

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).

To help you do this the local authority will publish your responses to the following questions. The responses need to be jargon free, ensure clarity of language and provide information about where to go to get further advice or guidance if needed.

1. What is the name of your educational provision?				
<ul style="list-style-type: none"> What is the address? Brunswick Community Primary School, Station Road, Woodhouse, Sheffield, S13 7RB What is your phone number and email address? 0114 2695315 enquiries@brunswick.sheffield.sch.uk Who is your SEN Governor? Kayleigh Rushby What are their contact details? c/o enquiries@brunswick.sheffield.sch.uk Who is your SENCO – Shirley Roddis What are their contact details – c/o enquiries@brunswick.sheffield.sch.uk Are they full or part time- full time member of staff, 0.4 committed to SENCO 				
COMMENT:				
2. Please give a brief overview of your educational provision				
COMMENT: We are a large community primary school based in the South East of Sheffield serving a mixed catchment of 485 children. The children are aged between 3 and 11, (Foundation 1 – Year 6).				
3. What is your current Ofsted rating (if applicable)?				
COMMENT: Good (October 2013)				
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
3+	X	x		
The provision supports learners with:				
Education	Health	Social care	Preparing for Adulthood	
x				
The provision primarily supports (or has supported) learners with:				
Cerebral Palsy	ADHD/ADD	Social & communication difficulties including Autism	Behavioural Emotional or Social Difficulties	Down's Syndrome
	X	x	x	
	Hearing Impairment	Medical Needs or Long-term Illness	Mental Health Difficulties	Moderate Learning Difficulty
	X	x	x	x

	Multi-Sensory Impairment (vision & hearing)	Physical Disability / Mobility Issues	Profound & Multiple Learning Difficulty	Severe Learning Difficulty
	x	x		
	Specific Learning Difficulty (e.g. Dyslexia)	Speech, Language & Communication Needs	Visual Impairment	Waiting for diagnosis
	X	x	x	x

The provision is accessible as a:

Mainstream service	Specialist service
x	

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

COMMENT: Brunswick is a maintained community school.

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

COMMENT: 485, average class size = 30, which is our agreed admission number per year.

NB – Not applicable to Universities

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?

COMMENT:

Children may be identified as having SEN if they:

- have a significantly greater difficulty in learning than the majority of the children of the same age.
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the above or would do so if special educational provision was not made for them.

Pupils with special educational needs require additional help to enable them to have access to the curriculum.

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?
- Have there been improvements in the auditory and visual environment? (including for children who need a low sensory environment)
- Do you use visual aids such as visual timetables?
- What equipment & facilities do you offer to support learners with SEND and how

do you secure new equipment & facilities?

- Are there disabled changing and toilet facilities?
- Primary schools: How secure is the playground – is there a fence?
- Do you provide a quiet / safe space, and how do learners access this?
- Is there a quiet place for learners to eat if they cannot cope with a noisy dining hall?

COMMENT:

The school is accessible to all learners.

The school welcomes wheelchair users. Outside ramps are available and there are changing and toilet facilities for pupils with physical difficulties. Handrails are on stairways and a lift is available.

Brunswick School swimming pool is a resource which is of particular advantage to pupils with physical disabilities.

The school uses visual timetables and communication symbols, which are implemented throughout the school in every classroom.

Brunswick School works in conjunction with outside agencies to provide support and guidance on relevant equipment and / or adaptations to the building where necessary and on a pupil by pupil basis.

The school is completely secure, including locked perimeter fencing. The school has recently improved security in the main entrance to ensure a holding area for all visitors. The Acorn Room is a nurturing environment which provides a quiet, safe place for pupils – this is sometimes planned through identification and at other times on an as-needed basis.

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?
- What are the setting's approaches to differentiation?
- What is the setting's stance on changing some parts of the provision's routine to help learners with SEN?
- What activities are available to learners with SEND in addition to those available through the curriculum? E.g. social skills groups

COMMENT:

Pupils with special educational needs require additional help to enable them to have access to the curriculum. This additional provision may be in the form of individualised planning, modification of materials, the provision of specific teaching or technical aids, or the allocation of additional teacher or support assistant resources. For some pupils the school will be dependent on the Local Authority (L.A.) allocating sufficient resources to meet their needs.

We want to ensure that every child at Brunswick School achieves his/her full potential. We believe that the educational goals for the pupils are the same; all pupils have a right to a broad and balanced curriculum, which is relevant and differentiated and provides for progression. We believe that all teachers are teachers of children with SEN and that all pupils can progress although this may be in very small steps. We believe that all pupils with SEN deserve the level of resourcing necessary to meet their needs and that they should, as far as possible, be educated in their mainstream classes. We recognise that some children may need special provision.

These aims are going to help us to fulfil the whole school aims of creating a school community with a positive atmosphere in which children learn to value themselves, each other and the world in which they live: where positive attitudes toward learning are developed and where every pupil is encouraged to reach their academic potential

through first hand experiences and a meaningful curriculum.

