

## Local Offer: Template for Education Providers

Every early year setting, school and college must outline what their local offer is to children and young people with special educational needs and/or a disability (SEND).

To help you do this the local authority will publish your responses to the following questions. The responses need to be jargon free, ensure clarity of language and provide information about where to go to get further advice or guidance if needed.

<b>1. What is the name of your educational provision?</b>				
Dore Primary School Furniss Avenue Dore Sheffield S173QP  headteacher@dore.sheffield.sch.uk  <ul style="list-style-type: none"> <li>Who is your SEN Governor? What are their contact details? Sharon Court – smcourt10@hotmail.com</li> <li>Who is your SENCO? What are their contact details? Are they full or part time? Jason Fletcher : <a href="mailto:deputyhead@dore.sheffield.sch.uk">deputyhead@dore.sheffield.sch.uk</a></li> <li>Full time</li> </ul>				
<b>2. Please give a brief overview of your educational provision</b>				
We are a Sheffield City Council supported primary school with 15 classes.				
<b>3. What is your current Ofsted rating (if applicable)?</b>				
Outstanding.				
<b>4. Who is your educational provision for?</b>				
<b>The provision is available for:</b>				
0-3 Years	4-7 Years	8-11 Years	12-16 Years	Post 16 age
	Yes	Yes		
<b>The provision supports learners with:</b>				
Education	Health	Social care	Preparing for Adulthood	
Yes				
<b>The provision primarily supports (or has supported) learners with:</b>				
Cerebral Palsy	ADHD/ADD	Social & communication difficulties including Autism	Behavioural Emotional or Social Difficulties	Down's Syndrome
	Hearing Impairment	Medical Needs or Long-term Illness	Mental Health Difficulties	Moderate Learning Difficulty

	Multi-Sensory Impairment (vision & hearing)	Physical Disability / Mobility Issues	Profound & Multiple Learning Difficulty	Severe Learning Difficulty
	Specific Learning Difficulty (e.g. Dyslexia)	Speech, Language & Communication Needs	Visual Impairment	Waiting for diagnosis

**The provision is accessible as a:**

Mainstream service	Specialist service
Yes	

**If you are a specialist setting what other admissions criteria do you use?**

**COMMENT:**

**Please state the number of pupils on your roll and your average class size**

**COMMENT:**

**460 with average class of 31**

### 5. How does the setting identify learners with SEN?

- Does your school / setting / post 16 provision offer specialist assessments by school staff and/or external professionals?

COMMENT: School offers specialist assessment by school staff and external professionals.

### 6. Is your setting physically accessible to all learners?

- What are the physical facilities like? For e.g.
- Is the building fully wheelchair accessible? How many buildings are there?
- Have there been improvements in the auditory and visual environment? (including for children who need a low sensory environment)
- Do you use visual aids such as visual timetables?
- What equipment & facilities do you offer to support learners with SEND and how do you secure new equipment & facilities?
- Are there disabled changing and toilet facilities?
- Primary schools: How secure is the playground – is there a fence?
- Do you provide a quiet / safe space, and how do learners access this?
- Is there a quiet place for learners to eat if they cannot cope with a noisy dining hall?

COMMENT: The building does have wheelchair accessibility but stairs do prevent access to certain parts of the building and can make moving between areas of school difficult. The school has two original large building connected by a link corridor and it also has 2 mobile classrooms.

Classrooms are carpeted which can minimise auditory distraction.  
The school has a small sensory room.

Communicate & print is used throughout the school for visual timetables.  
 School have provided lap tops, voice recognition software, net books, along with additional SEN resources required to meet the needs of our children. This equipment comes directly from the school budget.  
 There are no disabled changing areas but each new mobile classroom does have a disabled toilet.  
 The school playground is secure with its own fence.  
 The school can provide a number of quiet places. The sensory room is also a place which children can access at lunchtimes to talk to an adult if required.  
 School can provide a quieter place for children at lunchtime.

