

1. The kinds of special educational needs for which provision is made.

Woodsetts and Anston Brook Federation are schools in the mainstream setting without any specialist provision for SEND. We currently cater for children with the following special education needs or disabilities:

- Cognition and learning including dyscalculia and dyslexia
- Communication and interaction including autism, speech and language, dyspraxia
- Social, emotional and mental health
- Sensory and/or physical difficulties including hearing impaired, physical disabilities

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs and disabilities.

Admissions

If a child has an EHC Plan, and the school is named as the most appropriate education setting for the child, he/she will be admitted through the Local Authority's EHC process.

Evidence of EHC must be provided.

Discrimination

This school does not discriminate against any child with SEND. Parents can arrange to meet with our SEND Governor (Mr. Stevie Hobson) prior to admission.

Local Offer

Please visit

<http://www.rotherhamsendlocaloffer.org/s4s/WhereILive/Council?pageld=844&lockL A=True> to see details of our local offer. Also attached to end of this report.

Identification of Special Educational Needs and procedures: The Graduated Approach

Informal Stage

A class teacher will identify that a pupil is not progressing as he/she would expect for a child of his/her age and will fill in an SEND Initial Cause for Concern sheet. The teacher will then, in the first instance, support the child through quality first teaching.

If the child is still not progressing, the teacher will, in conjunction with the child, SENCO and parent, devise a School SEND Support Plan, with relevant targets for their areas of need and level of attainment. This will take the form of interventions

and learning opportunities, additional to or differentiated from those provided as part of the school's usual differentiated curriculum. Parents will be kept informed of when targets are achieved and new ones are set at parents' evening. If needed, advice and guidance will be sought from the relevant outside agency e.g Learning Support Service (LSS). The child's views about his/ her strengths and weaknesses will be sought. Pupil participation will be meaningful and ongoing for all children.

Formal Stage

If a child does not make satisfactory progress at the informal stage then the class teacher and SENCO, with consent from the parents, will ask for help from external services (these may be educational psychologists or specialist teachers). As a result the class teacher and SENCO are provided with advice and support from external specialists and will fill out a LA SEND Support Plan. Parents may be asked to attend appointments with external specialists.

Additional and further differentiated strategies to those at the informal stage are put into place. A set of targets are agreed between teacher, parents, SENCO and the outside agencies. These will be reviewed every term.

Referral for Education ,Health and Care Plan

Children who do not make adequate progress at the formal stage will be referred to the LA and a request will be made for a co-ordinated assessment of the child's needs. Children for whom a co-ordinated assessment is being requested will be kept at the formal stage. The parents of the child at this stage will be kept informed at all times. Children with an EHC plan will have their targets reviewed twice yearly; in addition, they will have an Annual Review of their EHC plan at a time nominated by the LA.

To comply with statutory guidance, access plans will be drawn up for children with disabilities.

Support Services

To engage the involvement of any of the support services available to the school, and to get the best value from their involvement, it is necessary to demonstrate that the school has fulfilled its obligations to the graduated response. All the additional support services are available upon formal referral by the school with consent from parents. The school or parents can initiate referrals. Parents' permission will be sought at all times for pupil referrals to outside agencies. Parents will be informed of the outcome of any assessments or work done by any specialists with their child.

Those that we are most likely to use are the Educational Welfare Service, the Educational Psychological Service, the Speech and Language Team, the Social, Emotional and Mental Health Team, Autism and Communication Team, Learning Support Service, Behaviour Support Service, Visually Impaired Team, the Hearing Impaired Team, School Medical Service and Early Help Team.

Looked after children are prioritised when they have special educational needs and disabilities.

Mental Health

The school uses a graduated approach to children with mental health issues following the Rotherham SEMH Phased Behaviour Thresholds.

In addition, we are trialling the 'Risk and Protective Factors for Child and Adolescent Mental Health' assessment from the DfE document 'Mental Health and Behaviour in Schools' March 2016 for early identification of children with the potential of developing SEMH issues.

