

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.

1. What is the name of your educational provision?				
<p>Nether Edge Primary School, Glen Road, Sheffield, S7 1RB Tel:0114 2550926 Email:enquiries@netheredge.sheffield.sch.uk</p> <p>SEN Governor: Rhona Dodds Full Time SENCO: Harriet Stevenson Email:enquiries@netheredge.sheffield.sch.uk</p>				
2. Please give a brief overview of your educational provision.				
<p>Within our school there is the following provision:</p> <ul style="list-style-type: none"> • Nursery • 2x Foundation 2 classes <p>Key Stage 1</p> <ul style="list-style-type: none"> • 2x Y1 classes • 2x Y2 classes <p>Key Stage 2</p> <ul style="list-style-type: none"> • 2x Y3 classes • 2x Y4 classes • 2x Y5 classes • 2x Y6 classes 				
3. What is your current Ofsted rating?				
Outstanding				
4. Who is your educational provision for?				
The provision is also available for:				
0-3 years	4-7 Years	8-11Years	12-16 Years	Post 16 age
3 year olds	x	x		

The provision supports learner with:

Education	Health	Social Care	Preparing for Adulthood
x			

The provision primarily supports (or has supported) learners with:

Cerebral Palsy	ADHD/ ADD	Social and communication difficulties including Autism	Behavioural Emotional or Social Difficulties	Downs Syndrome
	x	x	x	x
	Hearing Impairment	Medical Needs or Long Term Illnesses	Mental Health Difficulties	Moderate Learning Difficulty
	x	x		x
	Multi Sensory Impairment (vision and hearing)	Physical Disability / Mobility Issues	Profound and Multiple Learning Difficulty	Severe Learning Difficulty
		x		x
	Specific Learning Difficulty (eg: Dyslexia)	Speech, Language and Communication Needs	Visual Impairment	Waiting For Diagnosis
		x	x	x

The provision is accessible as a:

Mainstream Service	Specialist Service
x	

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

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

There are currently 402 pupils on roll and the average class size is 30.

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?

Learners are identified with SEND through a range of assessment tools from observations by the class teacher / teaching assistants / SENCO, in-depth tracking of pupil progress and subsequent discussion of barriers to learning in Pupil Progress meetings as well as assessments by external professionals such as Speech and Language Therapy, Educational Psychologists and other medical professionals.

6. Is your setting accessible to all learners?

- What are the physical facilities like? For example:
- 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?

Nether Edge accommodates Early Years provision, Key Stage 1 and Key Stage 2 on one site. The site has two buildings (Abbeydale Road and Glen Road) joined by a link bridge and across multiple levels. In addition to the classrooms, the building also has an Assembly Hall, a school library, 2 intervention rooms, 2 Sensory Rooms, the Hub (for small group work), 1 sports hall, 1 dining hall and a selection of smaller meeting rooms and 1 ICT suite. The outside areas are fully secured by fencing, including a playground, reception, Nursery and another small yard.

The Hub and sensory rooms are nurture style rooms which can be accessed for children, accompanied by an adult, who require a safe, quiet place.

Each main classroom has an interactive whiteboard and is equipped with visual aids to support children's learning. Each classroom has a visual timetable as well as other cues to support children's language development. Staff use visual aids to support children's learning such as Communicate in Print (CiP) and other picture cues, speaking and writing frameworks.

The school have provided additional lunchtime arrangements for children when needed so that they can eat and play in a smaller, quieter area than the main school dining hall and playground. Staff are allocated at lunch and break times according to need.

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

- Who will oversee and plan the education programme for a learner with SEND?
- 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 SEND?
- What activities are available to learners with SEND in addition to those available through the curriculum? E.g. social skills groups

Teachers are responsible for planning the education programme for a learner with SEND but will seek advice from the SENCO when needed. Teaching is adapted to the needs of the pupils and this is planned for and then resourced. Each year group has access to teaching assistants who are deployed on a needs-led basis.

The school is flexible in changing some parts of provision and routines in order to help learners with SEND and constantly seeks to put in place recommendations from external agencies such as Speech and Language, Autism Team, Learning Support and Educational Psychology in order to be able to do this.

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

In recent years, all staff have been trained in Makaton and Supporting Children with Autism and using Positive Behaviour Strategies (Tier 1 – Autism Team).

Some staff have been trained in Lego Therapy, First Aid, PECS, Mighty Minds, Intensive Interaction and Attention Autism. Some staff are due to have Team Teach training and Zones of Regulation training.

One member of staff is trained in the administration of medicines.