### **7. How does your setting adapt the curriculum for learners with SEND?**

- Who will oversee and plan the education programme for a learner with SEN?
- What are the setting's approaches to differentiation?
- What is the setting's stance on changing some parts of the provision's routine to help learners with SEN?
- What activities are available to learners with SEND in addition to those available through the curriculum? E.g. social skills groups

COMMENT: The teacher is directly responsible for the education of the children with SEN. The SENCO coordinates the planning and review meetings with both teachers and parents and keeps a central record of progress.  
 Teachers use quality first teaching alongside personalized learning as their approach to differentiation.  
 The school does make its best endeavors in order adapt or change provision to support children with SEN.  
 The school provides an excellent programme of speech support along with, social groups, reading interventions, musical and sporting opportunities.

### **8. What training have your staff received to support learners with SEND?**

- This should include past and planned training including Makaton, PECS etc.
- How do you ensure that all relevant staff (including peripatetic teachers, supply teachers, welfare supervisors, office staff) are aware of learners' needs?
- Do you access specialist expertise?
- Are there staff trained in the administration of medicines, feeding and providing personal care?
- Please include details of any relevant kite marks or accreditations

COMMENT: We have invested hugely in professional development for our staff. We have regular training and input for Acquired Brain Injury, dyslexia, speech & language as well as specific intervention training. More specifically we have had training in Autism, social stories, project X, therapy and circle of friends.  
 We have regular staff meetings in which we raise awareness of children's needs. We have regular midday supervisor meetings in which we do the same and in which teachers and TAs have communicated effective strategies to other members of staff. We have a vulnerable pupil folder which is passed onto supply or temporary members of staff which gives an overview of children's needs.  
 We do access specialist expertise wherever and whenever appropriate. We have excellent links with educational psychology.  
 All staff are trained to administer epipen medicine.  
 We are an ESCAL school, Unicef Rights Respecting School level 2 and have a charter mark for early years provision along with Ofsted Outstanding.

### **9. How do you communicate with and involve families?**

- How does the setting communicate with parents about their child? E.g. email, home-school book, parents' evenings?
- How does the setting involve parents in reviewing progress and setting targets for learners with SEN? How often do you do this? E.g. termly structured conversations
- Do you offer any parent training or learning events in relation to SEN?
- Do you have an SEN group for parents?
- How do you communicate with families whose first language is not English?

COMMENT: School does use a variety of techniques including letters, emails, phone calls, chat books, individual home school books and 1:1 meetings.

School offers parents a review meeting each term which is attended by the SENCO and teacher and occasionally the headteacher. Parents views are incorporated into children's targets as agreed and pupils also express their own views on their learning and progress. We have SEN parent evenings and coffee mornings.

SEN parents have formed their own group which meet regularly.

Teachers follow up written communication with 1:1 if parents need clarification.

### **10. How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?**

COMMENT: We regularly review the progress (data) of all our children (half termly) and focus especially on groups which include SEN. Senior leaders then discuss progress with teachers and identify next steps wherever appropriate. Specific progress in interventions is also monitored in order to identify its effectiveness.

#### **Ofsted 2015 -**

Disabled pupils and those with special educational needs reach standards below those of their peers but generally above that of other similar pupils nationally. The inclusion leader works with external consultants and teachers to ensure the needs of these pupils are exceedingly well met through timely and high quality support.

### **11. What support do you provide for the learners' overall wellbeing?**

- How do you monitor and provide support for the social and emotional wellbeing of learners?
- How do you teach disability awareness to learners?
- How do you help learners who struggle to make friends?
- How do you support vulnerable learners during unstructured periods?
- How do you support learners for whom school is a cause of anxiety?

COMMENT: We have staff trained in circle of friends, theraplay and child counselling. The staff will communicate with SENCO/Headteacher if they have any concerns regarding the wellbeing of our children, these concerns are recorded. School may decide to intervene with school provision or seek external support from MAST, TAMHs or CAMHs.