When we have concerns, we are using the Strengths and Difficulties Questionnaire with parental consent to pinpoint specific difficulties, refer for external support if appropriate and track progress.

Role of the SEND Team:

SEND Team across the Federation of schools, responsible for:

- a. checking access to the national curriculum and breadth of study for SEND children from FS1-Y6
- b. creating, auctioning and evaluating an action plan
- c. checking standards by carrying out a work scrutiny and maintaining and evidence-based file
- d. disseminating any CPD attended
- e. auditing resources once a year
- f. storing resources neatly and clearly
- g. reviewing the SEN Information Report every year
- h. updating the webpage half-termly
- i. writing an end of year subject leadership report
- j. leading SEND with passion and creativity across the whole school
- k. being proud of SEND in school
- l. keeping up to date through research and national thinking/initiatives
- m. enhancing SEND
- n. securing authorisation for events which affect the running of the school timetable with ELT
- o. liaising with the learning community and comprehensive schools to enhance subject leadership/provision
- p. producing a termly report for ELT based on termly data, actions taken, impact and next steps
- q. monitoring SEND data and the impact of interventions
- r. leading a series of staff meetings linked to the school priorities/staff CPD
- s. updating SEND registers as appropriate
- t. updating SEND provision maps as appropriate
- u. planning and leading review meetings
- v. working with external agencies including LSS

- w. gathering/filling/sharing information e.g. proformas, minutes, logging phone calls
- x. creating timetables for interventions
- y. supporting in pupil progress meetings
- z. leading a Vulnerable Groups meetings

Assessment

Children with Special Educational Needs are identified through assessment and all the personnel responsible for that child pay high regard to the requirements of 'The Code of Practice' in ensuring the child receives his/her entitlement. STAT descriptors are used to help children make small steps of progress. These are used in conjunction with support plans. Identified Gifted and Talented children will have their strengths challenged. Pupils with EHC plans may be exempt from the end of Key Stage assessments, as those with emotional circumstances, at the discretion of the Head. The Head will seek advice from outside agencies prior to making this decision.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including— **(a) how the school evaluates the effectiveness of its provision for such pupils;**

The school tracks the progress of all pupils individually and in sets of vulnerable groups including SEND. The data manager works with the SENCO and SEN team to set ambitious targets for the progress and attainment of children with SEND. The school adjusts its timetable of provision in light of new data. Interventions are tracked separately.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

We follow a cycle of termly assessment in the school and the SEND pupils take part in this with everyone else. We make access arrangements for SEND pupils eg in preparation for statutory tests. Ongoing teacher assessment means that children's targets can be reviewed day to day. New targets are set half-termly.

4. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

The school sends out a termly detailed analysis of attainment and progress. This is rigorously challenged by the executive leadership team and in partnership with SENCO steps are taken to address individual need at pupil progress meetings and AFA meetings. (AFA structured conversations support the family with overcoming barriers to learning which cater for the whole child.)

Parents of children at the formal stage are invited to termly reviews and the SEND team communicate with them informally on a regular basis about where their child is in the graduated response process.

Children on an EHC plan have an annual review with outside agencies in addition to the termly reviews to make sure provision meets their needs.

The school website has a SEND page which has a copy of this report and a link to the local offer site for parents.

The school provides an open door policy to make appointments to see staff. Underpinning this lies a cycle of parents evenings, new parents' visits, meet the teacher meetings, formal and informal invitations into school and regular correspondence through the newsletter, text messages service, website and parents' forum.

5. Information about teaching and learning and the curriculum

(a) the school's approach to teaching pupils with special educational needs;

All children are taught in differentiated groups according to need and children on an EHC plan have a bespoke weekly timetable. SEND children are identified on teacher's planning.

