

Name of School: **Saltersgate Junior 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 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 <i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i>
<p>Saltersgate Junior School is a large junior school located in Scawsby, Doncaster. We currently have 358 pupils of roll, ageing from 7-11 years. The school serves a local community of mainly private housing but also draws approximately 40% of its number on roll from out-of-catchment districts. Saltersgate Junior School is committed to lifelong learning where every individual is valued, nurtured and respected. The school is an exciting, learning community with the emphasis on high quality teaching creating effective learners. The staff work hard to create a positive and caring environment where diversity, respect and tolerance are valued. We believe that all pupils are individuals with their own special qualities, skills and interests, which need to be encouraged. We put great emphasis on the development of confidence, self-esteem, independence, kindness and courtesy. Saltersgate Junior School is a secure and happy place. Pupils in partnership with parents and carers are supported and helped to develop academically, socially, physically and emotionally. At Saltersgate Junior School, we strive to maintain our inclusive ethos at all times and aim to provide high quality learning opportunities for a wide range of vulnerable pupils. The school building has carefully planned Access Arrangements and was recently re-furnished in line with the disability building regulations. Under the New SEN Code of Practice 2014, a child has a special educational need if they have provision that is "additional to or different from" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. The SEN Code of Practice 2014 also explains that 'Special educational needs and provision can be considered as falling under four broad</p>

areas;

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.'

At Saltersgate Junior School, we aim to support all pupils with their learning journey, promote the RESPECT values and embrace an inclusive ethos.

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

At Saltersgate Junior School, we use a range of different methods to identify pupils who may have additional needs, SEND (Special Educational Needs and Disabilities) and those who require additional support to access learning.

Your child's progress will be continually monitored by his/her class teacher. Their progress will be reviewed three times a year with the Headteacher and SENCO for Reading, Writing and Maths.

These methods include:-

- Regular meetings with parents, ensure their views, wishes and concerns are used to inform provision within school.
- Formative (Day-to-day) assessments of learning within lessons through Class Track assessments, observations and discussions with the class teachers.
- Regular and intervention book scrutinies and lesson observations will be carried out by the SENCO and other members of the Senior Management Team will take place to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- Summative assessments are also used to assess where pupils are working at, in line with National Curriculum objectives and use materials such as FFT, NFER, MALT, BSTS, NGRT, PM Benchmarking, ect.
- Intervention books are used to track and monitor additional provision, to identify where children may require further support/ provision, to ensure learning barriers are removed.
 - Teachers and the inclusion team, have termly caseload meetings to discuss any children's needs, where they will discuss strategies/interventions that will support that child going forward; whether it be academically or with regards to their social, emotional, mental health.

- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

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

Partnership with parents is an essential part of whole school practice and we welcome and encourage full parental engagement in all aspects of provision. Parents of SEND pupils will always be consulted and kept informed on all aspects of their child's education:

- At least three times a year, class teachers will invite parents of pupils with SEND to plan and review personalised support plan. These SSP's will monitor and assess the impact of provisions.
- SEND review meetings will provide opportunities to share ways in which we can support a child to achieve identified outcomes. Where appropriate, class teachers will provide parents with necessary resources, e.g. word lists, visual prompts, to enable them to support their child at home.
- For some pupils with SEND, it may be necessary to seek support and advice from external specialists, including Educational Psychologists, Occupational Therapists, to name a few, in order to ensure we develop and maintain a range of provisions and strategies to enable all pupils to achieve.
- For some pupils with SEND, parents will be invited to attend annual review meetings e.g. pupils with a Statement or Education Health and Care Plan, or where there is a range of multi-agency support in place. This will enable us to discuss their child's progress with all professionals involved and allows amendments to be made to provision.

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

Pupil voice is an integral part of school life at Saltersgate Junior school. It is vital that this includes the development of support plans and provision provided for pupils with SEND. One Page Profiles are created with children, which focus around 3 key areas:

- What people like and admire about me
- What makes me happy
- How I want to be supported Children's responses are listened to and included in SEN Support Plans and Support Plans for EHCP or Statements. All support plans are made bespoke for the child, are presented in a child friendly way using pictures to allow pupils to 'own' their support plans.

