

Name of School: Branton St Wilfrid's C.E. 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)*

We are a smaller than average, Local Authority Maintained, Primary School with one class in each year group from Reception to Year 6. Branton St Wilfrid's is committed to inclusion and supporting all our pupils to achieve their best through a rich and varied creative curriculum. We develop pupils to be effective communicators, independent learners, resilient individuals and good problem solvers. Through the Christian ethos of the school we have a climate of mutual respect with every individual valued in school.

- We celebrate our children's strengths, interests and individuality
- We care for all our pupils and focus upon the whole child and their individual needs within a Christian ethos based upon the gospel principles
- We have high expectations and aspirations daily for all our children
- We work positively and proactively with parents/carers and others involved
- All our children are entitled to a broad, balanced and relevant education and to feel secure, safe and valued
- All children are encouraged to participate in the life of our school

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

We work closely with families to ensure that all our children have the best possible educational provision.

A child is considered to have special educational needs if “their learning difficulty calls for ...provision different from or additional to that normally available to pupils of the same age.” (SEND Code of Practice).

All our children’s needs are identified and met as early as possible through:

- Listening to parents and carers and following up concerns;
- Liaising with previous educational settings;
- Observation, assessment and monitoring;
- Half termly pupil progress meetings between the class teacher and a member of the Senior Leadership Team, where every child’s progress is reviewed;
- Listening to and taking into account the child’s views, wishes and feelings.

If a pupil is identified as having SEN, a SEN Support Plan will be put in place in consultation with parents and the pupil (where appropriate) which will outline the concerns and suitable interventions to support the pupil to close the gap in attainment. These are reviewed with parents a minimum of 3 times per year as part of the ‘assess – plan – do – review’ cycle.

If a referral to an outside agency is required to further support the child, this will be discussed with parents and permission obtained.

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

Parent voice is an essential part of our provision in school for all our pupils not just those who may be identified as having SEN. We have an ‘open door’ policy in school so that you can see your child’s class teacher at the beginning and the end of every school day if you have a concern. We hold Parent’s Evenings twice a year where you will have a detailed discussion with the class teacher about your child’s academic progress, but also their social and emotional development. If we are concerned about any aspect of your child’s development we will discuss it with you to identify the best way forward for your child.

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

Children are consulted about how they feel about the support they receive in school, what works for them and what does not and what their future dreams and aspirations are. This information is used to inform target setting in SEN Review Meetings. Pupils are encouraged to attend Review Meetings so that their voice is central to all planning of provision.

<p>How we match the curriculum, teaching and learning approaches if your child has SEN</p>
<p>Teachers consider any difficulties or barriers that may exist during an activity and support children with SEN by providing support, differentiating or using different resources.</p>
<p>How we provide additional support if your child has learning needs</p>
<p>Every child will be supported to access quality first teaching by the class teacher. Through careful monitoring and observations, teachers will identify each child's needs and discuss with the SENCo interventions and strategies that can be put in to place to support the child. A SEN support plan will then be created (in conjunction with parents and pupils) which clearly shows the child's needs, targets and how these needs will be met. Support may be through additional resources or intervention with the teacher or a teaching assistant. The SENCo may also engage with outside agencies, if appropriate, to provide specialist support for children.</p>
<p>How we provide additional support if your child has social and communication needs</p>
<p>Teachers meet the needs of children with social and communication difficulties by adjusting their classroom practise (for example, all classrooms have a visual timetable) to provide opportunities for all children to participate and by planning specific interventions to help children with these difficulties and meet their specific targets. Pre-teaching of subject specific vocabulary is an important part of supporting all pupils to access the whole class teaching. Where required we will seek support from a wide range of agencies including the Educational Psychologist, Specialist Education Team, which includes support for children from the Autism and Social Communication Education and Training Service, Speech and Language Therapist, Physiotherapy, School Nursing Service etc.</p>
<p>How we provide additional support if your child has physical, sensory and/or medical needs</p>
<p>We can support children with physical difficulties. All areas of the school are easily accessible. We work closely with parents/ carers of children with medical needs to ensure that their needs are met and they are safe in school. All staff in school are made aware of their medical condition and individual health plans are created in conjunction with the School Nursing Service to ensure staff are aware of support that the child may need.</p>

