Version: 1 dated 24/09/2020

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 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)*
Sheep Dip Lane Academy is situated in a village, on the outskirts of Doncaster. There are currently 266 children on roll. We believe that all children can achieve excellence and that a quality primary education provides the platform for lifelong success
How we identify if your child may need additional help and/or has special educational needs (SEN)
Summative assessment takes place 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. Continuous formative assessment is used by teachers to inform marking and feedback. This information also helps teachers set appropriate targets and assess individual needs. The following policies are used to support identification: • Special Educational Needs Policy • Inclusion Policy

- Behaviour Policy/Positive Relationships Policy
- Supporting Medical Needs Policy
- Moving and Handling Policy
    - Teaching and Learning Policy
    - Assessment Policy

How we involve parents and carers 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 in changing the school's SEND policy. Parents/carers are invited to speak with their child's class teacher initially if they have any concerns about their child' learning and progress. A meeting can also be arranged with the SENCO if parents feel their child's needs are severe enough to require additional classroom support. At this point a Special Educational 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 SENCO 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), specifically on their Special Educational Support Plan (SENSP). We believe that children know how they learn and they are the best teachers in explaining this to adults in school, therefore creating their small step SENSP target with them is crucial. Children are consulted throughout the school year and within different targeted interventions on their progress and how they feel about the learning they are taking part in. This information guides the development of targets and support towards their SEN.

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

The curriculum is adapted to suit every child in school with external partnership support where necessary (for example, with ASD team, Hearing Impairment and Visual Impairment team support). Although SEND can generally require additional support, children in our school are supported to develop their strengths and through taking part in a broad and balanced curriculum are encouraged to do so. 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 Head Teacher and SENCO ensure that children are supported where necessary with 1-1 support for physical activity sessions, 1-1 tutoring and home tutoring.

How we provide additional support if your child has learning needs
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. Children with SEN are initially taught within the main classroom setting with an assessment of their individual needs being undertaken. A child with SEN may be supported on a 1-1 basis, in small groups and in larger groups. A child may also be supported by an external agency such as a Speech and Language Therapist, Educational Psychologist or Occupational Therapist or the ASCETS team. Children take part in creating their own SENSP targets where 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.
How we provide additional support if your child has social and communication needs
Children with SEN are initially taught within the main classroom setting with an assessment of their individual needs being undertaken. A child with SEN may be supported on a 1-1 basis, in small groups and in larger groups. A child may also be supported by an external agency such as a Speech and Language Therapist, Educational Psychologist, Occupational Therapist or by the ASCETS Team.
How we provide additional support if your child has physical, sensory and/or medical needs
Children with SEN are initially taught within the main classroom setting with an assessment of their individual needs being undertaken. A child with SEN may be supported on a 1-1 basis, in small groups and in larger groups. School has ensured that all children can access the school building regardless of their SEN. On-going adaptations take place where necessary and 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. These are updated regularly with close links to health workers and families.
How we provide help to support your child's emotional health and well being
Children with SEN are initially taught within the main classroom setting with an assessment of their individual needs being undertaken. A child with SEN may be supported on a 1-1 basis, in small groups and in larger groups. The school has a number of staff trained in supporting children with SEMH needs: staff trained Emotional Literacy with a lead practitioner (Inclusion Manager). • Specific training includes: • 6 THRIVE trained practitioners with whole school overview training. • 1 thrive trainer trained.

- Team Teach trained staff.
- 3 staff trained on moving and handling.

