

**Name of School: Sheep Dip Lane Academy**

**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>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</p>
<p>Sheep Dip Lane Academy, is situated in the village of Dunscroft, on the outskirts of Doncaster. There are currently 260 children on roll (FS1 to year 6). We believe that all children can achieve excellence and that a quality primary education provides the platform for lifelong success. Our Trust vision is for every child to have every chance, every day.</p> <p>At Sheep Dip Lane Academy, we promote high achievement and learning for life by working with children to</p> <ul style="list-style-type: none"><li>• become highly motivated lifelong learners</li><li>• be flexible and adaptable for the modern world</li><li>• develop lively enquiring minds and a spirit of curiosity</li><li>• have high self-esteem, respecting themselves, others and the environment</li><li>• be able to work independently and collaboratively</li><li>• achieve high standards in all areas of the curriculum</li><li>• become confident with technology</li><li>• challenge themselves to do well</li><li>• develop social skills</li><li>• develop their creativity and unlock their creative potential</li><li>• be able to enjoy school and make friends</li></ul> <p>We believe that each child will succeed through experiencing quality in</p>

- a broad and challenging curriculum
- an enriching programme of extra-curricular activities and visits
- a stimulating learning environment
- a rich up to date range of learning resources
- innovative teaching and an investigative approach to learning
- learning partnerships between school, home and the community

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

At Sheep Dip Lane Academy, we monitor the progress of all pupils closely. Through termly monitoring of progress and discussions with class teachers and parents we are able to identify children who require support in addition to and different from others in their year group.

We use NFER standardised assessment materials to carry out summative assessments half-termly within the classroom for all children in school. The method of this assessment depends upon the child's age and phase of school (Early Years, Key Stage 1 or Key Stage 2). Summative assessment tools can provide specific targets for children to develop. Ongoing diagnostic, formative assessment is also used by teachers to inform marking and feedback for pupils. This information also helps teachers set appropriate targets and assess individual needs. Diagnostic assessment feeds into intervention planning and strategies to support children, these are reviewed regularly to assess impact on progress.

The following policies are used to support identification:

- Special Educational Needs Policy
- Inclusion Policy
- Behaviour Policy/Positive Relationships Policy
- Supporting Medical Needs Policy
- Intimate Care Policy
- Moving and Handling Policy
- Teaching and Learning Policy

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

At Sheep Dip Lane Academy, we maintain that parents/carers are key partners for supporting children's development and learning. Parents and carers have been consulted with, as part of our SEND policy review. Parents/carers are invited to speak with their child's class teacher initially if they have any concerns about their child's learning and progress. Meetings can also be arranged with the SENDCO, if parents feel their child's needs are severe enough to require additional classroom support. At this point, a SEND Support Plan will be created with both the parent and child. We also operate an open-door policy where parents are welcome to speak with their child's class teacher or SENDCO at any time.

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

Children at Sheep Dip Lane Academy are involved in creating their learning targets in all areas (in varied ways dependent on their age). We believe that children know how they learn and they are the best teachers in explaining this to adults in school, their views are gathered and feed into their 1 page profile, this then allows small step targets to be planned out. Children are consulted with throughout the school year and within different targeted interventions on their progress and how they feel about their learning they are taking part in. This information guides the development of targets and support towards their SEND. Children's views and opinions incorporated into the assessment and review process.

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

Children with SEND are taught within the mainstream classroom through quality first teaching with adaptive teaching and personalised support to meet need. The curriculum is adapted to suit every child in school with external partnership support where necessary (for example, the Early Years Inclusion Team (EYIT), the ASD team, Hearing Impairment and Visual Impairment team). We adapt tasks by breaking them down into small, manageable chunks, keeping steps short, concise and unambiguous. If appropriate, we try to develop co-operation and learning amongst children by sharing tasks and responsibilities within a small group of pupils who are helped to work together towards a shared goal or outcome. Although SEND can generally require additional support, children in our school are supported to develop their strengths by taking part in a broad and balanced curriculum, which develops the whole child. Children in our school also take part in extra-curricular activities where additional support may be necessary. For example, when swimming in Key Stage 2, children may receive 1-1 support in the pool. The Principal and SENDCO ensure that children are supported where necessary with 1-1 support for physical activity sessions, 1-1 tutoring and home tutoring/blended learning.

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

Children with SEND are taught within the mainstream classroom through quality first teaching with differentiation and personalised support to meet need, if there continues to be concerns then the graduated approach is followed. This is effective by staff having a clear understanding of children's strengths, challenges and needs in partnership with parents. We have high aspirations for all pupils and believe that all children can achieve, plans are put in place to ensure specific needs are met. We believe early identification for SEND is key and where possible assessments take place in the early years, however, children do continue to be identified throughout their school years. The graduated approach of **assess, plan, do** and **review** (APDR) ensures decisions and actions are revisited, refined and revised, leading to a growing understanding of the child's needs and what supports them in making progress and securing good outcomes.