All staff are aware of their learners' needs through meetings with the SENCO and have a copy of their class SEND list. A secure electronic system of an individual's relevant documents is also available to staff. Parents also meet with teachers or the SENCO every term through review meetings where the child's progress towards their target outcomes is discussed by the parents and teachers. This is also an opportunity to discuss any issues or concerns.

The school makes referrals to the Speech and Language Therapy service, Educational Psychology service, Early Years Inclusion, Fusion Learning Support and to GPs when we feel specialist expertise is required. These services sometimes make onward referrals and the school works closely with those services: Autism Team, Rowan Outreach, CAMHS.

9. How do you communicate with and involve families?

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

Parents are welcomed into school, they are seen as playing a vital role in their child's time in the school, including any SEND issues.

The school also uses Edu Link One and Class Dojo in order to be able to send messages to parents giving them key information. A cycle newsletter informs parents of what is happening in school and what the different classes have been up to as well as regular coffee mornings where parents can share their views on what is happening in school. There is also a Parent Council led by the Head teacher which enables parents to discuss relevant school topics.

A selection of workshops are made available to parents. In the past these have included: sleep and routines, eating and toileting.

Termly Parent Review meetings are held where the parents are invited into school to find out how their child has been progressing and to discuss their individual targets.

The SENCO offers to meet with parents to discuss any medical reports that have been received and translation is available within school for certain languages. There are staff in the school who speak Urdu, Punjabi, Bengali, Polish.

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

The SENCO regularly monitors the interventions which are taking place and works with the SLT to track pupil progress and check that children are progressing. Pupil Progress meetings are also used to discuss the progress of children in particular interventions.

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?

Staff have been trained in using the programme CPOMS as a means of communicating any worries or concerns they have regarding any pupils. This is shared with the Senior Leadership team who then make sure that action is taken to support the child.

The PSHE and PD curriculum ensure that children are being taught disability awareness. Each class elects a School Councillor each year, who speak for their class and put forward their views on particular school issues. For pupils who struggle to make friends or are anxious about being in school there are buddying systems such as dinnertime helpers, who act as buddies for children who may struggle to find friends at lunchtime.

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?**

On site there is a Hub and two sensory rooms that allow children to access a quiet space.

Staff use social stories to help teach children who may be struggling with a particular behaviour.

All staff follow the school’s behaviour policy and the code of conduct is displayed in every classroom. The school has a Positive Handling Policy and risk assessments have been written for individual children where needed. We are in the process of arranging individual training through Team Teach.

Staff also give out Dojo points to encourage positive behaviours. Children can also achieve Head Teacher’s awards and thankyou certificates during Friday’s assembly.

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?**

Children with SEND are offered the same after school club opportunities and parents are informed when these are available. During trips parents are often invited to come along.

1:1 support is provided where needed for trips and additional risk assessments are carried out.

Do you offer:

Breakfast Clubs	After school Clubs	Holiday Clubs
X	x	

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
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If a child has a Personal Profile, My Plan or EHC Plan their views are sought through a known adult prior to their termly review meeting. If appropriate, children are encouraged to be at the review meetings.

Staff are also readily available to discuss with pupils their progress and curriculum.

15. How do you prepare learners with SEND to progress to, from and within your setting?

- 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?
- How will he or she be prepared to move onto the next stage?
- Do you take account of friendships when setting up new class groupings?
- How often do you mix up classes?
- What kind of destinations do learners with SEND move to when they leave your setting, e.g. college, bridging programmes, supported living, work etc.
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Meetings and additional visits are planned for SEND pupils with the staff at the local pre-school provisions and home visits undertaken for all new starters to nursery so that relevant information can be shared.

Additional transition plans are put in place for pupils with SEND when they make the transition between classes; this may involve extra time spent with their new teacher, parents being invited to join in with these visits. Similarly additional visits are put into place for children with SEND who are in transition between Y6 and Y7 often with staff support.

Information about children's difficulties and support that has been provided is securely shared with the SENCO's of appropriate settings when a child moves to either secondary or another primary setting.

16. Do you have an online prospectus? Are there open days for families and learners?

There is a website: <https://www.netheredge.sheffield.sch.uk/> where parents can find out further information about the school.

Parents are encouraged to contact the school to arrange a visit should they wish to have a look around.

17. Do you offer outreach to home education families?

E.g. use of facilities / access to after-school clubs / access to swimming lessons /allowing external candidates to sit exams.

N/A

18.Does your setting offer any additional services for learners with SEND?

- **E.g. residential provision, outreach / training for other providers, enrichment programmes in the local community.**

During KS2 pupils have the opportunity to take part in our residential experiences.

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

Name and Job Title	Harriet Stevenson SENCO
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Telephone	0114 2550926

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

SENCO	SEND Governor	Parents	Young People with SEND
x	x		