



Contribution to the LA SEND Local Offer- Canon Popham CofE Primary Academy

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>Age range 3 to 11 (Nursery to Year 6)</p> <p>Part of the Diocese of Sheffield Academy Trust (DSAT)</p> <p>Single form entry- currently 240 children</p> <p>Our Vision Statement</p> <p>Our vision is to work together as a Christian community to nurture our children within a happy, stimulating and caring school.</p> <p>A place where:</p> <ul style="list-style-type: none">• Christian values are at our heart: endurance, compassion, thankfulness, forgiveness, justice and hope• Everyone is unique and welcome• We respect and care for everyone and everything around us• High standards are expected and achievements celebrated so that everyone is able to reach their full potential• Self-esteem and confidence are nurtured on a journey of self- discovery
How we identify if your child may need additional help and/or has special educational needs (SEND)
<p>Many of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All of our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all of our children.</p> <p>Your child may be identified as having a Special Educational Need if;</p> <ul style="list-style-type: none">• They have significantly greater difficulty in learning than the majority of children of the same age.• They have a disability or medical condition which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.• Your child will have been identified by the class teacher or SENCO (or you will have raised your own concerns) as needing more specialist input different from or additional to quality first teaching, differentiation and intervention groups.• You will be asked to come to a meeting to discuss your child's progress and help to plan possible ways forward.• You may be asked if your child can be supported by an Educational Support Plan (ESP, also known as IEP) with clear targets designed to develop next steps of progress.• You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school to understand your child's particular needs better and enable us to support them in the most appropriate way.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Offering support and advice to school/home to provide the most appropriate support and provision.
- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- Your child may access a group run session delivered by school staff under the guidance of the outside professional e.g. a social skills group.
- Your child may access a group or individual work with an outside professional. The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching, differentiation and intervention groups.

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

Parents are invited to a meeting with the class teacher, SENCO and/or Head teacher if appropriate as soon as concern is raised. If your child requires an educational support plan (ESP) then parents will be asked to share their views to build the contents of the plan to reflect the needs of your child. Parents will be invited to attend termly review meetings and discuss the development of outcome led educational support plans. This follows a 12-week plan, do and review cycle. Parents are encouraged to come in to school to meet with staff/head teacher/SENCO if they have any concerns and not to wait until planned review meetings. Parents are consulted regarding any changes that may affect their child through letter, telephone or face to face contact. Parents are invited to attend a support group for children with social, emotional or behavioural difficulties to share experiences and to offer one another support.

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

If the child is able to express their opinions they are sought through 1:1 work with a familiar and trusted adult in school- class teacher/ learning mentor/ SENCO. This feedback is then shared with all other adults in the review meetings. Children are asked to give their views and opinions regarding their learning experience and to reflect on their strengths and difficulties. This will then inform the class teacher, learning mentor and SENCO how to plan and support a personalised learning programme that reflects the child's needs. Children are involved in developing their educational support plan (ESP) so they become actively involved in developing their own targets in relation to their strengths, difficulties, interests and building on their existing skills. Children are invited to meetings if this is felt by parents/carers and staff to be appropriate to their age and stage. They may attend part of a meeting, whole meeting or have their opinions fed back if the meeting situation is felt to be inappropriate for the child. A flexible approach is adopted to account for the differing needs of our children. Pupil voice is logged on their ESP.

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

Careful assessment of every child is ongoing everyday as part of what we do. Any gaps, barriers to learning or concerns regarding your child's development will be identified and supported in order for them to make continued progress. Our school follows the graduated approach as set out by the Local Authority to respond to pupil needs across four areas of need identified in the SEND Code of Practice (2015). Our pupils with SEND are identified within the 4 graduated approach bandings; universal, universal plus, targeted or specialist.

Children will be given individualised Smart, Measurable and Realistic (SMART) targets on the educational support plans (ESP) that may be supported through quality first teaching, differentiated tasks and intervention programmes. Their targets will adapt and change in response to the child's rate of progress. Differentiation is key and linked to where the child is currently working, in terms of their academic achievement and stage of development. This will identify their next steps. It isn't linked to chronological age but enables the child to access the curriculum in order to move their learning forward. It might be that the child is at different stages in different areas of the curriculum and this is planned for.