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

High quality, Quality First Teaching is the first wave of support provided for all children. All teaching is based on building on what your child already knows, can do and understands. Class teachers plan lessons according to the specific needs of all groups/individual pupils in their class and will ensure that your child's needs are met through a variety of means;

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups. Adapted resources e.g. practical resources, displays, table top reminders, visual timetables
- Planning and teaching will be adapted, on a daily basis or within a lesson if needed, to meet your child's learning needs and remove barriers. Providing pre or post teach interventions which will allow the child to become more confident before the lesson input therefore giving the opportunity to progress through their learning tasks. Alternatively, such interventions allow for any misconceptions to be addressed.
- Support from Outside Agencies (direct working and advice for staff)
- Break time support e.g. Lunchtime Support, Teaching Assistant Support, Playleader Support
- Support for parents through the CAF (Common Assessment Framework) as needed.
- Home-school liaison and differentiated homework tasks

- Additional sessions such as Co-ordination groups, Physiotherapy activities, Handwriting and motor skills sessions.
- A range of extra-curricular activities and clubs to enhance a variety of skills (sport, art, ICT, social skills, maths, literacy)
- Pastoral/ emotional support can be delivered as a bespoke 1:1 programme or as part of a group.

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

Children who have additional needs and/or barriers to learning are supported through both class based Quality First Teaching as well as bespoke interventions led by both trained Learning Support Staff, Teachers and the SENCO and Inclusion Manager. Wherever possible, interventions are linked to all subjects and are focused on reinforcing, embedding and extending the skills taught. Additionally, teachers and learning support staff, will change the structure of lessons to cater for children who thrive from more active learning and make use of the outdoor learning spaces.

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

Children who have social communication difficulties are provided for through a range of bespoke interventions, 1:1 support packages as well as support from external agencies. We have interventions within school which support social understanding and these can be implemented as 1:1 and group sessions. We can also request the professional input of ASCETS (Autism, Social Communication, Education and Training Service) or the Speech and Language Team for any pupil with these needs.

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

Individual, personalised support and provision is in place for children with physical, sensory and/or medical needs. We work closely with parents/carers of children with

these needs to ensure that their needs are met and they are safe in school. All staff in school are made aware of their medical condition and individual health plans are created to ensure staff are aware of support that the child may need.

Staff complete regular training including Moving and Handling, Medical Conditions, Mental Health First Aid, Asthma, First Aid, Epilepsy, Diabetes etc.

Transition meetings are held, as early as possible, to allow school to make adjustments to the learning environment, provision and support needed to allow all pupils to achieve and remove barriers to learning.

Teaching staff amend lessons to facilitate those who like more active learning and make use of the indoor/outdoor spaces such as our forest area/allotment.

We have dedicated clear corners and inclusion rooms for pupils to access. This is used for a range of different activities as well as being a calming space to allow pupils to have a quiet, safe space.

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

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured curriculum, which includes modules focused on PHSCE and RSE to support this development. However, for those children who find aspects of this difficult we offer;

- In-school nurture provisions such as ELSA, Draw and talk and Rainbows have been put in place to support children's SEMH needs. Rainbows is a provision for pupils who have suffered a bereavement in the family or some kind of loss (inc. divorce). Elsa is a provision that looks at developing a child's emotional literacy, self-esteem, social skills and friendship issues. Drawing and talking is a safe and gentle therapeutic approach which provides an effective way for children/young people to process emotional pain/trauma they may be experiencing. The programmes are run by specialists with school and can also be tailored to the individual needs of pupils and can run as a group or 1:1 session.
- Lunchtime and playtime support including play leader led activities.
- Social groups that can focus on a variety of different social and emotional needs depending on the need of the pupils.
- Clear corners/ inclusion rooms– to allow pupils to have a space for calm and quiet.
- Care Box/ busy box/check ins – a postal system where pupils can request a one-to-one discussion with an adult. Busy box being where the children have activities to self-regulate when becoming distressed. Emotion check ins on entry to the classroom are used to identify a child's wellbeing at different points of the day which will initiate support as and when needed.