(b) How the school adapts the curriculum and learning environment for pupils with special educational needs;

Practical resources in lessons eg Numicon in maths, word banks in literacy etc. Intervention room for one-to-one and small group work. Advice from outside agencies e.g. ACT to support teacher and child. Teachers adapt planning where appropriate to promote inclusion.

c) activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum e.g. how children are included in activities outside the school classroom including school trips

Children with SEND are included on all visits where appropriate support can be obtained with regard to risk assessments and in consultation with parents. Teachers undertake specific risk assessments for pupils with SEND where it relates to social, emotional or mental health or disability. We work with parents so that they can also take part in the visit if this is beneficial to all parties. (Medical needs are addressed in the risk assessment or care plan.)

6. How the decision is made about the type and amount of support a child will receive

The governing body and the headteacher manage the SEND budget, working with the provision map, and allocate funds fairly to all pupils at the formal stage. The needs of a pupil with an EHC plan are met through one-to-one support.

Decisions about access arrangements for public examinations are made in conjunction with teacher, parent, child and LSS.

7. The support that is available for improving the emotional and social development of pupils with special educational needs.

The pastoral officer is available to help children at lunchtimes and breaktimes. He/she has a timetable of provision for individuals who request support, however the nurture room is available all day. We are an inclusive school and aim to meet every individual need where appropriate.

8. What support will there be for my child's overall well being?

See medical policy.

See behaviour policy for strategies to support children with challenging behaviour. The governing body fully endorse the school attendance policy and children and families with poor attendance are supported.

The school has a health and safety officer who works with their team to ensure that all areas of school have a monthly risk assessment. Individual safety requirements are met according to need. In addition, lessons are risk assessed.

The school council is elected democratically. All children have a voice.

9. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.

SENCO: Mrs J Walker 01909 550599, wopjwalker@rgfl.org
Deputy SENCO: Mrs H Holden 01909 550758 wophholden@rgfl.org

10. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and about how specialist expertise will be secured.

The new SENCO-in-waiting will undertake the National Award for Special Educational Needs (SEN) Co-ordination over the next few of years within the timeframe. The SEND Team lead meetings and staff meetings as appropriate. We buy in specialist training eg AFA, toe-by-toe, Numicon. The school also liaises with other schools to learn from their practice. The SEND Team attend regular network meeting and feed back to staff.

If we admitted a child with a special need not previously catered for, we would work in partnership with the child, parents, child's previous school and outside agencies to check that the curriculum and environment meet the child's needs.

11. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The LA buildings manager, delegated governor and business manager partake in an annual survey of the disability accessibility plan to ensure that the school meets statutory guidance. We work in conjunction with outside agencies where appropriate. There are disabled toilets in the school with changing facilities. There are disabled parking bays. For a child with needs previously not encountered by the school, an assessment by the relevant agency will be undertaken and their recommendations actioned.

12. The arrangements for consulting young people with special educational needs and disabilities about, and involving them in, their education.

Children's views are sought prior to the termly reviews and they are asked about what they think their next targets should be. Targets are shared with children and celebrated with them when they are achieved.

13. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Refer to complaints policy on the website i.e. teacher, then in this case SENCO, headteacher, governing body, LA.

14. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils

The governing body hold the SENCO to account for working with other bodies as and when appropriate.

15. The contact details of support services for the parents of pupils with special educational needs and disabilities

Parents should contact the SENCO in the first instance. New parents should contact the school office who will pass questions on to the relevant person. The school's provision, along with all other schools in the authority, can be found on the local authority local offer website should a parent wish to compare provision in different schools.

16. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

The SENCO from the secondary setting meets with children and class teachers to discuss current levels of attainment and progress and current and future needs.

They also attend reviews in Y6. A phased transition is arranged if appropriate. Transition visits are arranged by the SEND Team who also accompany the pupils on these visits. Transition school holiday camps signposted.

17. Information on where the local authority's local offer is published.

The link and can be found on the school website and below.

