care needs.

7. How does your setting adapt the curriculum for learners with SEND?

- **Who will oversee and plan the education programme for a learner with SEN?**
Class teachers in consultation with the SENCO, outside agencies and parents plan next steps and set appropriate targets.
- **What are the setting's approaches to differentiation?**
Quality first teaching is differentiated according to the needs of particular groups & individuals
- **What is the setting's stance on changing some parts of the provision's routine to help learners with SEN?**
Staff are flexible with their approaches to learning and an inclusive approach is adopted in order to enable all pupils to access learning opportunities
- **What activities are available to learners with SEND in addition to those available through the curriculum? E.g. social skills groups**
Behavioural/Pastoral Support from the Learning Mentors (small group or 1:1): Social skills, Theraplay, Positive Play etc.
Speech & Language Interventions: Language Enrichment Activity Programme (LEAP), Vocabulary Improvement Programme (VIP), Narrative Improvement Programme (NIP), Speech Sound Groups
Reading/Writing Interventions: Fischer Family Trust (FFT), Rainbow Reading, Talking Partners
Maths Interventions: Talking Maths

8. What training have your staff received to support learners with SEND?

- **This should include past and planned training including Makaton, PECS etc.**

Basic Makaton, Cued Articulation, Team Teach, Manual Handling, Understanding and Supporting Children on the Autistic Spectrum in School, Positive Play, Theraplay, LEAP, VIP, NIP, Administering & Analysing the Language Screen, FFT, Rainbow Reading, Talking Partners, Talking Maths, First Aid.

The SENCO has completed a Post Graduate Certificate in Special Educational Needs Coordination.

- **How do you ensure that all relevant staff (including peripatetic teachers, supply teachers, welfare supervisors, office staff) are aware of learners' needs?**

Every class has a 'Class Proforma' which gives an overview of the needs of the pupils in the class. The SENCO ensures all relevant staff are kept informed of the needs of children with SEND.

- **Do you access specialist expertise?**

Educational Psychology Service, School 2 School Support Service, MAST (Multi-Agency Support Team), CAMHS (Children and Adolescent Mental Health Service), Specialist Support Services (Early Years Inclusion Service, Service for Deaf and Hearing Impaired Children & Service for Visually Impaired Children), Ryegate Children's Centre (Occupational Therapy & Physiotherapy etc.)

Whiteways works alongside the Fir Vale Family of Schools to access a range of external support: Steps4ward, Speech & Language Therapy & Autistic Spectrum Disorder/Behaviour Consultant.

- **Are there staff trained in the administration of medicines, feeding and providing personal care?**

Whiteways has two members of staff who are trained in the administering of medicines. Key staff; are trained in manual handling of children and personal care needs as appropriate.

- **Please include details of any relevant kite marks or accreditations**

Sheffield Children's University, Healthy Schools, ESCAL, Established Quality in Extended Services

9. How do you communicate with and involve families?

- **How does the setting communicate with parents about their child? E.g. email, home-school book, parents' evenings?**

Parents evenings are held in the Autumn and Spring Terms, End of Year Reports are sent out at the end of the Summer Term, SEN Review meetings are held once a term. Other forms of communication include: home-school diaries, telephone calls & face to face meetings. We have an open door policy at Whiteways.

- **How does the setting involve parents in reviewing progress and setting targets for learners with SEN? How often do you do this? E.g. termly structured conversations**

Parents are encouraged to attend all SEN Reviews which are held once a term. These offer an opportunity for Class Teachers, the SENCO, parents and the child (if appropriate) to discuss provision and set appropriate targets.

- **Do you offer any parent training or learning events in relation to SEN?**

In Summer 2014 the Family of Schools organised workshops run by the Sheffield Parent Carer Forum to explain the implications of the new SEN Code of Practice. Within school we hold regular Coffee Mornings: Parent Partnership, attendance, accessing NHS services and care & maintenance of hearing aids are some of the topics that have been discussed

- **Do you have an SEN group for parents?**

Not at this current time.

- **How do you communicate with families whose first language is not English?**

We have a number of bi-lingual staff in school to support both learners and their families with English as an Additional Language. Letters are sent out in dual language where possible and language support is available to parents when attending meetings (using bi-lingual staff or Language Line)

10. How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?

We participate in moderated SEN audits across the Family of Schools. We seek advice and challenge from external agencies.

Progress data is analysed half termly through: Pupil Progress Meetings held between Class Teachers and Senior Leaders & the SENCO monitors the progress of the SEN children.

Through analysis of the data individuals/groups of children are identified for intervention and/or a change in current provision.

Interventions are monitored and reviewed regularly by the SENCO.

11. What support do you provide for the learners' overall wellbeing?

- **How do you monitor and provide support for the social and emotional wellbeing of learners?**

Every Child Matters (ECM) Trackers are completed by teachers twice a year – these allow the Learning Mentors to provide personalised sessions based on the particular needs of the child or groups of children

External agency advice & support from: Steps4ward, Educational Psychology Service, Autistic Spectrum Disorder/Behaviour Consultant, CAMHS

Learning Mentors provide: small group/1:1 support work, Positive Play, Theraplay

- **How do you teach disability awareness to learners?**

Outside agency talks to individual classes/year groups about specific issues e.g. Epilepsy, wheelchair uses. Also through PSHE (Personal, Social & Health Education).

