



**SCHOOL**

**Name of School: ADWICK PRIMARY**

**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)*

Adwick Primary is a mainstream school, judged as Good by Ofsted in November 2019. We are a large split-site primary school, in Woodlands, situated to the North of Doncaster town centre. Established as Adwick Primary School in January 2013, after the amalgamation of Adwick Washington Infants and Adwick Park Junior School.

## Our School Vision Statement, Design Principles and Character Values

### Vision Statement

For all of our pupils to have social and academic competence for successful 21<sup>st</sup> century living in their community and beyond.

### Design Principles

- Our character values are our culture and ethos
- Pupil and staff agency, voice and leadership
- Equity to create equality
- We are all learners —pupils and staff
- High-quality and purposeful 21<sup>st</sup> century learning

### Character Values

- Compassion
- Integrity
- Courage
- Respect
- Ambition

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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, maths or behaviour.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO may ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

#### Levels of 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.

SEN Code of practice 5.39

### Graduated Approach

#### Purpose

Doncaster LA's guidance supports practitioners in the process of building on current good practice and to help schools to develop systems, skills and structures for responding to pupils' needs across the four areas of need as identified in the SEND Code of Practice (2015).

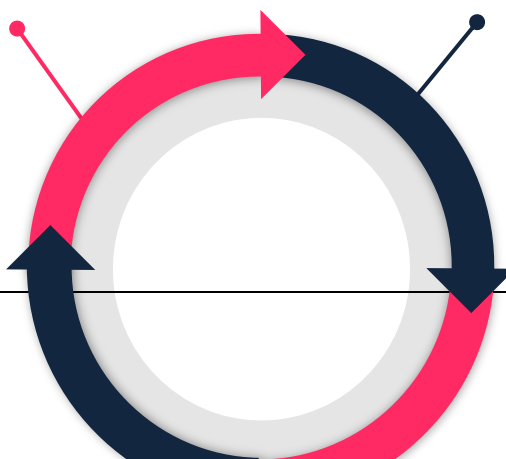
The graduated approach aligns the assess, plan, do and review process with the expectations from the SEND Code of Practice for children and young people identified as having SEND.

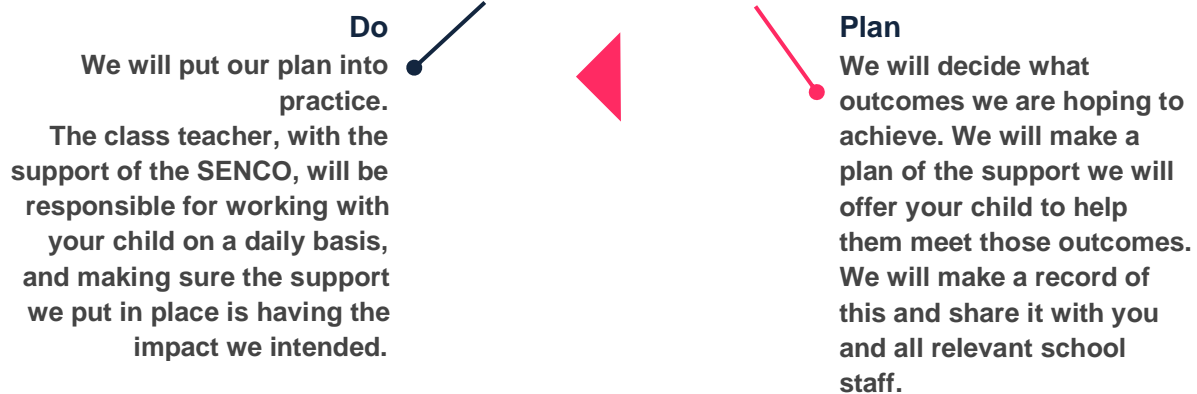
We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

**Review**  
We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

**Assess**  
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We may ask for you and your child's input, as well as getting help from external professionals where necessary.





As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

- We will provide termly reports on your child's progress, either through parent's evenings, school reports or reviewed SEN plans.
- The SENCO may also attend any meetings to provide extra support.
- We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. This can be done by sending school a message or by contributing to their learning plan via the edukey app (the school will send parents the logon details).
- We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.
- If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.
- After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.
- If you have concerns that arise between these meetings, please contact your child's class teacher. They can be contacted via the office on 01302 722762 or [adwick-admin@vennacademy.org](mailto:adwick-admin@vennacademy.org)

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

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

Children have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their individual progress through the use of layered targets.

We aim to involve all pupils fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEN Support Plan; and create a pen portrait or One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

### **How we adapt the curriculum, teaching and learning approaches if your child has SEN**

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis.
- Teaching assistants will support pupils in small groups.
- Language support from EMTAS.

We may also provide the following interventions:

- Speech Language & Communication Needs (SLCN) – SALT; NELI.
- Maths ‘SDI’ – Same Day Interventions.
- Writing ‘NDI’ – Next Day Interventions
- Pastoral support – THRIVE; Lego therapy; playing for purpose; circle of friends.
- Reading – RWI phonics interventions; reading fluency, Reading Plus.