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching For your child this would mean:

- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- All children in school should be getting this as part of excellent classroom, practice when needed.
- Specific group work within a smaller group of children.

This group, often called intervention groups by schools, may be:

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching Assistant/Learning Mentor who has had training to run these groups.
- Run, supported and evaluated by the Special Educational Needs Co-ordinator (SENCO)

Where children with SEND may require support that is different from, and in addition to the general classroom levels of differentiation an Education Support Plan (ESP) will be written for them.

For your child this would mean:

- Outcome driven support will be put in place and clearly identified to meet the child's needs. The plan will be reviewed at least termly and outcomes assessed. Where progress has been made this will be identified and developed and the plan will be adapted in light of outcomes.
- He/she will engage in group sessions or 1:1 support sessions with specific targets to help him/her to make progress.
- A learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) may run these small group sessions.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist input by outside agencies e.g. Speech and Language therapy, Occupational therapy or Physio therapy should be built into the Education Support Plan (ESP). This should be accessed through referral and may include:

- Local Authority central services such as ASCET's Outreach or Sensory Service (for pupils with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Physio Therapy, Occupational Therapy or Child Adolescent mental Health Service (CAMHS).

An Individual Educational Support Plan would be written in consultation with parents and the child if they are of an appropriate age and stage to contribute to this. It would also draw together any support from specialists and outside agencies to identify programmes that the school should use to support the child.

The process for developing an Education Support Plan is as follows:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to share your views regarding your child's development and your hopes and aspirations for their future.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professional.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching, differentiation and intervention groups.

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

Every child in school is assessed regularly. Their progress and attainment is tracked carefully so that difficulties or gaps in their understanding can be identified and responded to early. We believe early intervention results in the best outcome for the children. If our assessments show that a child may have a learning difficulty, we use a range of strategies that make the full use of all available classroom and school resources.

The Special Educational Needs Co-ordinator (SENCO) and inclusion team, will be involved in order to provide advice to the class teacher regarding additional strategies and differentiation techniques that can be used to support the child in the classroom. Quality first

teaching within the classroom will provide a variety of teaching techniques that are designed to engage and meet the needs of all styles of learners.

Intervention groups of targeted support in small groups both within and outside of the classroom. This kind of support may be appropriate if your child is struggling to access the curriculum and their rate of progress slows down. They may benefit from further additional adult support to help them to overcome their difficulty.

Children are continuously assessed and observed as part of our everyday teaching practice so any concerns can be identified very quickly. As soon as we recognise a child is having difficulty with a particular aspect of their development or learning this is shared with parents/carers through a discussion with the class teacher or a more formal meeting with the SENCO. This may then involve the child accessing an intervention programme that will endeavour to support the child to overcome their difficulties.

Some children may require additional 1:1 intervention both within and outside of the classroom. This will be carefully planned and designed to meet the child's particular needs. Parents will be informed about their child accessing additional interventions and outcomes will be evaluated and discussed.

Intensive support if identified as needed outside of the classroom, using a wider range of resources and teaching strategies and allowing for more sensory and kinaesthetic learning within a very small group or 1:1.

Development and regular review of outcome lead support plans with all professionals, parents/carers and the child contributing to this.

Personalised learning may include the use of daily sensory work and access to the sensory room if required. Your child may need their learning tasks breaking down into manageable chunks of time with sensory breaks interwoven between tasks. This teaching technique will be carefully planned and outcomes shared with parents and key adults.

If your child has a specific learning difficulty or medical condition then, with your permission we can access an external specialist through a referral process. This may lead to specific assessments of the individual children and offer support and recommendations in terms of teaching strategies to be used.

Any specialist input or programmes such as speech and language work etc will be carried out in school by a member of the inclusion team or teaching assistant under the guidance of the external specialist.