- Well-being warriors- an extra-curricular club equipping children with different strategies to support their wellbeing and others around them. Looking to progress onto more peer mentoring/buddy systems in the near future.
- Mental Health Champions- Mental health champions are trained up to support the growing SEMH demands of the children we have in school.
 - If your child/ family still need extra support, with your permission the SENCO will access further support through the CAF process.

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

The School building:

- Year 3,4 and 5 classrooms, library, the Hall, Sports Hall and ICT Suite are on the ground floor
- Year 6 are upstairs with lift access
- The entrance to the school is designed for disabled access
- A disabled toilet is on the ground floor After a recent refurbishment, the school complies fully with the latest disability and accessibility requirements. The school endeavours to make adjustments to the school building and environment, to ensure all pupils are able to access every aspect of school life. We have clear corners available around school and well as inclusion rooms which the children have as their safe space if they are feeling dysregulated. During learning activities, we ensure these include well-planned practical and extracurricular activities to ensure pupils have access to a positive learning experience, which develops knowledge and understanding whilst promoting their achievement.

How we promote developing independence

At Saltersgate Junior School, we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through Pupil Voice activities, as well as having a School Council which represent the pupils further. Children regularly self and peer assess learning as well as setting personal targets to extend and develop learning further. Subject leaders involve children in discussions about particular subjects in school, what they like about these subjects and how they could be improved further through pupil voice questionnaires. Additionally, we put provisions in place to enable children to gain life skills that will put them in good stead for later life.

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

A range of assessment measures are used to monitor and track pupils progress against outcomes.

These include:-

- Formative assessment: Continual monitoring by class teachers. Day-to-day marking, feedback on learning, Class Track assessment etc.
- Summative assessments: Following the national expectations and curriculum objectives.

Teachers produce pupil progress trackers which outlines progress of the children each term and what strategies have been put in place to enable such progress. Alternatively, highlighting barriers to learning and the plan to overcome them. • SSP reviews: All SSP's have SMART (Specific, Measurable, Achievable, Realistic, Time) outcomes with assessment measures included in the plan.

- Weekly year group meetings, Pupil progress meetings termly and Pupil progress meetings with the Headteacher.
- Class Intervention books that are analysed by the SENCO half-termly, and impact and data is analysed on a termly basis.

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

Universal support-

Initially, the children will be observed and monitored in class using formative assessment and quality first teaching throughout lessons which will allow the teacher to determine the level of support needed. The use of visuals, manipulatives or auditory resources can also be used at this stage to cater for children's different learning styles as well as differentiated tasks. As well as academic support, we provide SEMH support with regular check ins with children, additional Jigsaw lessons, sensory rooms in each year group and extra-curricular activities that provide children with knowledge to act as peer mentors to others.

Universal plus-

If alternative strategies are not proving to be successful, staff will communicate with the inclusion team to discuss additional provisions/ interventions that can be carried out to cater to the need of the child. This can be in the form of a pre/post teach, tailored programmes for individuals or small groups and differentiated learning tasks to support, extend or challenge further. With regards to SEMH support, this is where more personalised provisions are put in place where members of the inclusion team will take small groups of children out for activities which address areas of need, whether it be for social, emotional or behavioural support.

Targeted support-

This is where a Student support plan (SSP) would be written by the class teacher, to record any provisions that are additional to and different from the teaching that is being delivered. Alternatively, an APDR plan can be put in place and will be regularly reviewed to ensure that provisions are making the most impact for the child. Additionally, teachers and learning support staff, will change the structure of lessons to cater for children who thrive from more active learning; adapting lessons to be balanced but more bespoke to the child. For SEMH, we understand that children may require more of a tailored response from school therefore we have Mental Health Champions throughout school, who deliver bespoke interventions and provide a range of programmes such as ELSA, Draw and Talk, etc. Dependent on the level of support required, school may sought advice from the Educational Psychologist.

Specialised support-

Specialised support will be when the SENDco communicates with external agencies to gain more support or strategies. These strategies may come from ASCETS, SALT, EPS, CAMHS, etc. If the child's additional support goes beyond the schools allocation, then additional support in the form of an application for Additional Top-Up Funding may be accessed. An Educational Health Care Plan will be furthered with the support from Education Psychologist or other outreach services.