Brunswick School has a team of SEN teaching assistants who support children's learning in and out of class.

The governors recognise the importance of prioritising SEN provision and wherever possible ensure that the SENCO has time away from class responsibilities. The allocation of support assistant time is dependent upon the budget although governors are prepared to divert additional resources where appropriate on the SENCO's advice.

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

- This should include past and planned training including Makaton, PECS etc.
- How do you ensure that all relevant staff (including peripatetic teachers, supply teachers, welfare supervisors, office staff) are aware of learners' needs?
- Do you access specialist expertise?
- Are there staff trained in the administration of medicines, feeding and providing personal care?
- Please include details of any relevant kite marks or accreditations

COMMENT:

The SENCO identifies needs for individual and group staff development and training and will seek to provide opportunities either school-based or external. Advantage is taken of the L.A. in-service training. Support services contribute to our staff training. Additionally, as part of the Handsworth Family of Schools, mutual training packages are shared to ensure consistency and equality of provision.

Professional Development meetings, held throughout the term, and the weekly staff briefing, help to inform and update staff on any current SEN issues and procedures. SEN issues are identified and addressed on the School Improvement Plan.

The school has recently undertaken autism training for all staff. To meet a variety of staff needs, identified staff have been trained in a variety of ways including a motor skills program, communication skills, dyslexia, child and adolescent mental health training. In addition to this, whole school safeguarding and team teach training has been undertaken. A whole school approach for pupils with Dyslexia is currently being developed.

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?
- 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
- Do you offer any parent training or learning events in relation to SEN?
- Do you have an SEN group for parents?
- How do you communicate with families whose first language is not English?

COMMENT:

Brunswick school provides communication to our parents through personal conversations (including parents evenings), letters, email, text, our website, phone calls and Twitter.

Reviewing children with SEN is built into the termly Open Evening systems. All children identified with SEN are reviewed three times a year, at Parents' Evenings, with their class teacher and SENCO. A formal review form is filled out. If parents do not attend an open evening it is recorded and they are contacted to rearrange by the class teacher.

There is always contact with parents before a decision is made to put a child onto the SEN record, to transfer them to a different stage or to remove them from the register.

School reports are sent out in the summer term.

Parents are closely involved and consulted at all stages, by formal personal contact, by telephone, by letter, by review meetings and at parents' evenings. Parental concerns are responded to. Written records are kept of parental contact together with action to be taken. Parents are requested to submit written contributions to annual reviews for statemented pupils. The SEN procedure is explained fully to parents. Parents are always made welcome in school. Any expression of parental concern is recorded in the SEN documentation. Partnership with parents is crucial to the success of our policy and we fully expect co-operation in attending review meetings and in the backing up of our SEN procedures, including supporting children with their work at home or on special projects.

A parent information leaflet is available for parents.

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

COMMENT:

Governors receive an annual report on the effectiveness of the SEN policy. They also receive information on resource allocation and improvements in performance.

Professional Development meetings inform staff of updated SEN issues.

There are also regular meetings with SENCO, HLTA's and teaching assistants to monitor work, resource needs and pupils' success.

Pupil progress meetings take place half termly to monitor children's achievement towards targets. Formative and summative assessments take place in order to gain an accurate view of every child. Evaluation of interventions take place at the conclusion of each cycle.

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?
- How do you teach disability awareness to learners?
- How do you help learners who struggle to make friends?
- How do you support vulnerable learners during unstructured periods?
- How do you support learners for whom school is a cause of anxiety?

COMMENT:

The purpose of the Acorn room is:

- To provide a resource, which is responsive to the particular needs of vulnerable children attending our school.
- To provide ongoing support and assessment for children showing signs of

social, emotional and behavioural difficulties with the aim of enabling the child to access the curriculum and participate fully in school life.

- To provide a secure and reliable environment where children can learn by re-experiencing pre-school nurture from caring adults who actively work towards their successful integration into their mainstream class.
- To help children to learn to behave appropriately, use their curiosity constructively, improve their self-esteem and develop confidence through close and trusting relationships with adults.
- To work in partnership with class teachers and parents to enable consistency of approach, both at home and at school.

The nurture group at Brunswick Community Primary School is known as the “Acorn Group” and is a small group of children from KS1 and KS2.

The classroom environment is developed to include elements that are typically found at home, the nurture group room has a kitchen/eating area, a work area and a play area. Rooms are colourfully decorated and have soft furnishings. Children have access to toys relevant to different points of development, including their current development.

The children attend the nurture group for a part of each day. Children attend for breakfast at 8:30 for lunch and for all breaks and unstructured times. Nurture group work is intensive and long term. Children spend between two and four terms in the group. The approach blends educational and emotional intervention.

The school teaches SEAL (social and emotional aspects of learning) to all children to help address acceptance and inclusion of all.

