

Name of School: Bentley High Street 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 '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 with the introduction of the Graduated Approach for SEND for Doncaster.

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.

<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>Bentley High Street Primary School is a mainstream academy that is part of the Exceed Learning Trust. We are Ofsted Rated 'Good' in 2019.</p> <p>We are a larger than average 2-11 year Primary School with 3 form entry. The number on role is currently 436 including a 104 sessions nursery and 26 sessions 2-3 year old provision. We offer the 30 hours free early education.</p> <p>Our vision is to equip young people with the knowledge, skills and mind-set to thrive and then take on the world!</p> <p>We will achieve our vision by every child developing:</p> <ul style="list-style-type: none">• a greater understanding of themselves as a learner• recognise what their strengths are• how they can share their strengths with others• understand what steps they need to undertake for their continual learning journey• Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.
<p>How we identify if your child may need additional help and/or has special educational needs (SEND)</p>
<p>Each child is recognised as an individual with unique qualities, strengths and potential. We would consider a child as having special educational needs if they</p>

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

Any concerns are discussed with parents in the first instance. A support plan will be put in place involving parents, the class teacher, supporting adults and any additional agencies where appropriate. Clear targets will be identified and reviewed on a 12-week cycle (termly). We adopt a graduated approach. Where additional resources may be required an application for a statutory assessment of special educational needs will be raised in consultation with parents.

Please refer to: BHSP SEN Policy, BHSP Accessibility Plan and Equality Act 2010 (2012)

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

We aim to keep parents fully involved and parents are invited to all meetings concerning the progress of their child. In addition, we have:

- An open-door' policy with supervisor/key worker/Inclusion manager/Family support worker.
- Annual report to parents/carers.
- SEN review meetings termly.
- Guidance on supporting children at home.
- Home visits by prior arrangement.

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

Each child identified as having a special educational need will have a one-page profile. This is completed in collaboration with the child, parents and staff. This will outline how your child would like to be supported in the setting and takes into account what they feel works for them.

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

- Additional support and adaptations are continuously being made to ensure that children with SEN can meet the needs of our curriculum. We aim to provide high quality teaching for all our pupils.
- Class-based LSAs work alongside the class teacher to support children with SEN individually or in small groups and to facilitate the class teacher working with children with SEN.
- Intervention groups with specialised LSAs take place throughout classes
- We put an emphasis on Early identification to ensure that no child is missed and not receiving the support they require to make progress.

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

- Use of visual timetables and visual prompts
- Liaison with speech and language therapist
- Involvement of ASCETs (Autism and Social Communication Education and Training
- Nurture groups, playing for purpose group, social skills group.

<ul style="list-style-type: none"> • Adapted resources. • Small group work. • Support during unstructured times of the day.
<p>How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs</p>
<ul style="list-style-type: none"> • Involvement of ASCETs (Autism and Social Communication Education and Training) • Occupational therapy referrals. Advice from outside agencies. • Adaptations made to meet needs. For example alternative places to eat if the hall is too stimulating. • Sensory breaks • Sensory boxes • Safe spaces in shared areas.
<p>How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being</p>
<ul style="list-style-type: none"> • Access to personalised pastoral support programme reviewed half termly. • In class circle time following the Jigsaw scheme of work. • Key workers allocated to all pupils. • Star time sessions. • Rainbows - bereavement support • Extra-curricular activities. • 1:2/small group mentoring • Intervention such as lego therapy/theres a volcano in my tummy etc. • Questionnaires to gain views. • Access to quiet spaces.
<p>How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND</p>
<ul style="list-style-type: none"> • Consideration is given to the physical environment –nursery layout, accessibility, ramps, toilets, changing facilities, disabled parking. • Continual review of the learning environment, the way we plan, prepare and deliver the curriculum.
<p>How we promote developing independence</p>
<ul style="list-style-type: none"> • Personal Care is conducted discreetly and with dignity and fostering independence whenever possible. • Delivery of the Jigsaw Curriculum. • Range of resources available that the children can elect to use. • Well established routines that are consistent across school. • Use of praise. • Think alouds (point out things that worked or what they kept going with so that they begin to make connections about why/how they achieved something. • Promote curiosity.
<p>How we measure and review your child's progress against their targets and longer term outcomes</p>

All children on an SEN support plan have a minimum of 3 SEN support plan review meetings per year. This can be increased depending on the needs of the child. These meetings actively encourage parents and the child to be part of the decision-making process in terms of access and approach to provision and progress and development of targets.

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

- Advice sought from other bodies where appropriate.
- Referrals made when appropriate
- Other bodies invited to review meetings/support meetings.
- Parents advised to consider other agency involvement where appropriate
- Good communication with Doncaster SEN team.

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)

- Children are not taught using 'velcro' support. This means that we do not have children working with a permanent 1:1 but instead refer to key worker support. This encourages all learners to be as independent as possible with adult support available should they need it.
- We ensure that the correct level of support is in place. This might be SEND support, High Needs or EHCP.
- We consistently follow the graduated approach with children being regularly assessed, a plan put in place if necessary with SMART targets set, provision clearly outlined and a review put in place for the following term. SEN plans are reviewed termly to ensure enough time to see whether provision is having the desired impact.

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

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

Our staff have access to professional development opportunities relevant to their roles. Recent training includes

- Autism awareness
- First aid
- Team teach
- ELKLAN (speech and language)
- Manual handling
- Makaton sign language
- Sensory needs and breaks

School works closely with outside agencies and seeks professional advice from

- BOSS team
- Outreach from specialist settings
- Speech and Language Therapists
- Occupational Therapists
- Pre-school inclusion
- ASCETS - Support Service for Education of Children with Autistic Spectrum Disorder
- Health Professionals
- With me in mind

- CAHMS

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

Bentley High Street Primary is fully inclusive and children with special educational needs and disabilities are fully integrated.

Children requiring additional support on an educational visit are identified when drawing up a risk assessment. The school will seek to ensure that all children with additional needs participate in educational visits.

All children are encouraged to participate in extra-curricular activities and this is closely monitored.

All children are presented with equal opportunities without discrimination.

How we prepare children and young people with SEND to join our school

On entry to our 2yr provision we offer:

- Drop in sessions for parents with children.
- Support in completing the relevant documentation.
- Care plans to manage health or medical issues.
- Information pack for parents.
- Liaison with health visitors
- Home visits.

Transition to nursery:

- Visits by nursery staff.
- Visits to the nursery setting.
- Home visit
- Parents meeting
- Assessments shared with new setting.

Transition into our school:

- Bespoke packages of support and integration dependent on need.
- Home visits
- Tour of the environment
- Parents meetings
- Meeting with previous setting.

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

Transition to High School:

- More regular visits to the new setting with learning mentor support
- Mentoring sessions
- Transition meetings
- Parents encouraged to consider all options for the next phase in their education.
- Involve outside agencies as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable.
- Transition timeline will be produced and shared with the family
- SENCO will attend any annual reviews for the children at their feeder school if invited.

Contacts for more information

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SEND Governor: Lisa Green

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Website: www.bentleyhighstreet.co.uk

Please note:

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

Please return this document 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.