

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? What is your phone number and email address? NB The email address provided below will be used for all future correspondence regarding the Local Offer website. Who is your SEN Governor? What are their contact details? Who is your SENCO? What are their contact details? Are they full or part time? 				
<p>COMMENT: Owler Brook Primary School Wensley Street Sheffield S4 8HQ.</p> <p>Tel- 0114 243 8611 Email- enquiries@owlerbrook.sheffield.sch.uk</p> <p>SEN Governer – Lyn Overall</p> <p>SENCO – Karlene Calder. Email- karlene.calder@owlerbrook.sheffield.sch.uk</p>				
2. Please give a brief overview of your educational provision				
<p>COMMENT: 3 – 11 Primary School</p>				
3. What is your current Ofsted rating (if applicable)?				
<p>COMMENT: Good with Outstanding Foundation Stage Provision</p>				
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
√	√	√		
The provision supports learners with:				
Education	Health	Social care	Preparing for Adulthood	
√				

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
	√	√	√	
	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?

COMMENT:

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

COMMENT:
NOR 508 plus 52 FTE Foundation 1 places

Average class size 32

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:

Assessments carried out by Learning Support teacher.
 Speech and Language assessments on entry
 1 day per week Speech and Language therapist
 Boxall profile assessments.
 Educational psychologist support and referrals
 Autism Team support

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:

Fully accessible for pupils needing wheelchair access. The building is single level with a wheelchair lift to the building from the car park. There are 3 disabled toilets in the school. Visual aids are used in every classroom across school such as visual timetables as we have a high percentage of EAL learners. The SEN budget is used to purchase equipment which best meets the needs of individual SEN learners. The whole school site is completely secure with a high level fence and automated, office controlled gates. We have 2 quiet spaces where the learning mentors work with vulnerable children, this is timetabled depending in the needs of our learners, e.g. Theraplay, Positive Play. We also have 2 quiet spaces in the Foundation Stage Unit for any children who are struggling with larger group times.

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:

The Inclusion team oversees and plans the learning programs for children with SEN. This comprises of the SENCo, Deputy Head and Senior Learning Mentor. Wherever possible and appropriate SEND needs are met by high quality first teaching in the classroom. Each class has a teaching assistant who adds additional learning support for the class. Interventions such as Ficher Family Trust, Reading Recovery, etc are delivered by specialist teaching assistants and teaching staff on a daily basis. Newly arrived pupils are assessed on entry and work in small groups for literacy and numeracy to accelerate their progress. We have a full time Teacher for the Deaf and TA for the Deaf working on site daily. They support our children who are deaf or hearing impaired both in the mainstream class and on a one to one basis. They provide Sign supported English and British Sign Language for our profoundly deaf children.

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:

Makaton, Vocabulary Improvement Programme, Narrative Improvement Programme, FFT, Autism and communication difficulties training, Team Teach, Attachment Disorder, Communicate in Print, First Aid, EAL Champion, Outstanding Teacher Programme, Dyslexia, PECS, LEAP, Specific Language Impairment, Stories for Talking, talking Partners, Healthy Minds, Attachment and Behaviour.

The SENCo has completed a Masters in Special Educational Needs.

ECCARS, Healthy Schools Kite mark, ESCAL,

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:

Termly parents' evenings, half-termly newsletters. We have an open door policy. Weekly learning logs for homework activities. We hold parent workshops once every half-term to give parents the opportunities to work alongside their children in the classroom. We have regular coffee mornings open to all parents, and coffee mornings particularly aimed at parents of children with SEND.

Parents are invited to attend all SEN reviews in school, which are held every term. During this review, parents are encouraged to share information about their child and work in collaboration with the SENCo and class teacher to set relevant targets for individual children. SEN reviews follow the structured conversations template.

The SENCo is in the process of setting up an SEN Group for parents.

We have numerous bi-lingual support staff in school to support families with EAL. Letters are sent out in dual language where possible and language support is available for all parents when attending meetings in school.

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

COMMENT:

The SENCo tracks pupils' progress half-termly to ensure all children on the SEN register are making good or expected progress. Planned interventions are put in place to support individuals and groups who are not making expected progress. These interventions are monitored and reviewed regularly by the SENCo. Regular pupil progress meetings are held between class teachers and senior leaders.

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:

We have two Learning Mentors who support the more vulnerable children. They offer one-to-one support through Positive Play and Nurture groups. They meet regularly with parents and families.

We have just begun the Healthy Minds project, where we have an allocated CAHMS worker who supports school.

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:

We have a consistent whole-school approach to behaviour management. Attendance has significantly improved over the last few years for all group of pupils.

Learning Mentors support children with extreme behaviour. 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?

COMMENT:

All non-classroom based activities are accessible for SEND learners. Children are involved in the planning of some visits and trips through the school council.

Parents are given the opportunity to attend some visits where possible.

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs
√	√	√

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

<p>COMMENT:</p> <p>School council seek the views of pupils and share with staff to inform future school planning. We have a Go Green Team who work with other schools on Eco projects. AFL is used in every lessons and pupils are given next steps in their learning. Pupils questionnaires are used to obtain pupils views and opinions.</p>
<p>15. How do you prepare learners with SEND to progress to, from and within your setting?</p>
<ul style="list-style-type: none"> • 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.
<p>COMMENT:</p> <p>Home visits are carried out by staff before entry to Nursery. 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. Classes are kept the same wherever possible. Where classes have been mixed in the past, friendship groups were taken into consideration.</p> <p>SEND leavers have been allocated a place within specialist provision.</p>
<p>16. Do you have an online prospectus? Are there open days for families and learners?</p>
<p>COMMENT:</p> <p>Our school prospectus is available on line at www.owlerbrookschool.org</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>COMMENT:</p> <p>Yes, ESOL classes, Family Learning Programmes run each week. Mother and Toddler group. Parenting classes, sewing classes. Signposting to services. Forest school activities for parents with their children and baking with families. Holiday activities such as visits and swimming. Activities in the holidays with local community groups.</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>COMMENT:</p>

Vulnerable groups are included in holiday visits and activities when possible.

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

Name & Job Title	Karlene Calder SENCo
Email	Karlene.calder@owlerbrook.sheffield.sch.uk
Telephone	0114 243 8611

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

SENCO	SEN Governor	Parents	Young people with SEND
√	√		