- **How do you help learners who struggle to make friends?**

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- **How do you support vulnerable learners during unstructured periods?**

Key workers monitor/support individual/groups of children at break/lunch times, we also have lunch time clubs.

PTC Sport work with targeted children at lunch times.

- **How do you support learners for whom school is a cause of anxiety?**

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External agency advice & support from: Steps4ward, Educational Psychology Service, Autistic Spectrum Disorder/Behaviour Consultant, CAMHS.

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12. What kind of behavioural interventions do you use?

- **What support is there for behaviour, avoiding exclusions and increasing attendance?**

We have a whole school approach to behaviour management this is set out in our Behaviour Policy.

For more extreme/individual cases external agency advice & support is sought from: Steps4ward, Educational Psychology Service, Autistic Spectrum Disorder/Behaviour Consultant, CAMHS.

Learning Mentors provide: small group/1:1 support work, Positive Play, Theraplay.

To increase attendance and improve punctuality we have: 'Cornflakes Club' on a Monday and Homework Club on Tuesday and Wednesday mornings. Stickers and certificates are awarded to individuals for good attendance; there is a class award for the best attendance every half term. Phone calls, home visits and 'Traffic light' letters are used to make parents aware of their child's attendance.

- **How do you manage extreme behaviour?**

Behaviour Plans/PSPs (Pastoral Support Programme) are set up for individual children if necessary. A Team Teach approach is used.

13. How do you ensure learners with SEND are included in non-classroom based activities?

- Are learners with SEND able to access all of the activities and how will the setting assist them to do so?
- How do you involve parent/carers in planning activities and trips?

As an inclusive school all learners are provided with the same opportunities both in and outside of the classroom. It is sometimes appropriate for school staff to discuss how best to support individual children on trips with parents.

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs
A breakfast service is offered to children and families from 8.20am each morning.	A range of after school clubs are available, we are also part of the Sheffield Children's University.	These are usually organised for the Easter and Summer holidays and involve activities within school and opportunities to go to a variety of venues on day trips.
✓	✓	✓

14. How do you consult with and involve learners in their education?

- How are learners able to contribute their views?
- How will the setting support the learner to do this?
- Please include any comments on support for advocacy

Pupils are invited to be part of the review cycle and so are able to contribute their views and opinions about their learning, targets and outcomes for IEPs (Individual Education Plan), PEPs (Personal Education Plan) etc.

School council gives an opportunity for pupil voice.

15. How do you prepare learners with SEND to progress to, from and within your setting?

- **What preparation will there be for both the setting and the learner before he or she joins the setting? E.g. from nursery, primary, or secondary school?**
Home visits are carried out by staff before entry to Foundation Stage 1. Home visits are also carried out for new starters into Foundation 2. When transferring to a new setting a review meeting may be appropriate with staff from both settings, outside agencies and parents/carers. In rare circumstances a reduced timetable may be appropriate in the first instance when the pupil moves up to the next setting which is then built up over an agreed timeframe.
- **How will he or she be prepared to move onto the next stage?**
Transition days at the end of the academic year allow for pupils to meet their new teachers and settle in to their new class. Transition meetings are planned between teachers to ensure information about every child is passed on to the receiving teacher. When transferring to secondary the SENCOs from sending and receiving settings hold a transition meeting where the needs of the children are discussed. Relevant staff members from the receiving school are invited to the final Annual Review for children with a Statement of Special Educational Need. Extra transition visits are arranged for vulnerable children which gives them the opportunity to meet key staff members.
- **Do you take account of friendships when setting up new class groupings?**
The individual needs of the children are taken into account when setting up new classes.

<ul style="list-style-type: none"> • How often do you mix up classes? Classes are only mixed up if it is deemed an appropriate measure to meet the needs of the children. • What kind of destinations do learners with SEND move to when they leave your setting, e.g. college, bridging programmes, supported living, work etc. Our pupils transfer to mainstream Secondary provision. However, if mainstream secondary provision was deemed inappropriate we would support the pupil and their family with a transfer to specialist or integrated resource provision.
<p>16. Do you have an online prospectus? Are there open days for families and learners?</p>
<p>Information about the school can be found on our website: www.whitewaysprimary.co.uk/ The school offers numerous opportunities for parents to be involved in school life for example: Family Reading Mornings, Coffee Mornings, School Library, the Big Read, Stay and Play sessions in the Foundation Stages and Celebration Assemblies. A range of Family Learning courses are available. Prospective pupils and their families are invited to look around the school and speak to staff.</p>
<p>17. Do you offer outreach to home educating families?</p>
<ul style="list-style-type: none"> • E.g. use of facilities / access to after-school clubs / access to swimming lessons / allowing external candidates to sit exams. <p>Liaison with the Home School Team is carried out.</p>
<p>18. Does your setting offer any additional services for learners with SEND?</p>
<ul style="list-style-type: none"> • E.g. residential provision, outreach / training for other providers, enrichment programmes in the local community.
<p>No</p>

Please provide contact details in case we have any queries with the form.

Name & Job Title	Tracey Rosling SENCO
Email	trosling@whiteways.sheffield.sch.uk
Telephone	0114 2423169

Please tell us if you included any of the following people whilst completing the form.

SENCO	SEN Governor	Parents	Young people with SEND
✓	✓	✓	