



What is the SEND Local Offer?



The Local Offer provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEND and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

Owston Park Primary Academy - SEND Local Offer

Owston Park Primary Academy is an inclusive school and we all work together to help **EVERY** child achieve their full potential. 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.

We aim to work with outside agencies to ensure that all pupils, regardless of their specific needs, make the best possible academic and social and emotional progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

Head Teacher – Mrs V Stinson

Responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND.

- The Head Teacher will give responsibility to the SENCO and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the governing body is kept up to date about any issues in school relating to SEND.

The SENCO- Mrs Joanne Semley

Responsible for...

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Ensuring that you are...

- Involved in supporting your child's learning.
- Kept informed about the support your child is receiving.
- Involved in reviewing their progress.

Our SEN Support assistants work with a range of pupils who may have needs in one or more of the following areas:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

SEN Admin – Lynn Marsay

Mrs Marsay supports the SENCO to ensure Owston Park Primary Academy can meet the needs of all our pupils where possible. The SENCO and the SEN Admin work very closely together and parents can arrange an appointment with Mrs Semley by contacting Mrs Marsay.

SEND Governors

Responsible for...

- Making sure that the necessary support is made for any child who attends the school who has SEND.

Class/subject teacher:

Accountable for:

- The progress of your child and planning and delivering any additional help your child may need.
- Liaising with the SENCO about any additional needs your child has or support your child might need.
- Making any reasonable adjustments for your child within the school day in agreement with the SENCO
- Meeting with parents on a termly basis to write/review the child's SEN Support Plan.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

We aim to support children's learning in and out of class, through the use of **Teaching Assistants**, who work with children 1 to 1 or in small groups.

Children are identified for support through the use of assessments and observations. Your child's class teacher and/ or the SENCO will discuss this support your child receives with you and review their progress termly.

Early Help Assessment

If your child requires support from a range of professionals (school nurse/health visitor, family support etc.) a meeting will be held in school so that professionals can discuss with families the best way we can support your child.

There are a number of possible difficulties that children with SEND may experience. Below, is a list of possible difficulties and how we address such difficulties at Owston Park Primary Academy.

Social Difficulties

- Social groups, which aim to address any difficulties with socialising and friendships
- Social Stories for children who have difficulty understanding social situations
- Lego Therapy to help children to share, work together and take turns

Expressing Emotions

- Emotional literacy groups, which help children to understand and express their emotions and how to detect these emotions in others.

Sensory Issues

Children who have sensitive ears or over-amplified hearing have access to ear defenders. These help the child to block out any unwanted sounds for increased comfort and to focus their listening on the teachers or children who are speaking.

We have a newly fitted sensory room where children can develop their senses or reduce sensory impact through special lighting, music, and multi-sensory objects. It can also be used as a therapy for children with limited communication skills.

Sensory rooms can...

- Help to create a safe space
- Facilitate the therapeutic alliance

- Provide opportunities for engagement in prevention and crisis de-escalation strategies, as well as a host of other therapeutic exchanges (to teach skills, offer a variety of therapeutic activities, etc.)
- Promote self-care/self-nurturance, resilience and recovery

Sensory Circuits provide opportunities for children to regulate themselves in terms of their sensory needs and are available as necessary.

Communication Difficulties

Children who are having difficulties with communication in terms of speech or language or both will be referred to a speech and language therapist. The therapist will identify the main difficulty and may begin working with your child in or out of school. These strategies will also be shared with our support assistants who will continue to work on these targets with your child in school.

Physical Conditions

If your child is experiencing some physical barriers to learning such as motor skills difficulties, then the SENCO will refer to occupational therapy.

Cognition and learning

Class teacher's use a variety of one-to-one and small group interventions to support children with difficulties in phonics, reading, writing and mathematics. This support may be daily or several times per week. Where necessary, additional assessments will be carried out to identify a more specific need such as a processing or working memory need.

Children who are experiencing difficulties with handwriting and presentation have access to a wide variety of pencil grips or special pens that are designed to relieve the pressure on the hand and help letter formation.

Outside Agencies

In addition to these adaptations in school, the SENCO can arrange for the Educational Psychologist, occupational therapists, speech and language therapists or the Autism and Social Communication support service to offer additional advice and support. The SENCO can also advise on professionals who can help with difficulties that children experience at home such as sleeping problems, mental health issues and aggressive behaviours.

Parent Support Worker

Mrs Marsay is available to help support families and can signpost to a large range of agencies. If needed, she can accompany and support parents on visits to doctors/hospitals etc and help complete documentation.

After-School Clubs

We have a wide range of after-school clubs and try to ensure equal access for ALL pupils.

