

Name of School: Thorne King Edward 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.

<p>Brief description of the school</p> <p><i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i></p>
<p>King Edward Primary school is a larger than average LA maintained Primary School with a 52 place Nursery.</p> <p>There are currently 396 children on role, including 48 children in the Nursery (Foundation 1). The school serves an area of significant social and economic deprivation, but due to its popularity a large number of children attend the school from out of catchment area.</p> <p>The school was graded Outstanding at its last inspection (October 2013), where the following comment was made:</p> <p>'All aspects of this school are highly impressive. Pupils thrive in this high performing but very caring school, which is a first class example of its kind'.</p> <p>The school's motto is : 'I Can, You Can, We Can!' and underlying everything it does is the strapline 'Every Second is a Learning Opportunity'.</p>
<p>How we identify if your child may need additional help and/or has special educational needs (SEN)</p>

King Edward Primary adopts a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom, along with appropriate interventions being put into place, and a record is kept of strategies used. When a young person is identified as having specific special educational needs, or requires additional help, the school will implement a range of interventions over time. Interventions are a means of helping King Edward and parents match special educational provision to individual pupil needs.

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

Where King Edward Primary has identified pupils with SEND or additional needs, parents and carers are involved from the earliest opportunity. Initially this may be through a meeting to discuss needs or through parents' evenings. Thereafter appropriate meetings will take place at regular intervals through Support Plan Meetings / Parent Meetings / TAC (Team Around the Child) Meetings. Parents receive copies of all paperwork containing targets set from all meetings (including SEN Support Plan targets and Reviews). All Support Plans have a box included for parents to sign to indicate that they have seen the IEP and comment on the progress of their child.

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

Pupils at King Edward Primary are continually aware of what support has been implemented and why. Initially pupils will be spoken to and asked how they feel about their needs and the support they will have access to, where appropriate. During interventions pupils are spoken to about their progress and any concerns or worries they have with trained adults. Pupils are invited to attend all meetings where it is deemed appropriate. Pupils have time with an adult to ensure that they understand targets set and how they can achieve them.

How we match the curriculum, teaching and learning approaches if your child has SEN

All subjects at King Edward Primary are highly differentiated in order to meet the needs of all groups of learners. Where pupils have difficulties accessing whole class timetables, individual timetables are implemented. All pupils identified with additional/special needs have access to additional adults who are highly and regularly trained in a wide range of high quality interventions to meet the specific needs of the child. As well as using national 'named' interventions, e.g. FFT Wave 3 Literacy Support, the school also produces its own interventions to meet needs. Where pupils have physical, social or emotional difficulties, the curriculum will be tailored to needs accordingly.

How we provide additional support if your child has learning needs

The Special Educational Needs register is updated following all assessments, or as needs become apparent. All pupils identified as requiring additional learning support

are added to the register and are given a Support Plan which is updated at least termly. A provision map tracks all learning provision taking place in the form of interventions. All classes have highly trained teaching assistants and class teachers who deliver specific interventions to pupils identified with learning needs within or outside of the classroom setting. As well as class Teaching Assistants there are a number of non-class based Teaching Assistants and Teachers who work in specialised areas to deliver high quality interventions. A Family Support Worker also supports children with health care, emotional or social difficulties. Interventions are timetabled in each class. Intervention planning time is allocated to ensure that delivery is productive. All sessions are reviewed and pupil progress is assessed daily and at the end of a unit or programme of work. Progress of all pupils is tracked and monitored through timetabled meetings with the Head Teacher, SENCO, Phase Leaders and class teachers.

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

Pupils identified with social and communication needs have access to a range of social programmes in school delivered by well-trained teaching assistants, learning support assistants or class teachers. In addition pupils may be taught in small groups or on a one to one basis in order to address specific areas or need. Where necessary, specialist expertise is brought in to support with key strategies and targets.

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

Pupils identified with physical, sensory and or medical needs have the curriculum and learning environment adapted according to their need. All staff within school are aware of all pupils with these identified needs. All pupils with physical needs have daily timetabled physiotherapy sessions. Sessions are delivered either by a trained LSA or physiotherapist in school. A physiotherapist visits the pupils and staff regularly in order to review progress and targets set. All pupils with a physical or medical need have a medical plan produced by our Family Support Worker (who was a former school nurse) identifying specific information that may affect a child's learning day in school. School has a range of support in place depending on the specific sensory need identified. Additional adults are placed in order to meet the needs of these pupils, as appropriate. Small group activities or 1:1 sessions are implemented in order to address specific sensory difficulties.

