

Name of School: Our Lady of Mount Carmel Catholic Primary School

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).

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><i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i></p>
<p>207 children on roll 1 form entry 35.75% EAL 4.83% FSM 4.35% SEND No nursery provision 4 – 11 years</p>
<p>How we identify if your child may need additional help and/or has special educational needs (SEND)</p>
<p>Identifying needs through a variety of different methods:</p> <ul style="list-style-type: none"> • Initial baseline assessments. • Pupil progress meetings. • Discussions with parents/ carers • Classroom observations • Barriers to learning • Same day interventions • Behaviours for learning • Social interactions • Team approach – Teachers, TA’s, office staff etc
<p>How we involve parents and carers in meeting the needs of their child and in whole school developments</p>
<ul style="list-style-type: none"> • staff and parents/carers work together to support pupils identified as having additional needs

- parents/carers are involved at all stages of the assess, plan, do, review cycle of support
- half termly review meetings are held to discuss a child's strengths and areas for development with clear actions identified and ways in which outcomes will be monitored and reviewed
- ideas and materials for supporting learning at home will be discussed and distributed on request
- regular communication between school and home ensures that concerns are promptly acted upon

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

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening (One-Page Profiles)

Self evaluation is present in classes where children contribute to their feelings on what they have achieved.

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

- school ensures all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs
- learning opportunities are absorbing, rewarding and effectively differentiated and the teaching styles are diverse
- differentiation takes a variety of forms within planning. Learning intentions are always made explicit and activities may be adapted as appropriate
- children with sensory or mobility needs or specific learning difficulties access the curriculum through specialist resources where appropriate
- school ensures that extra-curricular activities do not exclude any children
- Concrete manipulatives and 'hands on' approach is adopted where appropriate.
- Experiences and 'hooks' are planned for the build enthusiasm and curiosity into a learning area or topic.
- Engaging learning environments.

How we provide additional support if your child has learning needs

- Support tailored to the children's need through individual support plans where necessary.
- 1-1 support, small groups, quality first teaching.

- Accessible learning environment.
- Variety of teaching styles.
- Resources accessible and encouraged to be accessed independently.
- Specific interventions such as Toe by toe, SNIP
- Staff trained in specific interventions, SEND needs and specialisms shared.
- CAMHS worker allocated to school.
- Hallam Caring Services counselling Services.

How we provide additional support if your child has social and communication needs

- Small group support in class
- one to one support (in or out of class)
- specific interventions
- support from ASCETs
- Accessible classrooms
- Visual Timetables

How we provide additional support if your child has physical, sensory and/or medical needs

- Nurture/self esteem groups
- nursing team
- Accessibility arrangements
- CAHMS worker allocated
- Hallam Caring Services counselling
- Working closely with Parents and Carers

How we provide help to support your child's emotional health and well being

- Nurture/self esteem groups
- nursing team
- CAHMS worker allocated
- Hallam Caring Services counselling

Working closely with Parents and Carers

How we promote developing independence

Children are encouraged to:

- Dress
- Undress
- Eat – cut up food, feed themselves, choose their own food items
- go to the toilet
- look after their belongings.

As they get older (with support if required) all children are encouraged to develop greater independence in all areas of the curriculum as well as during breaks, home time etc.

We have a school council and God Squad to encourage children to be active members of the school community and make choices.

In lessons children are encouraged to choose their own resources for a task, changing and adapting if needed. They are encouraged to ask for help when they need it and help others. Developing their growth mind-set and resilience.

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

- Targets are reviewed half termly and adjusted/changed if required.
- Impact statements are reported on RAP's.
- Children on EHCPs formal reviews
- All targets are set and reviewed in consultation with parents and children.
- If interventions are not having the required impact they are reviewed and adapted at that specific point in time.
- Same day interventions are daily practice from in class assessment and progress within the session.

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

Safeguarding is of paramount importance with all staff Safeguarding trained each year. Headteacher and Deputy Head/Senco are safeguarding lead and deputy within school.

We have an accessibility plan and regular health and safety walks to ensure that facilities are safe and that children with SEND feel valued.

If any child with a physical/ or communication disability (which effected their ability to evacuate the building) attended school they would have a Personal Evacuation Plan to ensure that they have a clear understanding of how to evacuate the building in an emergency.

Classroom are bright, friendly and engaging.

Our vision statement celebrates each child and their learning journey within school. The 5 key words of:

- Happy
- Caring
- Valued
- Successful
- Unique

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

All our curriculum enrichment activities are accessible to children regardless of their SEND needs.

Children are made to feel part of each class, trying to cater for many needs through quality first teaching, small group work within the classroom environment and with their peers.

Every child is seen as unique and valued by all children. Books, images and songs which highlight SEND needs are often used within classrooms to raise awareness of different issues affecting people in our everyday lives.

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 basic understanding of SEND. They have visual mind maps of more common SEND needs to develop their knowledge. But also aid with early intervention.

Specialist training is provided on a regular basis to enhance knowledge-individual, whole staff, group dependant on needs.

Staff are aware pf who to speak to if they need any support with SEND needs or have any training requirements.

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

- CAHMS
- Hallam Caring Services
- Educational Psychologist
- ASCETS
- Speech and Language Therapy Services
- School Nursing Team
- Hearing/ Visual Impairment teams
- Other outside agencies specific to the needs of children in our care when necessary.

How we prepare children to join our school

- FS2 Team visit nursery provisions and meet each individual child prior to starting school.
- All children invited for a half day visit to eat lunch and spend time with the EYFS team.
- Parents and Carers are offered a meeting to share information and have a discussion with the teachers and TA's. EAL support is offered if required.
- School readiness checklist is shared with parents.
- If a child has SEND needs the EYFS teacher/ SENCO will attend a transition meeting with parents and early years provision alongside outside agency if involved.

How we prepare children to move on from our school

- Transition meetings
- Transition days for pupils, group and individual visits
- Open day events for Secondary Schools are shared with parents.
- Meeting with Secondary SENCO's
- Additional visits to secondary where needed.
- Trips to local secondary schools when invited for extra learning experiences.
- Secondary schools invited in to teach specific sessions and enthuse children.

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

- RAP's show how we allocate resources to meet the needs of the children.
- We regularly plan, do and review provision to ensure that it meets the needs of our pupils.
- Staff work together to share resources and skills sets to meet the needs of each learner regardless of year group during APP meetings.

Contacts for more information

Head teacher: Mrs L Gamble

Chair of Governing Body: Mr S Pendlebury and Mr G O'Neill

Address: Sandringham Road, Intake. Doncaster, DN2 5JG

Telephone: 01302 349743

Email: admin@olmcprimary.co.uk

Website: <http://ourladymountcarmel.doncaster.sch.uk/>

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 Families Information Service, by email to:

FIS@doncaster.gov.uk

If you have any queries, please contact Laura Ward on 07976 448412, Louisa Townsend on 07970 206561 or Family Information Service on 0800 138 4568.

Thank you.