Local Offer

Summary of Service

We aim to:

- Enable children with SEND to participate fully in the life of the school via a curriculum that is broad, balanced appropriately, differentiated (for more able children see the school's policy for gifted and talented children) and delivered in ways that make it accessible to those with different learning styles.
- Ensure that the parents are involved at the earliest possible stage of the process of defining needs and seeking provision of any additional resources.
- Enable the teacher to fulfil his / her role towards the child with SEND adequately.
- Create and provide an environment which encourages tolerance, empathy and awareness of the differing needs of every child.
- Encourage children with SEND to be involved in and take part in decisions about their education.
- Ensure that every child experiences success and that success is acclaimed and built upon.
- Cultivate in children initiative, sensitivity and confidence.
- Teach the essential skills and concepts at the level most appropriate to each child.

We currently cater for children with the following special education needs or disabilities:

- Cognition and learning including dyscalculia and dyslexia
- Communication and interaction including autism, speech and language, dyspraxia
- Social, emotional and mental health
- Sensory and/or physical difficulties including hearing impaired, physical disabilities

Behaviour Strategy

The school promotes a positive behaviour policy which is used consistently throughout school. This is outlined in the home-school agreement which is in all home-school diaries. Clear rules, sanctions and rewards underpin this positive behaviour management strategy. The school operates an online point system called New Day where points are awarded each lesson for being a 'good learner' or for excelling in the lesson. Points are also awarded for completing homework (reading, spelling and maths). However, points are deducted if a child does not have a productive lesson or a good attitude to learning. Each point lost equates to a minutes lost on Friday lunchtime. There are also red cards given for unacceptable behaviours where 30 points are deducted and all of Friday lunchtime is lost. Parents are

contacted each time a red card is given. All staff are aware of their right to use reasonable force and have received team teach training.

The Behaviour Policy outlines many strategies teachers can use to support difficult behaviours. The school employs a full time Nurture Officer who is on call to assist with children with challenging behaviours or emotional needs. She also has a timetable of children that she meets with regularly to support them with coping skills e.g. anger management or calming strategies. The Nurture Officer works closely with the SEND team and senior management to create Individual Behaviour Plans for those children who require additional support. The school tries a number of strategies, including Managed Moves, to be fully inclusive of children with challenging behaviours, however, exclusions are issued where appropriate.

The school promotes a zero tolerance to any form of prejudice or bullying. If there is an allegation of bullying the school follows its Anti-Bullying Policy by firstly opening a bullying log to evidence any bullying. If bullying is confirmed, the Nurture Officer then works to support the victim and the bully and works with all families involved to bring about a resolution.

The school curriculum and teaching of PSHE and the Fundamental British Values reinforce the positive ethos of the school. Achievements are celebrated through New Day and Good Work Assembly. Parents are invited to attend this assembly.

Provision Available

Teachers differentiate their lessons through Quality First teaching. When a child falls behind in their learning, the teacher is the first response to that need. If the child is not making accelerated progress, the teacher accesses support from the SEND team. If the child is still falling behind their peers then support is sought from external services and they are monitored through the SEND register.

Lessons are highly differentiated for children with special educational needs and disabilities. The school accesses services such as Learning Support Service (LSS), Occupational Therapy (through LSS), Educational Psychology Service (EPS), Speech and Language, Portage (through EPS), Child Development Centre (0-5 year olds), Child and Adolescent Mental Health Services (CAMHS), Early Help, Autism Communication Team, Hearing Impairment Team, Visual Impairment Team, Social, Emotional and Mental Health Team (SEMH).

Individual children's needs are met through an extensive range of interventions delivered by our highly-trained teaching assistants, for example, Read Write Inc, Numicon, Stride Ahead, Toe by Toe, Stareway to Spelling, RMEasimaths, Lexia, Tourderescue, Jump Ahead etc.

For 2017-18, a speech and language therapist will be administering assessments and delivering sessions with the children for one afternoon per fortnight. These sessions will include the CPD of two teaching assistants who will then be able to continue these sessions in the future.