More global training also includes:

- Star Time
- Dyslexia
- Downs Syndrome
- Loss and Trauma
- YARC reading assessment
- Precision Teach
- 5 minute literacy box for phonics
- Lego therapy
- Speech assessment and support

Regular contact takes place between the SENCO and numerous external agency support, including:

- LA SEND team
- LA ASCETS team
- Educational Psychologist
- Health teams – School Nurse and Health Visitor
- Behavioural support – BOSS, Thrive
- CAMHS
- SALT
- Transition Team

How we promote developing independence

Children with SEN are initially taught within the main classroom setting with an assessment of their individual needs being undertaken. A child with SEN may be supported on a 1-1 basis, in small groups and 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: toileting plans that are 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 Head Teacher or SENCO who will then assess that specific child in their class base. The SENCO 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 the Head Teacher and SENCO 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 adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

School has ensured that all children can access the school building regardless of their SEN. On-going adaptations take place where necessary. In school we have ramp access, a changing toileting hygiene room and sensory room. Children in our school 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 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 Head Teacher and SENCO ensure that children are supported where necessary with 1-1 support for physical activity sessions, 1-1 tutoring and home tutoring.

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)

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

The SENCO takes part in termly meetings with the Local Authority to ensure that school are meeting the requirements for children.

Specific training includes:

- 6 THRIVE trained practitioners with whole school overview training.
- 1 thrive trainer trained.
- Team Teach trained staff.
- 3 staff trained on moving and handling.

More global training also includes:

- Star Time
- Dyslexia
- Downs Syndrome
- Loss and Trauma
- YARC reading assessment
- Precision Teach
- 5 minute literacy box for phonics
- Lego therapy
- Speech assessment and support
- SALT
- Transition Team

External support and expertise we can call upon to help us to meet children's needs

Specialist expertise is sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training.

Regular contact takes place between the SENCO and numerous external agency support, including:

- LA SEN team
- LA ASCETS team
- LA Visual Impairment and Hearing Impairment team
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Speech and Language therapy
- Health teams – School Nurse and Health Visitor
- Hospital teams
- Behavioural support – BOSS, Thrive
- CAMHS
- Transition Team

How we prepare children to join our school

School 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 SENCO 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.

How we prepare children to move on from our school

The school will make contact with playgroups, secondary schools and other primary settings that children move from. We will phone the SENCOs in the previous and receiving settings and liaise with a range of agencies and professionals during transition periods: • 'Receiving' schools SENCO (new school that pupil is moving to) • Specialist Teachers • Statutory Assessment Service • SENCO 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 SEN 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 the LA Transition Team, who support children who may struggle with the transition from Primary to Secondary.

How we deploy our resources to meet the needs of children with SEND

School pride themselves in ensuring that all children's needs are met. Staff and resources are deployed in a number of ways to enable the school to meet the needs of children with SEND. The school has staff trained in the following:

- 6 THRIVE trained practitioners with whole school overview training.
- 1 thrive trainer trained.
- Team Teach trained staff.
- 3 staff trained on moving and handling.

More global training also includes:

- Star Time
- Dyslexia
- Downs Syndrome
- Loss and Trauma
- YARC reading assessment
- Lego therapy
- Speech assessment and support
- Precision Teach
- 5 minute literacy box for phonics

Small group interventions also support children with SEND: Specialist expertise is also sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training.
Regular contact takes place between the SENCO and numerous external agency support, including:

- LA SEN team
- LA ASCETS team
- LA Visual Impairment and Hearing Impairment team

- Educational Psychologist
- Occupational Therapist • Physiotherapist
- Speech and Language therapy
- Health teams – School Nurse and Health Visitor
- Hospital teams
- Behavioural support – BOSS, Thrive
- CAMHS
    - Transition Team

Contacts for more information
Head teacher/ Principal: Mrs F Parish Chair of Governing Body: Mrs D Wright Address: Sheep Dip Lane, Dunscroft, Doncaster, DN7 4AU Telephone: 01302 842464 Email: sdlp@sheepdiplane.doncaster.sch.uk Website: http://www.sheepdiplane.doncaster.sch.uk/ SENCO: Kate Stokoe 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 parents and is set out in clear, straightforward language.

Please return this proforma to Natalie Pendleton, Families Information Service, by email to fis@doncaster.gov.uk

If you have any queries, please contact Helen Barre on 01302 73753, Darren Dickinson 01302 735978.

Thank you.