

Local Offer

Owston Park Primary Academy



Name of School: Owston Park Primary Academy

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 'Information, Advice and Guidance' (then under 'Schools and Alternative Provision').

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). This document reflects the changes within Doncaster Local Authority in the 2020-2021 academic year with the introduction of the Graduated Approach for SEND.

Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND 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)

Owston Park Primary Academy is part of the Rose Learning Trust. We are a large school with approximately 400 pupils between the ages of 3 and 11 and we have a part-time nursery. We have a highly inclusive ethos and believe that every child can achieve great things. Our staff are kind, caring and highly skilled: they go the 'extra mile' to ensure that all children have the opportunity to develop academically, socially and emotionally to be the best that they can be. We have an open door policy and if anyone needs to discuss any issues and needs any support for their child, we endeavour to see you as soon as possible.

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

Class teachers meet regularly with our Special Needs Coordinator to discuss the attainment and progress of all children. School may identify that your child needs additional support due to their attainment levels in tests and assessments or through monitoring and observation in the classroom and during lunchtimes and break times. School also discuss any concerns that parents or other professionals such as a health visitor may raise about your child.

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

As soon as concerns are raised, a discussion will take place involving the parents/carers of the child, the child, child's teacher, the school SENCO and any other relevant professionals. Targets will be set during the meeting and regular meetings will take place throughout the year to discuss the progress made towards the targets.

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

Where appropriate, children with SEND will attend their support plan meetings where they are able to contribute to the discussions regarding their education. They are actively involved in target setting and systems to achieve their targets.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

At Owston Park we have an extremely inclusive approach to teaching young children with SEND, ensuring that all children, regardless of need, achieve their personal potential. We are confident that this is achieved initially through high quality first teaching.

High Quality First Teaching demonstrates:

- High expectations and aspirations for all learners.
- Secure subject knowledge.
- Clear presentation of subject matter, promoting discussion.
- Systematic checking of learners understanding, identifying and addressing misconceptions through clear, direct feedback.
- Differentiate and personalise teaching and learning to meet the needs of the majority of the children.
- Building upon previous learning to enable learners to remember long term content.
- Designing learning environments to support learning.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

School aims to adopt a comprehensive and consistent approach to meeting the needs of our pupils.

We will:

- Provide step by step guidance.
- Gather information from a range of individuals involved in supporting children and young people, including parent and child.

- Ensures that 'high quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND' (SEND Code Jan 15 para 6.37).
- Ensures that access to support is equitable and based upon a cycle of assess, plan, do, review, as set out in the Code of Practice.
- Take into account the young person's voice throughout.

School uses the Graduated Approach to structure the following support:

- **UNIVERSAL SUPPORT: Quality first teaching for all learners** with recognition that some learners may require **very time-limited support** in addition to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.
- **UNIVERSAL PLUS SUPPORT: Quality first teaching for all learners** with recognition that some learners may require **time-limited intervention programmes** in addition to Inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.
- **TARGETED SUPPORT: Quality first teaching for all learners** with recognition that some learners may require **increasingly individualised intervention programmes**, in addition to Inclusive Quality First Teaching to accelerate and maximise progress and close performance gaps.
- **SPECIALIST SUPPORT: Quality first teaching for all learners** with recognition that a few learners may require **significant amounts of additional to and different from provision** in order to secure effective learning and increase the rate of progress.

At all stages of the Graduated Approach we will recognise the voice of the pupil and parents.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has social and communication needs

Support may include:

- Speech and language support.
- Advice from the ASCETS team.
- Visual resources to support your child.
- Movement and Sensory breaks as necessary.
- Support from specialist outreach services.
- Support from the Educational Psychology Service.

Parents may also be signposted to other support services such as:

- SENDIAS.
- The Early Help Hub.
- The Sleep Clinic.
- Other health professionals.

Relevant professionals will always be invited to SEN Support Plan meetings to discuss strengths and next steps.

How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being

Support may include:

- Support from CAMHS or the Behaviour Outreach Service.
- Visual and practical resources.
- Support from specialist outreach services.
- Support from the Educational Psychology Service.

Parents may also be signposted to other support services such as:

- SENDIAS.
- The Early Help Hub.
- The Sleep Clinic.
- Other health professionals.