For 2017-18, the school has bought into the new SEMH team. This support consists of targeted individual children working with an Inclusion Support Facilitator over

several sessions. The SEMH team are also going to deliver whole school staff training on INSET in September.

Planning, Assessment and Identification

The SEND team is led and coordinated by a SENCO and Deputy SENCO who work in conjunction with the Data Manager and SLT to assess and identify children who may have special educational needs and disabilities and to track the progress of those identified children.

The team make a timetable for all the available TAs/volunteers for all of our SEND children. The children work either one-to-one or in small groups on all the areas in which they are behind. All Learning Support Programme children are seen at least 3 times per week.

The team looks at the end of year data for all children in school and amends the monitoring register for children who have fallen behind their peers but who are not currently on the SEND register. These children are included in groups set up for SEND children or additional targeted interventions are provided where possible.

There is a cause for concern sheet for teachers to complete at any point in the year which will begin a graduated response. When a child falls behind in their learning, the teacher is the first response to that need. If the child is not making accelerated progress, the teacher accesses support from the SEND team. If the child is still falling behind their peers then support is sought from external services and they are monitored through the SEND register.

The school also uses Non-Verbal Reasoning tests in Y3 and Y6 to identify any children who are not performing at the expected level. We prioritise children with Educational and Health Care-plans (EHC) then children with SEND then Pupil Premium children when creating our timetables.

The team has an interventions map listing which children attend which interventions. There is also an interventions timetable for all the adults involved.

The SENCO and deputy SENCO meet weekly to evaluate progress and plan future actions. Frequently, senior leaders join the meetings. Actions are recorded and sent to the team. These are shared with staff when appropriate.

In addition, the Inclusion Team now share an office which has led to close working between the areas of SEND, Safeguarding and SEMH. All of these professionals contribute towards each other's support packages.

In 2017-18, the team has appointed a further person to support behaviour and safeguarding, making this now a team of 6 people.

Staff Training for Children with SEND

The SEND team seek to attend academy meetings to keep up to date on all aspects of SEND and arrange training on new initiatives/updates as required. This may include training by specialist staff in areas such as epipen, diabetes, specific medical conditions, visual impairment, autism, Downs Syndrome, Makaton, Speech and Language and mental health conditions.

Communication with External Services

Termly planning meetings are held with the Learning Support Service and annual planning meetings are held with the Educational Psychology Service to allocate the correct level of support where required. In addition to this, external services are contacted as soon as any new needs are identified.

Professionals are invited to attend annual review meetings and initial review meetings for newly-referred SEND children. They meet with parents where appropriate.

Service Access to Medical Intervention

Specialised training for staff is provided when required according to the needs of individual children with medical needs. The school requests care-plans from the School Nursing Service where appropriate. The school nurse comes into school to explain the plan to the relevant staff. On occasion, with permission from parents, school will speak to a child's GP, hospital consultant or speech therapist for further information.

Service Involvement in Transition Provision

Where required, there is the opportunity of enhanced transition into Foundation Stage for children with special educational needs and disabilities. Professional meetings are held prior to commencement at school to support induction arrangements.

As part of the within-school transition arrangements, teachers meet with their outgoing class's next teacher and also their incoming class's teacher to discuss identified needs of the children. In addition to this, teachers meet with the SEND team to have these children's needs explained thoroughly. Teachers also meet with the Nurture Officer to discuss any behavioural, social or emotional needs. The SEND team identify any Y6 children who would benefit from enhanced transition to their secondary school. This is done by liaising with the secondary school SEND team, who also attend all Y6 children's reviews. The children are accompanied on these additional visits by a member of the SEND team and/or their parents. The Deputy SENCO also supports parents in meetings at the secondary school as part of this transition process.