Curriculum

We try to ensure equal access to all areas and additional support can be given e.g. in PE and on school visits.

Bullying

Bullying is not tolerated in school and we work very hard to resolve any issues quickly.

Class teacher input via excellent targeted classroom teaching, also known as Quality First Teaching

For your child this would mean:

- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times, the teacher may direct the class-based teaching assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO and some examples are listed above) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. All children in school should be getting this as part of excellent classroom practice when needed.
- Specific group work within a smaller group of children. We refer to such groups as intervention groups. They are run in the classroom or outside by a teacher or most often a teaching assistant who has had training to run these groups.

If the class teacher identifies an area of learning where your child requires extra support in addition to Quality First Teaching, then you will be notified and your child will be supported at 'SEN Support' level.

- You will be asked to attend to a meeting to discuss your child's progress and help plan possible ways forward. Together, you will create an SEN Support Plan.
- He/she will engage in group sessions with specific targets to help him/her to make progress.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by our learning support assistants under the guidance of the outside professional.
- A group or individual work with outside professional.

The school may however suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching or SEN Support.

Specified Individual Support

This is usually provided via an **Education, Health and Care Plan (EHCP) or Early Intervention Allowance (EIA)**. This means your child will have been identified by the class teacher or SENCO as needing a particularly high level of support or small-group teaching (the amount of hours will be specified by a Statement of Special Educational Needs), which cannot be provided from the budget available to the school.

Usually, your child will also need support from a professional outside the school such as the ones mentioned above.

For your child this would mean...

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child requires this, they will ask the school to continue with SEN Support.

The Statement or EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole-class learning, run individual programmer or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than a specified number of hours support in school

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCO or Head Teacher.
- If you are still not happy, you can speak to the school SEND Governor.

How will the school let me know if they have concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and listen to any concerns you may have. Together, you will plan any additional support your child may receive.

Together Information Exchange

What is Together Information Exchange (TIE)?

Together Information Exchange (TIE) is Doncaster's voluntary register of children and young people with a disability. The register is administrated by the Aiming High team and contains confidential information on children and young people with a disability.

It is hoped that by people providing us with information about their family it will lead to a clearer picture of what Doncaster families need. The information you provide us with is kept on a secure database and is covered by the Data Protection Act.

Please note that individual families are not identified in the production of statistics or service planning.

Why join TIE?

As a member of TIE you will receive:

- Regular information either through the post or via e-mail alerts on events and activities that are taking place.
- The holiday activity timetable, which is run by Aiming High which your disabled child can book onto during the school holidays.
- Opportunity to receive a free TIE membership card

Who can register with TIE?

Any child or young person and their family can become members of TIE if they are aged 0-19 and have a disability as defined in the Equality Act 2010.

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Please note - being registered on TIE does not automatically mean your child would be eligible for other services, such as a personal budget or direct payments.

How do I join TIE?

Application forms to join TIE are available from the Aiming High team by -

- Calling us on - 01302 862332 to request one
- Emailing us at - aiminghighbusinessunit@doncaster.gov.uk
- Message us through our Facebook page - www.facebook.com/pages/Together-Information-Exchange

Alternatively, you should be able to pick up an application form at your local children's centre.

***** Like us on Facebook to receive updates on events, services and information *****

TIE Membership Card

The TIE membership card is available to each child/young person who is registered with TIE. On the back page of the TIE application form there is the option to receive a membership card - just tick the box and don't forget to enclose a passport size photograph of your child.

If you are already a member of TIE and would like to receive a TIE membership card, please do not hesitate to contact the Aiming High team.

What do I get with a TIE membership card?

By getting a TIE membership card you automatically receive discounts at various places in and around Doncaster. These include the Yorkshire Wildlife Park, The Dome, Vue Cinema and much more.

A full list of the current discounts is available in the documents section on this page. To receive your discount simply show your card when you arrive.

FREE eLearning Courses for Parents & Professionals

The Aiming High team are offering free eLearning courses. These are aimed at professionals and parents who work with, intend to work with or care for children and young people with a disability to raise knowledge, skills and awareness.

Course available:

- Introduction to Integrated Working
- Introduction to the Autism Spectrum
- Child Development
- Common Core of Skills and Knowledge
- Communication in Health & Social Care of Children & Young People Settings
- eSafety - Guidance for Practitioners Working with Children
- Information Sharing
- Parental Mental Health
- Safeguarding Children with Disabilities

- Short Breaks for Disabled Children

You will need access to a computer to complete the training. To request an eLearning course, please email - aiminghighbusinessunit@doncaster.gov.uk

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