

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?				
<ul style="list-style-type: none"> What is the address? What is your phone number and email address? NB The email address provided below will be used for all future correspondence regarding the Local Offer website. Who is your SEN Governor? What are their contact details? Who is your SENCO? What are their contact details? Are they full or part time? 				
<p>COMMENT: St Ann's Catholic Primary School – A Voluntary Academy, McIntyre Road, Stocksbridge, Sheffield. S36 1DG.</p> <p>0114 2884281 enquiries@st-anns.sheffield.sch.uk</p> <p>SEN Governor is contactable via school.</p> <p>SENCO is Clare Wilson senco@st-anns.sheffield.sch.uk (Part-time)</p>				
2. Please give a brief overview of your educational provision				
<p>COMMENT: Primary School</p>				
3. What is your current Ofsted rating (if applicable)?				
<p>COMMENT: Good</p>				
4. Who is your educational provision for?				
The provision is available for:				
0-3 Years	4-7 Years	8-11 Years	12-16 Years	Post 16 age
	X	X		
The provision supports learners with:				
Education	Health	Social care	Preparing for Adulthood	
X				
The provision primarily supports (or has supported) learners with:				
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
X	

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

COMMENT:NA

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

COMMENT:

NOR 89 mixed age classes; sizes vary

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:

Assessments carried out by school staff and external professionals as necessary.

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 is fully wheelchair accessible, we use visual timetables, a range of resources are used to support children through intervention groups and in class support, school has a disabled toilet and changing area, the playground is securely fenced and has Hawthorn hedges by the housing where fencing was not appropriate.

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:

SENCO and Class Teacher are responsible for oversight and planning of a child's education program. Differentiation can be by support, task and resources used to aid learning. Changes to the provision's routine would be dependent upon the child's individual need and resources available to support them during these changes. Social Groups e.g. Circle of Friends, Time to Talk etc. are available as necessary.

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:

Staff training has covered many areas of SEN support. The SENCO and class teacher would inform relevant staff of the needs of the children they are working with. Staff have been trained to administer medication for a child with epilepsy.

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 communicates with parents via the website, letters, text message, parents evening and face to face where ever possible. Parents are invited to review/view the child's targets and parents of children with greater need will have termly meetings with the SENCO regarding their progress.

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

COMMENT:

Half termly Pupil Progress Meetings with the Head and Class Teacher highlight those children not making expected progress. This feeds into plans for Interventions and In Class support for those children, which is co-ordinated by the SENCO. A provision map is made and timetables formulated. At the end of the 6 week programme of support the effectiveness is evaluated and next steps agreed between the Teaching Assistants, Class teachers, Head and SENCO.

A report to the Governing Body regarding the progress of those children with SEN is made termly.

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:

Circle Time is used in those classes who require extra support for friendship issues. Playground Leaders (trained year 5/6 children) and a Sports Coach are employed at lunchtimes to help children with anxiety/friendship issues during unstructured times.

Transition time is supported for those children who have anxiety about changes to their school routine through Social Stories. Personal Handbooks are made with photo prompts of where to line up for lunch, use the toilet etc. in the new class room.

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:

The school behaviour system rewards positive behaviour and has a ladder of sanctions for those who do not follow the class rules. This includes Time Out B which is to work quietly in another class room and Time Out C which is to work with the Head.

Extreme behaviour is managed following the schools Behaviour Policy. This has to be managed on an individual basis as each case is the result of various triggers. A high level of knowledge of each child is required by staff to consider how to deal with extreme behaviour in the most positive way.

Children at risk of permanent exclusion will be referred to the Primary Inclusion Panel.

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:

The building is accessible to all children. All parents and carers are invited to offer to accompany children on educational visits. Sometimes it is necessary to ask the parents of a child with SEN to accompany the group to ensure their safety is not compromised.

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs
No	Yes	Via LINKS Sports Coaches but not on school site.

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:

Learners evaluate their learning in lesson time. There is an active School Council made up of children from each year group in school. Learners are encouraged to be part of the review process and are asked for their views on My Plans.

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.

COMMENT:

Transition days are organised for the children moving into reception on a weekly basis through the Summer Term 2. There is a transition day for children moving classes within school and more days can be organised as necessary. This is often necessary at transition from Y6. Because of the mixed year groups each year group moves up each year but will not necessary change class room or class teacher each year. Most SEND children will move onto Mainstream Secondary school with some children moving to schools with a specialist unit attached.

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

COMMENT:

Yes – see School Website or school office.

17. Do you offer outreach to home educating families?

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

COMMENT:

NA

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.

COMMENT:

Some children have accessed outreach provision for SEND children in Sheffield.

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

Name & Job Title	Clare Wilson SENCO and class teacher
Email	senco@st-anns.sheffield.sch.uk
Telephone	0114 2884281

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

SENCO	SEN Governor	Parents	Young people with SEND
/			