



Local Offer Template for Education Providers

Signed on behalf of Governors:

Date:

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

To help you do this the Local Authority (LA) 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?				
Abbeyfield Primary Academy Orphanage Road Sheffield S3 9AN		Tel: 0114 242 6009 Email: enquiries@abbeyfield.sheffield.sch.uk		
SEN Governor: Joel Hardwick				
Full time SENCO: Helen Croud		Email: hcroud@abbeyfield.sheffield.sch.uk		
2. Please give a brief overview of your educational provision				
Comment: The Academy consists of a				
<ul style="list-style-type: none"> • Nursery, • 2 Reception classes • 2 Y1 classes • 2 Y" classes 				
These classes are in one building separated from the other building by the school yard.				
In the other building there are:				
<ul style="list-style-type: none"> • 3 Y3 classes • 2 Y4 classes • 2 Y5 classes • 2 Y6 classes 				
In Y6 we have a base offering a personalised curriculum for children who are new to English. In a separate building there is a nurture room which provides a tailored curriculum for children who need it.				
3. What is your current Ofsted rating (if applicable)?				
Comment: Inadequate. This was the judgement when the school was Firshill, under a totally different leadership team and prior to the school becoming an Academy.				
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
3 year olds	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
	X	X	X	X

Hearing Impairment	Medical Needs or Long-term Illness	Mental Health Difficulties	Moderate Learning Difficulty
X	X	X	X

Multi-Sensory Impairment (vision & Hearing)	Physical Disability / Mobility Issues	Profound & Multiple Learning Difficulty	Severe Learning Difficulty
X	X	X	X

The provision is accessible as a:

Mainstream Service	Specialist Service
X	

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: Learners are identified with SEND through a range of assessment tools from observations by the class teacher/teaching assistants, 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. We involve parents/carers very closely with the process right from the first point that we initially identify potential concerns.

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: There are two main teaching buildings plus the Nurture provision which is a separate building. In addition the children have supervised access to a woodland area with outdoor classroom and a sports facility which includes a fenced hard court and changing facilities and showers.

The outdoor areas are fully secured by fencing and entry to any area where children are working or playing is governed by entry fob or entry phone.

The site is steeply sloping and all buildings apart from the Sports building have multiple flights of stairs. The classrooms are not wheelchair accessible as a result. There are disabled toilet facilities in all buildings and in the KS1 building there is a medical room to help us meet medical and first aid needs.

On the KS2 yard we have a fixed mobile structure which houses after school club and a range of classes for parents such as ESCAL. This building has toilets and a ramp so is wheelchair accessible.

The Nurture provision is in a separate building. This has steep curving stairs. There is a toilet on the ground floor and the downstairs of this building is wheelchair accessible.

Each main classroom has an interactive white board and a range of visual aids to support children’s learning. Each classroom has a visual timetable as well as other cues to support children’s language development.

We have a developing sensory room within the KS1 building which children can access with an adult when they need a safe quiet place. For children who struggle to cope with noisy lunchtimes there is provision for them to each in a quieter and less busy area with adult supervision.

Staff use visual aids to support children’s learning such as communicate in print and other picture cues, speaking and writing frameworks.

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

Comments: 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 at least two teaching assistants which are deployed on a needs led basis.

Our school is flexible in changing some parts of the provision’s routine in order to help learners with SEN and constantly seeks to put in place recommendations from external agencies such as Speech and language, learning Support and Educational Psychology in order to be able to do this.

We have learning mentors who work with children around area such as Anger Management, Positive play and other areas not specifically related to the curriculum.

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, and 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

Comments: Some staff have been trained in Team Teach, First Aid and Makaton. All staff have received additional training on delivering phonics, cued articulation and using positive behaviour strategies. All staff are aware of their learner’s needs through meetings with the SENCO and have a copy of their class SEN register. Parents also meet with teachers every term through Personal mentoring meetings where the child discusses their progress with the teacher and parents also have the opportunity to discuss any issues or concerns. The Academy makes referrals to the Speech and Language Therapy Service, Educational Psychology

Service, Physiotherapy, the Hearing Impaired Service, Learning Support and to GPs when we feel specialist expertise is required.

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: Parents/carers are welcomed into school. The Academy also uses Primary Parent Contact in order to be able to send text messages to parents giving them key information. A half termly newsletter informs parents of what is happening in school and what different classes have been doing, as well as regular Parent Council meetings where parents can find out about what is happening in school, share their views and gather the views of other parents.