<p>How we provide help to support your child's emotional health and well being</p>
<p>All staff promote emotional health and well-being during class activities. We have a whole school PHSE scheme of work. Branton St Wilfrid's have a number of staff who are trained to support pupils who are experiencing difficulties with their emotional well-being. We also have a close link with our school CAMHS worker. At lunchtime we have flexible indoor provision for children who find unstructured time difficult to cope with.</p>
<p>How we promote developing independence</p>
<p>Children with SEN are encouraged to develop their independence throughout all our school activities from Reception up to and including Year 6. In order to support this, we use a range of strategies to develop their confidence and set manageable tasks which can be completed without support.</p>
<p>How we measure and review your child's progress against their targets and longer term outcomes</p>
<p>Children are assessed continually by teaching staff to facilitate teaching which meets their needs. Progress is also reviewed at regular Pupil Progress Meetings with the class teacher and SLT. A SEND Review meeting is held at least termly with the parents / carers of children with special educational needs, where progress against targets is assessed and the effectiveness of interventions discussed, as part of the 'assess – plan – do – review' cycle.</p>
<p>How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND</p>
<p>Our school has a welcoming ethos for all children and parents. Visual timetables are used to support the routines of the day. Transition arrangements are put into place for children that need support at the beginning of the school day. The school has wheelchair access to all the areas and works closely with the 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. Children requiring specialist equipment are assessed to provide the resources they require.</p>
<p>How we include children with SEND in the life of our school</p>
<p>We ensure that all children can access the curriculum through considered differentiation, support and resources. All children have the opportunity to take part in all school activities regardless of their needs. We celebrate all children and their achievements through our reward system and celebration assemblies.</p>

<p>How we ensure that all our staff are trained and supported to meet a wide range of children's needs</p> <p><i>(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)</i></p>
<p>Regular staff meetings are held to ensure that all teachers are aware of their role as a teacher of pupils with SEN. When greater needs arise we will contact the relevant agency to provide further support and training within school. Specific training is put in place as required to ensure that staff are up to date with the latest strategies to support the pupils in our school.</p>
<p>External support and expertise we can call upon to help us to meet children's needs</p>
<p>The SENCo will contact the relevant agencies as needed. This could be as a referral or for advice. These include the Educational Psychologist, the Autism team, the Visual Impairment team, the Hearing Impairment team, the Speech and Language Therapist, the Occupational Therapist, the Physiotherapist and the Primary Learning Centre for behaviour support. If further support is needed, we can refer for outreach support from the special schools in our area. Referrals can also be sent to the school nurse for support with health and development issues. Meetings will be set up with children and parents as needed.</p>
<p>How we prepare children to join our school</p>
<p>Parents and children have the opportunity to meet staff and look around the school before joining Branton St Wilfrid's. Children joining in Reception have the opportunity to attend introductory sessions where they can become familiar with the new environments as well as meet staff and other children. Reception staff visit the children at home or in the existing Nursery settings before the introductory sessions. If parents or the existing setting have concerns about how their child's needs will be met, a meeting can be arranged with the class teacher, Head and SENCo to discuss how the child will be supported during their transition.</p>
<p>How we prepare children to move on from our school</p>
<p>Children complete transition activities when moving up to secondary school and if needed further sessions can be arranged to support the child's need.</p>
<p>How we deploy our resources to meet the needs of children with SEND</p>
<p>Decisions about how much support a child receives are made on the basis of need, which may change and vary over time. The school ensures teachers have excellent knowledge on how to deliver quality first teaching to all students and how to understand the needs of children with special educational needs. In addition, the</p>

school employs teaching assistants with a range of specialist skills who are able to support children across school.

Contacts for more information

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Inclusion Manager (SENCo): Mrs Jodie Hodkin

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