Every child's needs are different. At Sheep Dip Lane Academy, we pride ourselves in believing that we meet the needs of every child with the support from the child and their family. Every teacher ensures that they use many different forms of teaching including visual, auditory and kinaesthetic approaches. A child with SEND may be supported on a 1-1 basis, in small groups or as part of larger groups. A child could

also be supported by an external agency such as a Speech and Language Therapist, Educational Psychologist or Occupational Therapist or the ASCETS team. Children have ownership of their targets, they may highlight specific ways of being taught or how they learn. These suggestions are always taken into account and used when teaching the child. The teaching of children in Sheep Dip Lane Academy does not only include skills for Reading, Writing and Maths but also social, emotional and mental support skills. We believe that it is imperative that children have experienced life skills that enable them to approach teaching and learning to their optimum. This may include a child taking part in a social skill, relationship, emotional support activity.

Additional support will be planned for through the SEN support plan. The support is provided by the staff at school and tracked and monitored by the SENDCO. If the child's additional support goes beyond the school's allocation, then we can apply for Additional Top-Up Funding or Early Intervention Allowance from the Local Authority. If a child required an Education Health Care Plan, this would be furthered through the use of the Local Authority's Educational Psychologist along with other involved professionals.

#### Universal Support

All children have access to whole school quality first teaching

- Small group learning where needed
- Additional resources; adults, technology, manipulatives
- Lessons will be differentiated to support, challenge and extend children's learning.
- Specific interventions will address gaps in children's learning.
- Visual prompts and reminders will be used.
- Effective teacher feedback will be provided.

#### Universal Plus Support

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed.
- Pre-teach and over learning groups will be provided.
- Short term specific provision and interventions will be used to address the gaps in learning and understanding.

#### Targeted Support

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The APDR process will be followed to ensure the plan is regularly reviewed.
- Support of other an Educational Psychologist will be sought.
- A balanced and personalised curriculum will be provided.

#### Specialist Support

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 or Early

Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team

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

Children with SEND are taught within the mainstream classroom setting and an assessment of their individual needs is undertaken. A child with SEND may then be supported on a 1-1 basis, in small groups as well as in larger groups to ensure their targets can be worked on. Our academy consults with a wide range of professionals for specialist support and advice to support the needs of individuals who may have social and communication needs. External agencies may be contacted such as a Speech and Language Therapy (SALT), Educational Psychology (EP), Occupational Therapy (OT) or the ASCETS Team. Advice and support then feeds into the graduated approach of assess, plan, do and review (APDR). The graduated approach of **assess, plan, do** and **review** (APDR) ensures decisions and actions are revisited, refined and revised, leading to a growing understanding of the child's needs and what supports them in making progress and securing good outcomes.

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

Children with SEND are initially taught within the main classroom setting with an assessment of their individual needs being undertaken. A child with SEND may be supported on a 1-1 basis, in small groups or as part of larger groups. We have ensured that all children can access the school building regardless of their SEND. On-going adaptations take place where necessary in consultation with multi-agency teams e.g. Heatherwood school for changing beds. School keeps an up-to-date medical needs register which all class teachers and first aider's have access to. The graduated approach of **assess, plan, do** and **review** (APDR) ensures decisions and actions are revisited, refined and revised, leading to a growing understanding of the child's needs and what supports them in making progress and securing good outcomes.

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

Sheep Dip Lane Academy is a 'Thrive' Ambassador School. The Thrive Approach is a whole school approach, which is used to support the social and emotional development of all children. An online screening tool, Thrive Online (TOL) is used to screen all children in school, following this action plans are created, strategies and activities are then delivered. 'Right-time' development and reparative needs are supported. Children who have gaps in their SEMH needs are supported 1:1 to rebuild neuronal pathways. All staff have awareness of the whole school approach, We also have the following to support children with SEMH needs:

- A Thrive trainer
- 4 members of staff who are Thrive Licenced Practitioners (Childhood)
- 1 staff member trained in emotional literacy
- 3 mental health first aid trained staff

The graduated approach of **assess, plan, do** and **review** (APDR) ensures decisions and actions are revisited, refined and revised, leading to a growing understanding of the child's needs and what supports them in making progress and securing good outcomes. We also work with external agencies such as CAMHS and BOSS to support children who may have additional SEMH needs, these professionals attend APDR meetings to feed into target setting.