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 social and communication needs will be carefully monitored and assessed to identify their specific difficulties. A range of teaching strategies and techniques will be explored to find the most appropriate method of supporting your child.

Your child may require a sensory diet that is specifically designed to meet your child's individual needs. This may involve their learning tasks broken down into shorter, more manageable chunks with carefully planned sensory breaks. It may also involve a much more multi-sensory approach to learning with the use of additional resources and materials to focus their attention and to stimulate their speech and language.

Some children may require the support of visual timetable and teaching that is adapted to suit their individual needs.

A whole school approach, with all staff working together to support individuals and to implement effective teaching strategies. This will provide the child with a consistent approach and allow them the best possible opportunity of reaching their full potential and managing their difficulties.

Some children may require additional visual prompts or resources to support their understanding and to allow them to communicate effectively. This may include the use of Makaton, instruction reminder cards or emotional picture cards. Some children may require the use of additional equipment to aid and support their ability to communicate. This may include the use of a personalised tablet or laptop with communication software.

Access to daily lunchtime support club is available for children who are struggling with the social aspect of outdoor playtimes. This will provide them with the opportunity to access purposeful play opportunities in a safe and structured environment.

Additional support from outside agencies may be requested for children with more complex social and communication difficulties. This would always be done in consultation with parents/cares. Programmes of support may be set by the outside agency and provided within school through targeted intervention.

Regular meetings would be requested between parents and SENCO to ensure that the child's individual needs are being met in the most effective way. This will involve the sharing of experiences and a discussion around the child's particular strengths, difficulties and rate of progress.

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

We work with Occupational Therapists, Physio Therapists and Speech and Language Therapist to support children by following programmes which are set that are specific to your child's individual needs.

Sensory needs are catered for through individual sensory diet schedule. This may include access to sensory circuit work and sensory room or specific resources for individual children.

Staff are trained to support children with physical and medical needs as appropriate eg staff have been trained in moving and handling, a range of medical support including for children with diabetes and the use of an Epipen.

Medical needs support is always in place via a care plan which is developed with parents and medical professionals. All staff are made aware of the care plans so that all can support. Medical support is developed according to the child's individual's needs.

A physical disability may be supported by adapting the resources and environment to meet the child's specific needs. This would be done in consultation with parents/carers and the HEAT team to offer the most appropriate provision.

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

All children are provided with differentiated activities within the classroom that reflects their current stage of development alongside PSHE/RSE lessons. They will be encouraged and

supported to discuss their feelings and emotions in relation to their life experiences. This will deepen their awareness and understanding of their own feelings and help to recognise the feelings of others.

The children's emotional literacy will be supported and developed in a variety of ways such as;

- Regular circle-times within the class
- Withdrawn smaller group circle-time sessions for children who are struggling to access this activity in a larger group.
- Pastoral support offered by learning mentor or SENCO in a 1:1 or small group. This may be for a short period of time to offer nurture and support during a challenging situation or it may be necessary for a longer period of time, depending on the child's individual needs.
- If a child is experiencing emotional difficulties that are impacting on their well-being then a meeting with parents will be requested by the Class Teacher, SENCO or Head Teacher to discuss the most appropriate support.
- Circle of friends – nurture/social skills support for children who are experiencing difficulties interacting and socialising with their peers.
- When a child approaches a transition period that may cause additional stress or anxiety then a carefully designed transition plan will be put in place. This will involve parental and child views and place the best interests of the child at its heart. This will endeavour to reduce stress and the impact this has on the child's emotional and social well-being.
- Thrive practitioner in school who can assess your child and develop a bespoke programme of support. This may involve a therapeutic play based curriculum that will build on social skills, language and communication development, listening and concentration and appropriate behavioural expectations.
- A referral to external agencies may be required if your child is experiencing prolonged emotional and social difficulties that is impacting on their emotional well-being. This may involve Occupational Therapy, CAMHS, Educational Psychologist or the School Nurse. This may involve the child being assessed and school being advised to offer a programme of support or adapted teaching techniques.