Disability awareness is covered extensively in whole school assemblies as well as in class teaching. We have an embedded values system and an inclusive ethos which provides much of the language and vocabulary for our children. We have excellent links with a special school

which have allowed us to visit with children and welcome children from their school. We have a number of strategies to support children with making friends and we have extensive experience with using the 'circle of friends'.

Personalised strategies are in place for some of our learners who may need extra support during unstructured times in school which may include lunchtime clubs, reading corners or playground buddies.

We are currently part of a pilot project in the SW of the city which allows us more effective and efficient access to MAST services which may include intervention workers and counsellors.

### 12. What kind of behavioural interventions do you use?

- What support is there for behaviour, avoiding exclusions and increasing attendance?
- How do you manage extreme behaviour?

COMMENT: Our school adopts a positive behavioural system based on reward and praise. A clear behaviour policy is in place to back up any individual positive behavioural systems teachers operate in class.

### 13. How do you ensure learners with SEND are included in non-classroom based activities?

- Are learners with SEND able to access all of the activities and how will the setting assist them to do so?
- How do you involve parent/carers in planning activities and trips?

COMMENT: This is an inclusive school which makes its best endeavours to remove all barriers preventing any child accessing the full curriculum and additional activities. Parents are given advance information on activities and invited to attend open events at residential centres etc in order to familiarise themselves and their children about the activity. If this is not possible then information evenings are offered in order to give details and receive ideas from parents.

**Do you offer:**

Breakfast clubs	After school clubs	Holiday clubs
Yes	Private – on site	No

### 14. How do you consult with and involve learners in their education?

- How are learners able to contribute their views?
- How will the setting support the learner to do this?
- Please include any comments on support for advocacy

COMMENT: All children have a voice in school through the school council which meet regularly. SEN children are consulted on their views each term and this feeds into their review of progress and target setting.

<b>15. How do you prepare learners with SEND to progress to, from and within your setting?</b>
<ul style="list-style-type: none"> <li>• What preparation will there be for both the setting and the learner before he or she joins the setting? E.g. from nursery, primary, or secondary school?</li> <li>• How will he or she be prepared to move onto the next stage?</li> <li>• Do you take account of friendships when setting up new class groupings?</li> <li>• How often do you mix up classes?</li> <li>• What kind of destinations do learners with SEND move to when they leave your setting, e.g. college, bridging programmes, supported living, work etc.</li> </ul>
<p>COMMENT: We have excellent transitional communication with our feeder nurseries supported by external professionals. We provide extra transitional opportunities within school for our SEN children. Our classes are mixed at times when it is judged appropriate throughout their school journey. Transition to secondary is thorough and we have excellent links with the SENCO at our secondary who will also provide an SEN coffee morning for our Y6 parents.</p>
<b>16. Do you have an online prospectus? Are there open days for families and learners?</b>
<p>COMMENT: Parents are encouraged to visit our website and the 'inclusion' page especially. Parents are welcome to make appointments with the SENCO and receive a tour of the school.</p>
<b>17. Do you offer outreach to home educating families?</b>
<ul style="list-style-type: none"> <li>• E.g. use of facilities / access to after-school clubs / access to swimming lessons / allowing external candidates to sit exams.</li> </ul> <p>COMMENT:</p>
<b>18. Does your setting offer any additional services for learners with SEND?</b>
<ul style="list-style-type: none"> <li>• E.g. residential provision, outreach / training for other providers, enrichment programmes in the local community.</li> </ul> <p>COMMENT:</p>

Please provide contact details in case we have any queries with the form.

Name & Job Title	Jason Fletcher	
Email	deputyhead@dore.sheffield.sch.uk	
Telephone	01142368690	

Please tell us if you included any of the following people whilst completing the form.

SENCO	SEN Governor	Parents	Young people with SEND