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

The academy ensures that all children can access the school building regardless of their SEND. On-going adaptations take place where necessary. In the academy, we have ramp access, a changing toileting hygiene room and sensory rooms to support pupils with additional needs. Children in our academy also take part in extra-curricular activities where additional support may be necessary. Classroom displays support learning in a bright and stimulating way.

How we promote developing independence

Children with SEND, are initially taught within the main classroom setting with an assessment of their individual needs being undertaken. A child with SEND, may be supported on a 1-1 basis, in small groups as well as in larger groups. Children are supported to work towards independency if medical professionals report that long term this is possible for the child as they develop through school. For example, a child with toileting needs will have: an intimate care plan that is reviewed regularly and staff amend plans after meeting with multi agency teams providing small steps towards feeling/controlling their bladder e.g. Incontinence nurse.

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

The class teacher is responsible for the everyday evaluation of their teaching and learning for each child in their class. They may highlight a child who is requiring additional support to the Principal or SENDCO who will then assess that specific child in their class base. The SENDCO may also access external support and advice to determine the best route forward to support the child. Half-termly and termly results are evaluated by school leaders and SENDCO to determine where additional support may be required. On-going assessment of small group intervention is also undertaken to ensure that children are progressing with the additional input. Where results may not be showing an improvement the child's support plan will be adapted.

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

At Sheep Dip Lane Academy we follow the Graduated approach moving from Universal to Targeted support. We ensure external agencies are involved where necessary and a Holistic view of the child is taken to ensure intervention is appropriate to meet all the needs of the child.

### Universal Support

All children are entitled to Universal Support from their class teacher through high quality teaching. This includes: high expectations and aspirations for all learners, secure subject knowledge, clear presentation of subject matter, promoting discussion, systematic checking of learners understanding, identifying and addressing misconceptions through clear feedback, adaptation of teaching as necessary, building upon previous learning to enable learners to remember long term content, designing learning environments to support learning.

### Universal Plus Support

If a child does not make progress in line with expectations, and further support is required, the class teacher will then refer to the school SENDCo for observation and further assessment. Interventions may be suggested with small groups or one-to-one support and the child is monitored for a period of time.

### Targeted Support

After this period of time, if the child does not make progress, or has a diagnosed special educational need, the child is placed on the SEND register. They are deemed as requiring provision which is different from and additional to their peers. They may require individualised intervention or support programmes which are recorded on a SEND support plan. External agencies may then be called upon to seek further advice and assessment. These agencies will then be involved in at least termly assess APDR meetings alongside parents/cares and suggest outcomes to meet the child's needs.

### Specialised Support

Finally, if a pupil has a high level of need and it is deemed necessary by all professionals and parents supporting the child, an application for an Education Health Care Plan assessment would be required. This is Specialised Support, which will involve a multiagency evaluation of the plans and provision through ongoing APDR cycles.

We work in close partnership with the following multi agencies:

- Speech and Language Therapy
- Educational Psychologists
- Autism and Social Communication Education and Training Service (ASCETS)
- Occupational Therapy
- Physiotherapists
- Child and Adolescent Mental Health Services (CAMHS)
- Support Service (supporting physical difficulties, hearing and vision impairments)
- Outreach Support from Special Schools
- Behaviour Outreach Support Service (BOSS)
- CAMHS

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)

Pupils identified with SEND will have regular Assess, Plan, Do, Review (APDR) meetings. It is during these meetings that resources may be discussed to meet the needs of the child.

SEND Support Plan – The class teacher will discuss with parents the support their child needs and place a child on SEND register. A support plan is written with SMART targets. The child may require the involvement of the SENDCO and outside agencies to aid with a more detailed plan and resource allocation.

The SENDCO will discuss with the Educational Psychologist any child who requires their involvement at planning meetings with consent from the parent.

Sheep Dip Lane Academy operates the Graduated Approach system for allocating resources:

- Universal (all children led under the direction of the class teacher),
- Universal Support (time-limited intervention programmes led by trained members of staff),
- Targeted Support (provision that is different from and additional to peers).

Where the provision on the child's provision map goes above the notional element 2 funding, an application for Additional Top-Up Funding (HNF) or Early Intervention Allowance (EIA) may be submitted to the Local Authority to for Element 3 funding. If more specialist support is required to support the child's needs in school, an application for an EHC assessment will be made by the SENDCO in conjunction with the external professionals and parents / carers involved with supporting the child.

Further information can be found here:

<https://www.doncaster.gov.uk/services/schools/local-offer-forms-and-guidance>

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)*

School pride themselves in ensuring that all children's needs are met. This has led to a wealth of staff training in order to support all. Any additional training required is always kept up to date.