Children’s learning is enriched through relevant educational visits, including those with a cultural purpose. Assemblies are inclusive for all children and visitors are welcomed into school to support this learning. There is close liaison with the East Multi-agency support team and CAMHS (Child and adolescent mental health service).

Training for key staff is identified and put in place where necessary. As part of the Handsworth Family of Schools, training on Emotional Regulation is currently being undertaken (Summer 2017).

12. What kind of behavioural interventions do you use?

- What support is there for behaviour, avoiding exclusions and increasing attendance?
- How do you manage extreme behaviour?

COMMENT:

There is a consistent approach to whole-school and classroom management of pupils behaviour.

The aims of our behaviour policy are:

- For all children to develop a sense of right and wrong, making good choices and taking responsibility for their actions.
- To encourage a calm, purposeful and happy atmosphere in school.
- For the whole school community including parents/carers and school governors to know, understand and follow our school’s Positive Behaviour Policy.
- To encourage and enable parents to support our school values.
- To have a consistent approach to behaviour across the school.
- To set clear boundaries of acceptable behaviours following the school’s Golden Rules.

Unacceptable behaviour (including extreme) are identified as below:

Low Level: Unacceptable behaviour that can be effectively managed within a classroom environment by the class teacher and other adults.

Medium Level: More persistent/serious behaviour that is not so easily managed within a classroom environment. The class teacher may involve parents and other staff members including the Phase Leader and SENCO. Informal involvement of the Deputy or Headteacher may be required.

Extreme Level: Very serious unacceptable behaviour or persistent Medium Level behaviour. Formal involvement of the Headteacher and parents. Additionally other outside agencies may also become involved.

A whole school traffic light system is in place to ensure all pupils are clear about expectations for positive behaviour and consequences for negative behaviour. There are also personal class reward systems in place to support this.

Whole school rewards, via Golden Leaves, supports school rules and expectations. Pupils can accumulate these and build up to certificates and special award assemblies.

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?

COMMENT:

Brunswick Community Primary School is a welcoming and nurturing environment for all children and endeavours to fulfil its role in creating an inclusive society. *We strive to eliminate prejudice and discrimination and to develop an environment where children can flourish and feel safe.*

Our partnership with parents is valued and we recognise that their inclusion in the support of their child is essential.

Community cohesion is important to us and we seek to develop this in all our children, *recognising that we have a responsibility to educate children for life in a culturally diverse society* in order that they may make a positive contribution to their community as they grow.

Definition of Inclusion

Inclusion is a process, which ensures that all members of the community have access to the best opportunities and the highest quality services. It asserts the right of each individual irrespective of age, ability, gender, ethnicity, language and social background, to have the best education and the related services which can be provided. Inclusion challenges all forms of prejudices, accepts and celebrates diversity within the community and respects the rights of the individual. *This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of varied life experiences and needs.*

Aims

Brunswick Community Primary School aims to:

- Enable pupils to develop their personalities, skills and abilities
- Provide appropriate teaching which makes learning challenging and enjoyable
- Provide equality of educational opportunity for all children
- Prepare children to make a positive contribution to the community.

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs
Yes – 7:45 until school start	School end until 6pm	No

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

COMMENT:

The school has a very active school council who contribute the views of the children to a wider adult audience. The Green Team and Bike It Crew are also active pupil voice organisations within school.

Children are involved in setting and maintaining personal targets for learning and behaviour, including peer assessment and review.

The school is an established part of the Children's University.

Conversations with school adults take place with respect and confidence.

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?
- How will he or she be prepared to move onto the next stage?
- Do you take account of friendships when setting up new class groupings?
- How often do you mix up classes?
- What kind of destinations do learners with SEND move to when they leave your setting, e.g. college, bridging programmes, supported living, work etc.

COMMENT:

There is close liaison with the secondary schools for Y6 pupils at transfer stage. SENCOs of secondary schools are invited to attend the child's Y6 review meeting in the spring or summer term. All SEN pupil files are transferred with the pupils.

Children are allocated a class in Foundation 2, then classes are only split from there if there is judged to be a significant need that will benefit all.

16. Do you have an online prospectus? Are there open days for families and learners?

COMMENT:

All relevant information is included on our website at www.brunswickprimaryschool.co.uk

The prospectus is reviewed annually, new parents receive a hard copy and it is available on the website for all others.

17. Do you offer outreach to home educating families?

- E.g. use of facilities / access to after-school clubs / access to swimming lessons / allowing external candidates to sit exams.

COMMENT:

There is a swimming pool on site which offers private swimming lessons.

18. Does your setting offer any additional services for learners with SEND?

- E.g. residential provision, outreach / training for other providers, enrichment programmes in the local community.

COMMENT:

There are links with local groups, such as the Salvation Army and local church – these support identified children within our school.

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

Name & Job Title	Neil Frankland and Shirley Roddis Headteacher and SENCO
Email	headteacher@brunswick.sheffield.sch.uk
Telephone	0114 2695315

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

	SENCO	SEN Governor	Parents	Young people with SEND
x				