How we provide help to support your child's emotional health and well being

Pupils identified with emotional health and well-being needs are supported either by the class teacher, Learning Support Assistant or Class Teaching Assistant providing small group or 1:1 pastoral sessions or by spending time with our Family Support Worker who has been specifically trained to support children with specific areas of need.

How we promote developing independence

At King Edward Primary, developing the children's independence is central to all we do. As a result, all learning for all groups of learners is personalised and child

centred. We encourage pupils to adopt ownership of their learning. All pupils have strong relationships with the adults within our setting with adults creating an enabling environment. Problem solving and asking key questions are core skills embedding our curriculum that develop rich independent learners.

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

Pupils identified with SEND have regular support plan meetings with all professionals concerned where targets are set and reviewed at regular intervals throughout the year. Long term outcomes are set at the onset of the year or start of the support plan process. Academic learning targets on Support Plans are set following assessments and are reviewed at least termly. Following all assessments the progress of every child in the school is reviewed with appropriate support or interventions put in place.

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

King Edward Primary School has a very detailed Accessibility Policy and Safeguarding Policy that detail all key areas of the learning environment in order to ensure that key areas of our school remain safe for all learners with SEND. Governors, the Head Teacher, the Teacher and Governor Responsible for Health and Safety, and the Site Supervisor regularly tour school to ensure that facilities are safe and welcoming to the children.

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

Where possible all pupils with SEND have access to all areas of school life. Throughout the year at King Edward Primary we endeavour to ensure that activities and learning is appropriate for all learners or can be adapted to include all learners. Additional support is provided without exception to pupils who should require more support during unstructured times.

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

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

All staff working with children with SEND or additional needs are trained by either professionals with specialisms or by in house staff who have been trained by specialists. All staff and the Governing Body have received appropriate training on SEND initiatives. The Head Teacher attends regular support plan/annual review meetings alongside the SENCO and all teaching staff involved with pupils also attend these meetings. All support staff delivering interventions have appraisal targets linked to planning, delivery and progress for identified pupils and meet regularly with either Phase Leaders, the SENCO or the intervention manager to discuss progress. Throughout the year staff delivering interventions receive training on implementing new intervention programmes, teaching and learning and marking and feedback. Training is also regularly refreshed for staff.

External support and expertise we can call upon to help us to meet children's needs
At King Edward Primary we have a wide range of professionals linked to school that support us with meeting the needs of pupils with SEND.
How we prepare children to join our school
At King Edward Primary we have excellent links with our feeder schools/nursery settings. Prior to transition, it has been common policy for SENCOs and/or the Head Teacher to make contact and hold meetings sharing key information about pupils with SEND or additional needs/concerns. In these meetings all professionals, together with parents and the child where necessary, have the opportunity to share important information regarding pupils and ensure appropriate support is in place prior to the child starting school. Where appropriate, transition mornings/afternoons or days are organised giving new pupils the opportunity to experience their new setting and meet new staff prior to commencing the new term. Our Nursery regularly holds Come and Chat meetings for parents to come and discuss their child. Parents can always request a meeting prior to making a decision about whether to apply for a place at the school to discuss their child's learning and special needs.
How we prepare children to move on from our school
At King Edward Primary we also have excellent links with our secondary school settings and prior to transition, meetings as outlined above are also held in order to share key information and pass on relevant files. Throughout Year 6 the SENCO from the secondary school is invited to support plan/annual review meetings in order to set long term outcomes. Where it is thought by all professionals that special school is the most appropriate setting for a child at this stage, steps are taken early in the year to provide the appropriate evidence.
How we deploy our resources to meet the needs of children with SEND
Mrs Andrea Cassidy is our SENCO and she works in close consultation with the Head Teacher to ensure the highest possible provision for any children with SEND. We also have: Four Team Teach Trained Staff; One Family Support Worker; One Leader responsible for Behaviour, Safety and Personal Development; Four LSAs who support children with high levels of need; One Nursery Nurse and Twelve Class Based Teaching Assistants (Full-Time Equivalents); Three Part-Time Teachers support the teaching of High Quality interventions; Five and a half Teaching Assistants supporting the provision of Specialised Programmes; Ipads, Kindles and Microsoft Surfaces are used to support the children's learning, with children having access to high quality web based interventions.
Contacts for more information

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SEND Policies and SEN Information Report link(s): see Website