The SENDCO takes part in termly meetings with the Local Authority and also attends Trust SEND sessions with an external SEND consultant to ensure that school are meeting the requirements for children.

More global training also includes:

**Learning**

- ✓ Phonics – Little Wandle
- ✓ Read, Write Inc. spelling



- ✓ Precision teaching
- ✓ Stairway to Spelling
- ✓ 5 Minute Phonic Box
- ✓ YARC reading assessment
- ✓ Mathletics
- ✓ Times Tables Rock stars
- ✓ Reading Plus
- ✓ Nessy
- ✓ Reading eggs
- ✓ SeeSaw

### **Social Skills and Language**

- ✓ Speech Assessment
- ✓ Autism
- ✓ Makaton
- ✓ Lego therapy
- ✓ Nuffield Early Language (NELI)
- ✓ Play for Purpose
- ✓ Comic strip conversations
- ✓ Social stories

### **Wellbeing and Behaviour**

- ✓ Adverse Childhood Experiences
- ✓ Anxiety
- ✓ Attachment
- ✓ Loss & Trauma
- ✓ Mental Health
- ✓ Nurture
- ✓ Positive handling
- ✓ Thrive

### **Other**

- ✓ Sensory circuits
- ✓ Epilepsy Awareness
- ✓ HI Awareness
- ✓ 3 staff trained on moving and handling.
- ✓ Writing SMART outcomes
- ✓ Strategies to support pupils who have SpLD

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

Children with SEND have the same entitlement and opportunities as all children, we work with professionals to overcome any issues that may need supporting to ensure this. School makes reasonable adjustments to ensure that children with SEND can take part in a full range of school activities. Any adaptations to the curriculum are based on individual needs with the goal of including the young person with SEND socially and academically. Children in our school also take part in extra- curricular activities where additional support may be necessary. For example, when swimming in Key Stage 2, children may receive 1-1 support in the pool. The Principal and

SENDCO ensure that children are supported where necessary with 1-1 support for physical activity sessions, 1-1 tutoring and home tutoring.

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

Our Academy believes that transition between schools is a very important, exciting, yet a stressful period for children to progress through. We also recognise that this can also be a stressful time for the whole family. The SENDCO and Inclusion Manager have supported and encouraged families to visit our school and discuss children's transition needs many months prior to the move to ensure that this is as smooth and stress-free as possible.

The SENDCO attends other settings or has conversations with SENDCO's at other settings to ensure transition for pupils is supportive of their needs in readiness for joining the academy.

The academy will contact playgroups and other primary settings that children move from. We will phone the SENDCOs in the previous and receiving settings and liaise with a range of agencies and professionals during transition periods:

- 'Receiving' schools SENDCO (new school that pupil is moving to)
- Specialist Teachers
- Statutory Assessment Service
- SENDCO at a Pre School setting

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

The academy will contact secondary schools, alternative provisions and other primary settings that children may be moving to. We will phone the SENDCOs in the previous and receiving settings and liaise with a range of agencies and professionals during transition periods:

- 'Receiving' schools SENDCO (new school that pupil is moving to)
- Specialist Teachers
- Statutory Assessment Service
- SENDCO at a Pre School setting

The school will directly involve the pupil and parents/carers in these arrangements. This will usually involve visits/meetings, induction days, meetings with relevant staff (e.g. The Inclusion Manager) and any necessary adjustments to the Education and Healthcare Plan/Statement will be made. Information about a child's SEND needs is shared between schools and nurseries. Some children may need extra visits to get used to their new school. Visits are organised to the receiving Secondary Schools as appropriate. We work closely with BOSS and Big Picture Education, who support children who may struggle with the transition from Primary to Secondary.

#### Contacts for more information

Principal: Mrs F Parish

Chair of Governing Body: Mr C Lambert

Address: Sheep Dip Lane, Dunscroft, Doncaster, DN7 4AU

Telephone: 01302 842464

Email: [sdlp@sheepdiplane.doncaster.sch.uk](mailto:sdlp@sheepdiplane.doncaster.sch.uk)  
Website: <http://www.sheepdiplane.doncaster.sch.uk/>  
SENDCO: Alison Parkhurst

Please include a direct web link to the following:

- SEND Policy –
- SEN Information Report –
- Accessibility Plan -

<http://www.sheepdiplane.doncaster.sch.uk/page/policies-downloads/1726>

*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](mailto:FIS@doncaster.gov.uk)

If you have any queries, please contact Louisa Townsend at  
[louisa.townsend@doncaster.gov.uk](mailto:louisa.townsend@doncaster.gov.uk) or Family Information Service on 0800 138 4568.

Thank you.