Autism Spectrum Condition

Universal

Quality first teaching with specific differentiation

Termly progress meetings with Senior Leadership Team (SLT) and Special Educational Needs Co-ordinator (SENCO)

Reasonable adjustments to the classroom environment and resources

Regular parent/teacher handover conversations

Additional School Support

School Support Plan/Individual Behaviour Plan

Targeted interventions

Visual timetable, social stories

Liaison with Autism and Communication Team (ACT)
Individual work areas
Staff training
Support from LSS

With Education Health Care (EHC) plan

In addition to the above:
School Support Plan with recommendations by professionals
Annual Review
Other agency involvement where necessary

Speech, Language and Communication Needs

Universal

Language rich classrooms
Quality displays and labels
Quality first teaching
Reasonable adjustments to resources and classroom environment

Additional School Support

School Support Plan
Targeted intervention
Use socially speaking intervention programs
Speech and Language therapists – training and support
Speech and language interventions provide by S&L team

Moderate Learning Needs

Quality first teaching with specific differentiation
School Support Plan
Targeted interventions with fluid groupings
Reasonable adjustment to classroom environment and resources
Close tracking of progress as part of a vulnerable group
Support from outside agencies where appropriate
Learning Support Service referral

Specific Learning Needs

Quality first teaching with specific differentiation
School Support Plan
Targeted interventions with fluid groupings
Reasonable adjustment to classroom environment and resources
Close tracking of progress as part of a vulnerable group
Support from outside agencies where appropriate
Learning Support Service referral
Access to specialised training
Graduated approach continues to EHC level if appropriate

Social, Emotional and Mental Health Needs

Universal

Quality first teaching with specific differentiation

Reasonable adjustment to classroom environment and resources
Social, moral, spiritual and cultural (SMSC) assemblies
Assemblies by visitors e.g. anti-bullying officer, NSPCC
Whole school behaviour systems and rewards
Circle time activities
Positive mental health taught through PSHE in Healthy Schools Week
Access to Nurture Officer and 'worry box'
Staff training in mental health issues
SEMH network meetings
Team Teach training

Additional School Support

SEMH graduated response
Individual Behaviour Plans
Strengths and Difficulties Questionnaire to identify areas for development
Personalised curriculum/timetable
Regular meetings with Nurture Officer (timetabled)
Early Help
Liaise with external agencies e.g. CAMHS, EPS, GP
EHC Plan if appropriate
Anti-bullying Officer

Hearing Impairment Needs

Liaise with Hearing Impairment Team
Hearing Impairment Team termly assessments in school
Parent involvement including with Hearing Impairment Team
Reasonable adjustment to classroom environment and resources
Care-plan if required

Visual Impairment Needs

Liaise with Visual Impairment Team
Visual Impairment Team termly assessments in school
Parent involvement including with Visual Impairment Team
Training by Visual Impairment Team and loan of resources
Visual Impairment Team accompany on trips
Reasonable adjustment to classroom environment and resources
Modified print SATs resources and other school resources
Care-plan if required

Multi-sensory Impairment Needs

Liaise with relevant teams
Reasonable adjustment to classroom environment and resources
Reasonable adjustment to school policies
Care-plan if required
EHC plan if required
See above for other strategies

Physical Needs

Quality first teaching with specific differentiation

Accessibility Plan
Differentiated PE and any other relevant lessons
Reasonable adjustment to classroom
Disabled toilet
Wheelchair access throughout school
Easy grip pencils
Enhanced transition
Involvement of occupational therapist
Care-plan if required
Staff training
Liaise with other relevant outside agencies e.g. Portage
Reasonable adjustment to school policies

Levels of Support

The first level of support is teacher through quality first teaching. The second level of support is the SEND team, teaching assistants delivering targeted interventions and the Nurture Officers offering individual support. The third level of support is from liaison between the SEND team and external services. The final level of support is one-to-one support for children with an EHC and funding.

Contact Details

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SEND Team

SENCO – Mrs J Walker
Deputy SENCO – Mrs H Holden