If the family is experiencing a range of difficulties that are impacting on the child's emotional and social well-being then a Common Assessment Framework (CAF) may be requested by the SENCO or Head Teacher. This will then allow an Early Help Assessment (EHA) to take place and access from external support services if necessary. This will only take place with parental consent and will allow a multi-agency approach to take place with regular Team around the child meetings (TAC) so the most appropriate care and provision can be provided for the child and their family.

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

We regularly review our provision and develop our school environment for children with additional needs in mind. We work with Occupational Therapy, Physio Therapy and other agencies, who help to adapt our learning environments in order to ensure that individual children have access to all learning opportunities. Additional resources to support a child's

individual needs such as chewellery, sensory toys or communication equipment etc. will be provided to promote the child's safety and well-being.

We have disabled access and the school is on a single floor. This allows for ease of access, both for pupils and other visitors who may have additional needs or be wheelchair users etc. Any child identified with SEND will have an Educational Support Plan or a Medical Care Plan that will clearly identify specific equipment or facilities a child needs to keep them safe and secure. Staff training will be provided to meet a child's individual needs. We endeavour to respond quickly to individual needs and welcome feedback from parents and pupils to help us identify where there may be issues for individuals. We then work in consultation with them to develop facilities accordingly.

How we promote developing independence

We are an inclusive school and will strive to offer the highest quality education and individualised support and provision, whilst promoting every child's independence. Every child will be supported to overcome their difficulties and to build on their strengths and interests. Our ultimate goal is to provide our children with the academic skills, social skills, spiritual awareness and life-skills to move them forward in their educational journey and to promote their ability to function independently within the school and wider community.

It is important to us that children develop independence. In our planning for the curriculum we allow opportunities for children to make choices in their learning and we plan topics that engage children's interests. This empowers the children to have a voice about their interests and learning. The school council is an elected group that has input into how the school is run and they take the lead on specific issues e.g. organising special events, leading on anti-bullying work. The school council is made up of a range of ages and includes children with additional needs. This also allows for developing independence and personal responsibility. We work with individual children, taking them from their starting point and supporting them in small steps to increase their levels of independence.

Individual Education Support Plans can support this. Classrooms are set up in order for children to access equipment and resources themselves from Nursery upwards. Where children have input from outside agencies such as Occupational Therapy or Speech and Language Therapy, Visual impairment, Hearing Impairment etc. There may be programmes put in place to support children's growing independence and developing skills.

As a school we support the children by working through these programmes with them in order that they develop the skills that they need as quickly as possible. We welcome input from parents, and offer support to parents to help with developing independence at home. Our learning Mentor and Inclusion Team work with parents to do this. We have supported individual families by making resources for them to use at home as well as in school

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

Every child's progress is tracked, through observation and assessment every half term throughout their life in school. Ongoing feedback and dialogue between teacher and children happens daily in their work, as a result of our marking and feedback policy, and where issues are identified they are acted upon quickly through 1:1 and small group intervention and support.

For children with additional needs Educational Support Plans are developed through consultation with everyone involved with the child. This includes parents, outside agencies and the child themselves, as well as the staff in school. These plans are monitored regularly

and meetings take place at least termly, though often more regularly if this is appropriate for the individual, to discuss progress and determine next steps. Children that are supported by an Educational Health and Care Plan (EHCP) will have a review at least annually to review both short term and long term outcomes. This will involve parents, education and the local authority. New short term and long term targets will be set in response to the views and opinions of everyone involved.

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

Where children are failing to make progress despite interventions and adaptations put in place within school, we will consult with parents and refer to outside agencies wherever necessary. The school works with a wide range of additional agencies and refers children to them as appropriate. These include ASCETS team – including specialist support for visual impairment, hearing impairments and Autistic Spectrum Condition, CAMHS, Speech and Language Therapy, Occupational Therapy, Physio Therapy, Educational Psychology and the School Nurse.