Relevant professionals will always be invited to SEN Support Plan meetings to discuss strengths and next steps.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

School regularly review all of the following:

- Health and safety policy.
- Recording.
- Risk assessments.
- Personal Evacuation Plans.
- Reasonable adjustments recorded on SEN Support Plan.
- Updating training such as manual handling and Team-Teach.

How we promote developing independence

Pupils are always encouraged to be as independent as possible both with their academic progress and their social and emotional development.

When it is deemed appropriate for a child with an EHCP to have one-to-one support, Owston Park Primary will always aim to establish positive relationships with a wide variety of adults across school. This avoids reliance on one adult and builds resilience for the child as they prepare for the next stage in their education.

How we measure and review your child's progress against their targets and longer term outcomes

Assessments are completed at least three times a year and contribute along with classroom observations to the pupil's targets.

All parents are invited to meet with their child's teacher twice per year. The teacher will share the progress the child has made so far and how the child can improve further.

Pupils on an SEN Support Plan will have their targets reviewed termly by their class teacher.

Sometimes the SENCO and other professionals will also attend these meetings.

How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND and supporting you as their family

When school or parents require additional advice and support, we will invite other professionals to SEN Support Plan meetings. These professionals may also observe pupils in school. When necessary, school will also liaise with the SEN office at the local authority for additional support or additional funding through Element 3 funding.

How we deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)

All schools receive an additional amount of money to support the needs of children with SEN. The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEN need special educational provision that comes to less than £6,000. Special educational provision is anything that is provided to meet a child/young person's SEN that is 'additional to or different from' provision made for all children and young people. The local authority must make sure that the special educational provision specified in a statement is made for the child/young person. For a child/young person receiving SEN Support a school must use its 'best

endeavours' to make sure that special educational provision is made to meet a child's SEN. Schools must also follow the SEND Code of Practice 2014 which expects schools to involve parents in decisions about how their child's needs are met.

Element 2 is called the notional SEN budget because no-one tells schools exactly how they should spend their money. When funding is delegated to schools, they can spend it in the way they think is best. However, schools have a duty to identify, assess and make special educational provision for all children with SEN; and the local authority has a duty to set out what schools are expected to provide from their delegated budget.

If the school can evidence that a child/young person with SEN needs more than £6,000 (Element 2) worth of special educational provision, the school can request top up funding from the local authority to meet the cost of the extra provision required for the child/young person. If the local authority agrees, the funding is provided from the high needs budget.

Schools can request up to £4,000 of additional funding from Element 3 to meet the needs of a child/young person's SEN before requesting an Educational, Health and Care Plan (EHCP). This is known in Doncaster as High Needs Funding.

The SENCo (Mrs Luke) attends regular training to ensure she is informed about local and national developments.

School support staff are offered regular CPD opportunities delivered within school, for example:

Team-Teach.

Supporting attachment needs.

Supporting children with Autism.

Behaviour management.

Sensory needs.

All school staff are offered training related to their current skills and needs. This may involve specialists delivering training, visits to other schools or training courses delivered externally.

School also seek the advice and support of specialist agencies such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, School Nurses etc. where necessary.

Lunch time supervisors receive appropriate SEN training.

How we include children with SEND in the life of our school

We have an inclusive approach to including young children with SEND in the life of our school. This begins with an inclusive curriculum that values the differences of others. This is embedded through our ethos of mutual respect and valuing the contributions made by everybody. Reasonable adjustments are always made to ensure pupils with SEND can participate as much as possible.

How we prepare children and young people to join our school

On entry to the Foundation stage we offer...

- Taster sessions.
- Parent information meeting.
- Home visit.
- Visit by staff to current setting.
- Transition meetings with key professionals.

How we prepare children and young people to move on from our school

Transition to Secondary School.

- Visits by Secondary staff.
- Liaison visits with SENCO, Class teacher, Parents and other key professionals.
- Visits to the school.
- Additional visits with learning mentor/key worker.
- Education, Health and Care Plan reviewed in the Autumn Term prior to transfer.
- Transition plan for vulnerable pupils.

Contacts for more information

SENCO – Mrs Amanda Luke – 01302 722271

Miss S Christian – SEND Admin (Parents may also contact Miss Christian to arrange a meeting with Mrs Luke) – 01302 722271

Please note:

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Please return this proforma to Families Information Service, by email to:

FIS@doncaster.gov.uk

If you have any queries, please contact Louisa Townsend at louisa.townsend@doncaster.gov.uk or Family Information Service on 0800 138 4568.

Thank you.