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)

The school budget, received from Doncaster LA, includes the notional budget for supporting children with SEN and high needs block funding. The Head teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, the SENCO and the Senior Leadership Team on the basis of needs in the school.

The SENCO/inclusion team, teachers and the Senior Leadership Team discuss all the information they have about SEND in the school, including;

- the children currently receiving extra support,
- children who have been identified as needing extra support,
- children who have been identified as not making as much progress as would be expected.
- The impact the support and provision is having through the scrutiny of intervention books.

From this information, they decide what resources/training and support is needed. This is reviewed half-termly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

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)

The professional development of all staff involved in meeting the needs of pupils with SEND is on-going and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies, including Learning Support Staff.
- Professional development delivered by external agencies, SLE trainers, LA etc.
- Professional development delivered by Senior Leaders. The SENCO's role is to support the class teacher in planning for children with SEN. The SENCO has completed

the statutory National Award in SEN Co-ordination and attends the termly SENCO network days.

Carry research informed strategies from EEF to support identified areas in education that we want to progress.

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

Saltersgate Junior School employs an inclusive ethos, which promotes all children to be included and have access to all aspects of school life. Additional support and provision is put in place, to support those with additional needs, to ensure they have full access to the curriculum and wider curriculum. This will include a range of activities to enhance their life skills and develop independence within our children.

We firmly believe that 'Every Child Matters', promoting understanding of disability through actively identifying positive role models and avoidance of stereotyping or emphasis on limitations which disability may impose. Saltersgate embrace

We make sure equality and accessibility are embedded within all relevant aspects of School Improvement Planning ensuring all staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

Further information can be found in our Access, Disability, Equality and Inclusion.

How we prepare children and young people to join our school

Saltersgate Junior School recognises that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCO will attend Annual Reviews when appropriate and invited.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. Alternatively, videos have also been created, to ensure that children have a more personal experience.
- Your child will be able to visit our school and stay for 'Buddy Bonding' sessions, if appropriate.
- Your child and parents/carers will have the opportunity to view the school and meet some of the staff.
- If your child has SEN and is joining the school from Saltersgate Infant School at the end of year 2, you will be invited for a meeting with the SENCO.
- Information about your child will be requested.

- A transition period will be put in place to allow children to settle into their new educational setting.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new

school.

- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. SEN Support Plans will be shared with the new teacher.
- Pupils will have the opportunity to be taught by their new teacher in their new class before the end of the previous year through transition days/week or additional provisions.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. Furthermore, additional transitional visits will also be arranged if needed.
- A transition period will be put in place to allow children to familiarise themselves with their new class and teacher.

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

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Transitional/additional visits will be put in place to allow the children to gain an insight into their new environment/routines that they will be faced with.
- A transition book/ video can be created to support your child.

In Year 6:

- The SENCO and/or year 6 teachers will discuss the specific needs of your child with the liaison teachers from your child's secondary school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child has an EHC Plan, the SENCO from your child's next school will be invited to the year 5 and year 6 Annual Review meetings.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Contacts for more information

Head teacher/ Principal: Mr Paul Chambers
Chair of Governing Body: Andrea Webber

Inclusion team manager/Deputy Headteacher- Mrs Katy McKie
Address: Barnsley Road, Doncaster, South Yorkshire, DN5 8NQ
Telephone: 01302 782100
Email: admin@saltersjun.doncaster.sch.uk
Website: <http://www.saltersjun.doncaster.sch.uk> SEND Policies and SEN Information
Report link(s): <http://www.saltersjun.doncaster.sch.uk/about-us/policies>

Here is a list of relevant policies in school to support the learning and provision for all our vulnerable pupils and pupils with Special Educational Needs;

- Access
- Access to the curriculum
- Admissions
- Anti-Bullying
- Attendance
- Behaviour
- Data Protection
- Disability Equality
- Equal Opportunities
- Equality
- E-safety
- Fire Safety
- First Aid
- Gender Equality
- Gifted and Talented
- Health and Safety
- In-school liaison
- Intimate Care

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.