In FS parents are invited into school every morning to share in their children’s learning, as well as to a Rhyme Time workshop once a week. In KS1 all parents are welcome into school to help their child settle, and chat with year group teams at the start of the day. Half Termly Personal Mentoring meetings are held where the parents are invited into school to find out how their child has been progressing and to inform them of the targets their child has decided to work on.

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 school who speak Urdu, Arabic, Punjabi and Roma Slovak. Staff in the school have also used Language Line as well as Google Translate in order to make sure parents are fully aware of anything to do with their child.

In addition we run parent workshops around the school curriculum so that parents understand how key subjects such as maths, phonics etc. are taught.

The extended schools officer helps to coordinate parent classes on the school site.

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

COMMENT: The SENCO will regularly monitor the interventions which are taking place (at least once a term) and works with the Principal to track pupil progress and check that children are progressing.

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?

Comments: Staff have been trained in using the programme CPOMs as means of communicating any worries or concerns they have about children. This automatically alerts members of SLT who then make sure that action is taken to support the child. Two learning mentors run tailored support groups for particular children around a variety of needs including social and emotional anger management and confidence issues. There is also a nurture room which caters for children who require a high level of emotional support.

The PSHE curriculum ensures that children are being taught disability awareness, respect and tolerance. The Academy is ‘Rights Respecting’ Academy encouraging awareness of the respect and tolerance in a wider context.

For pupils who struggle to make friends or are anxious about being in school, there are positive play interventions and we encourage budding systems such as playground friends, who act as buddies for children who may struggle to find friends at playtimes.

All Y6 pupils are prefects and are encouraged to help children throughout the Academy.

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?

Comments: We have a nurture provision which has been created to avoid exclusions and increase attendance.

All staff follow the school’s behaviour policy of verbal warnings, yellow and then a red card which allows children to visually understand when the behaviour they are demonstrating is not acceptable. Our positive behaviour policy aims to focus on wanted behaviour and the children who are choosing to do the right thing, rather than those who are not.

Staff also give out smiley or raffle tickets to encourage positive behaviours and these lead to bronze, silver and gold certificates. Children can also achieve Head teacher’s awards and green cards for positive behaviours or excellent examples of learning.

Staff in the nurture room use social stories to help teach children, who may be struggling with a particular behaviour.

Children also complete a daily attendance passport which allows them to gain tokens which they can swap for prizes.

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?

Comments: Children with SEND are offered the same after school club opportunities and parents/carers are informed when there are trips and often invited to come along. For children with specific needs an individual risk assessment is completed and this is shared with parents and the SENCO to ensure that all risks have been minimised.

Do you offer?

Breakfast Clubs	After School Clubs	Holiday Clubs
X	X	X (Easter club for Y6)

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

Comments: Learners are able to communicate their views about their learning through the Personal Mentoring meetings and School Council.

We also have ‘Worry Boxes’ which enable children to pass on concerns with anonymity which enables less confident children to feel that they have a voice.

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?

<ul style="list-style-type: none"> • 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.
<p>Comments: 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.</p> <p>Additional visits are planned for pupils with SEND when they make the transition from Y6 to Y7.</p> <p>We mix classes on the basis of need but always take into account positive friendship groupings so no children are without friends.</p>
<p>16. Do you have an online prospectus? Are there open days for families and learners?</p>
<p>Comments: There is a website: http://www.abbeyfieldprimaryacademy.co.uk where parents/carers can find out more information about us.</p> <p>There are currently no open days but parents are encouraged to contact the school to arrange a visit should they wish to have a look around.</p> <p>Parents are always invited into school the term before their child joins the school.</p>
<p>17. Do you offer outreach to home educating families?</p>
<ul style="list-style-type: none"> • E.g. use of facilities/access to after-school clubs/access to swimming lessons/allowing external candidates to sit exams.
<p>Comments:</p>
<p>18. Does your setting offer any additional services for learners with SEND?</p>
<ul style="list-style-type: none"> • E.g. residential provision, outreach/training for other providers, enrichment programmes in the local community.
<p>Comments: During Y6, pupils have the opportunity to take part in our three day residential.</p>

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

Name & Job Title	Helen Croud : Deputy Head Teacher and SENCO
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Please tell us if you included any of the following people whilst completing the form.

SENCO	SEN Governor	Parents/Carers	Young People with SEND
X			