### **How we provide additional support if your child has learning needs**

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is ‘additional to’ or ‘different from’ the well-differentiated curriculum offer for all pupils in the school. These pupils will be given targets that are reviewed termly on a SEN support plan.

The whole-school provision map will be used to monitor and track progress of all our vulnerable pupils.

### **How we provide additional support if your child has social and communication needs**

When pupils are identified as having social and communication needs we are able to work with the Speech and Language Therapy Service in school. Individual targeted work is set by the therapist and work is supported in school in partnership with parents.

We have a named Communication Champion who works with pupils across both Lower and Upper site.

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Condition (ASC), including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **How we provide additional support if your child has physical, sensory and/or medical needs**

Sensory and/or physical needs

When pupils are identified as having physical, sensory and/or medical needs we are able to work with the agencies and professionals involved in partnership with parents. Individual targeted work is set by the therapist /nurse and work is supported in school.

An Individual Health Care Plan may be necessary and will be written in partnership with health professionals, parents and the pupil.

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. For children with VI or HI needs, advice and support will be accessed from the relevant agencies in the LA.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

### Medical

Some pupils in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

Pupils identified as having medical conditions will have a medical plan in school, to ensure that all necessary arrangements are in place to maintain their health and well-being.

### **How we provide support for your child's mental health and emotional and social development**

Pupils' individual needs will be supported through a range of approaches, e.g. support from teacher/support staff; work with the safeguarding and welfare officer; signposting and referring to the correct agencies.

Team meeting are delivered daily within classes, nurturing respect of others.

Nurturing groups are delivered with our Learning Mentor.

Anger management and other emotional literacy programmes are delivered where appropriate.

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions either half-termly or termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

An accessible environment helps children with SEND take part in school activities alongside their peers. We make reasonable adjustments to adapt the school environment to support and welcome our individual learners.

THRIVE rooms are available across both sites to support pupils with social and emotional needs throughout the day.

We meet pupils medical and personal care needs with support from outside agencies and Individual Health Care Plans. Accessible toilets and changing spaces for personal care are available across both sites.

Pupil Emergency Evacuation Procedures (PEEP) are in place for any vulnerable pupils.

**How we make sure pupils with SEND are included in activities alongside pupils who don't have SEND**

The Equality Act 2010, with updates in 2012 places specific duties on schools, settings and providers, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

We believe that all pupils should have the same opportunity to access extra-curricular activities and school visits. Therefore, we are committed to making reasonable adjustments to ensure participation for all, so long as it does not pose a risk to health and safety.

**How we ensure that all our staff are trained and supported to meet a wide range of pupils' needs**

*(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)*

**Our special educational needs co-ordinators, or SENCO**



- Mrs Fuller achieved the National Award in Special Educational Needs Co-ordination in July 2022. Miss Devine achieved the National Award in Special Educational Needs Co-ordination in November 2022. They are both qualified teachers.
- They are each allocated 1 day a week to manage SEN provision.

### **Learning Mentor**

- Ms Rhodes

### **Class Teachers**

- All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

### **Teaching Assistants (TAs)**

- We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.
- We have teaching assistants who are trained to deliver interventions such as SALT, NELI, RWI, Echo Reading and Thrive.

### **External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Early Help Hub
- ASD Services – ASCETs team
- PAFSS (Parenting and Family Support Service)
- Your Place Team (based at Woodlands Library)
- BOSS (Behaviour Outreach Support Service)

### **Arrangements for supporting children and young people as they transition between classes or settings or in preparation for adulthood**

We will share information with the next class teacher, school or other setting the pupil is moving to.

We will agree with parents and pupils which information will be shared as part of this.

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.

When required, the Inclusion Team will arrange additional transition into school for an individual child.

During the year in which pupils are due to change school, transition meetings and class transition days for all pupils are held and arrangements discussed. For children with SEND this may include additional familiarisation visits, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.

When pupils are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

We will discuss transition needs of all children with an Education Health and Care Plans at their statutory Annual Reviews.

A transition timeline will be produced and shared with the family.

For children with an Education Health & Care Plan in transition years, the SENDCo will also attend any Annual Reviews for the children at their feeder school, if invited.

### **External agencies and experts we can call upon to help us to meet pupils' needs**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Early Help Hub
- ASD Services – ASCETs team
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## How the school's resources will be secured to meet the needs of pupils with SEND

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

### School contacts for more information

Head teacher: Mr Daniel Dukes

Co-Chairs of Governing Body: Miss K Holl & Mrs K McKeown

Address: Adwick Primary School, Stafford Road (Lower Site), Woodlands, Doncaster, DN6 7LW

Telephone: 01302 722762

Email: [Adwick-admin@vennacademy.org](mailto:Adwick-admin@vennacademy.org)

Website: <https://adwickprimaryschool.org.uk/>

Inclusion Lead: Mr D Dukes

SENCo: Mrs E Fuller & Miss E Devine

Inclusion Champions:

- EYFS – Miss Devine
- KS1 – Mrs Fuller
- KS2 (Y3 & Y4) – Miss McCarty
- KS2 (Y5 & Y6) – Mrs Robert

If you have any queries, please contact the LA SEN Team on 01302 737209 or [sen@doncaster.gov.uk](mailto:sen@doncaster.gov.uk)