We always follow recommendations given by specialists and work with them as part of the plan, do review cycle to support children in school In order to provide the most appropriate support a CAF/EHA may be requested by the SENCO or Head teacher. This will require parental consent and allow a multi-agency approach to take place, through regular Team Around the Child Meetings (TAC). This process will ensure that all available support services are involved to provide the best support possible for the child and their family. If the support required escalates beyond what can be provided within school then appropriate services will be informed and additional family support will be requested.

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)

Our staff are deployed strategically according to needs of the children and to encourage maximum impact. Children with additional needs may be supported 1:1 or within small groups. Intervention and support is developed and targeted according to need. We have staff with specialist training e.g. use of sensory circuits, ASC training, moving and handling, makaton etc. and we try to match staff skills to children's specific needs. Where training needs are identified these are arranged in order that staff are deployed to best effect. We welcome work with parents and encourage opportunities for parents to meet with staff regularly, both formally and informally in order that provision is adapted to the child's needs and is as successful as possible, linking home and school.

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)

All staff have a good basic awareness of SEND. Teaching staff and support staff access regular update training, led by the SENCO and Inclusion team. All class teachers are involved in the target setting for children with Educational Support Plans and regularly assess the children to identify their next steps. We work regularly with specialist teachers including those for hearing and sight impairment, Autistic Spectrum Disorder and others to ensure that our provision meets the children needs as fully as possible within the mainstream setting.

Whole school assessment of training needs is regularly evaluated in response to the children's needs. Any medical conditions or learning difficulties are taken into account and appropriate training is provided for either whole school staff or individual staff members as necessary. This may include, moving and handling training, EpiPen training, diabetes training, use of visual timetables or social stories etc. The SENCO offers support and training for all staff and monitors and evaluates the quality of support that is offered to all of our children with SEND across school.

The SENCO will work closely with identified children and their families to provide the most appropriate support and to ensure everyone involved has a clear understanding of outcomes and the strategies that will be used to support the child.

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

SEND children are included in all aspects of school life. When differentiation is needed, both within the classroom and beyond it, this is put in place. We make appropriate modifications and adaptations as needed for individual children and carry a range of resources, as appropriate to mainstream classroom, in order to allow for access to every area of school life. Children are encouraged to attend extra-curricular activities if they wish to and adaptations are made to allow this to take place, if necessary. Children with SEND are supported 1:1 by school staff in order that they can access all school visits. The school also has a sensory room and sensory equipment which is used regularly to support children to access the curriculum. Children that require a modified curriculum, with sensory breaks or additional equipment are provided for throughout the school day. Some children benefit from accessing the sensory circuit, which allows them the movement they need at the most appropriate time of the day and settles them down, ready to access learning opportunities. Some children require adaptations to their break times and this is always provided with careful rotation of children so they continue to interact with as many of their peers as possible whilst developing social skills through structured activities.

We welcome feedback from pupils and parents as we always strive to improve further.

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

All children have transition opportunities and are encouraged to visit school and become familiar with the children and staff who will be working with them. Where appropriate, staff will attend TAC meetings and any other meetings in preparation for children joining the school. We will work with the parents and professionals who know the child best, access training before the child joins the school, if this is needed, and ensure that appropriate equipment is in place before starting. If required, an individualised transition plan will be designed to ensure the child and the staff involved have the maximum opportunity to adapt to their new setting. This may involve a transition book with photographs of key staff members and learning environment for the child to take home. All parents are invited to attend a series of information meetings to ensure they understand any current changes in their child's education and how this will be delivered within school. This allows parents to gain information, to ask further questions and express and concerns.

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

Transition work is planned well in advance. All children take part in transition events to secondary schools, but additional packages of support and transition activities are also developed for each pupil according to their needs. This can cover additional visits to their new school to see break times, lunch times and other key areas of the school before the usual transition activities with the rest of the class. All information is handed over to the receiving school well in advance and where appropriate, staff from the receiving school are invited to attend TAC meetings etc in the run up to transition. Where children are transitioning at other points of their school career individual packages of transition support

can be put in place. We encourage the family to take the child to visit the new school and our staff will attend meetings and hand over all necessary information prior to the child starting their new school.

Contacts for more information

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