

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?				
Abbeyfield Primary Academy Orphanage Road Sheffield S3 9AN Tel: 0114 242 6009 Email: enquiries@firshill.sheffield.sch.uk SEN Governor: Joel Hardwick Full time SENCO: SABRINA GIRARD Email: sgirard@firshill.sheffield.sch.uk				
2. Please give a brief overview of your educational provision				
COMMENT: The school consists of a Nursery, two Reception classes, two Y1 classes and two Y2 classes. These classes are in one building separated from the other building by the school yard. In the other building there are three Y3 classes, two Y4 classes, two Y5 classes and 2Y6 classes. In Y6 we have a base offering a personalised curriculum for children who are new to English. There is also a nurture room which also provides a tailored curriculum for children who need it, within a separate building.				
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
	Specific Learning Difficulty (e.g. Dyslexia)	Speech, Language & Communication Needs	Visual Impairment	Waiting for diagnosis
	X	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?

COMMENT:

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

COMMENT:
There are currently 450 children on roll and our current average class size is 28.
NB – Not applicable to Universities

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 SEN 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 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 New to English provision which is in 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 the New to English Class. This building has toilets however the ramp is currently not in use.

External meetings (CIN etc) are usually held 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 other children's language development.

We have a 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 eat 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.

New equipment and resources are secured through an annual bid and top-up funding is applied for when needed.

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:

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 one teaching assistant who 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 a Pastoral Team including a learning mentor who work with children around areas such as Anger Management, Positive play and other areas not specifically related to the curriculum. Our Nurture Provision provides a pared down curriculum which provides children with a range of opportunities to work to a short period timetable at their own level, children access work from their mainstream classes appropriate differentiation, and take appropriate opportunities to reintegrate when appropriate. In addition in the unit there are opportunities for play and learning in continuous provision where the children learn to interact socially. Running throughout is a focus on language development as supported by lots of key visuals, CiP and the Speech Therapist is working with the Nurture unit teacher to develop provision and the environment so that all of the children in there can develop their language appropriately. The children also have the opportunities to access 'Work Experience' jobs around school for some afternoons.

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:

Some staff have been trained in Team Teach, First Aid and Makaton. All staff have received additional training on delivering phonics and using positive behaviour strategies. Staff have received training in the use of CiP and visual aids to support language development. 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 school makes referrals to the Speech and Language Therapy service, Educational Psychology service, physiotherapy, the Hearing Impaired Service, Learning Support, the Autism Team 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 are welcomed into school. The school also uses Teachers2Parent software 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 or other diagnostic 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.

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 for quality. (at least once a term) and works with members of SLT to track pupil progress and check that children are progressing.

Pupil progress meetings are held termly where the Principal or Deputy meets with each teacher to discuss each child's provision and progress; at these meetings changes to

provision can be suggested in order to maximise learning and progress. These will be reflected on the school Provision Map.

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:

Staff have been training in using the programme CPOMs as a 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. The pastoral team 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 also 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 school is a 'Rights Respecting' school encouraging awareness of the importance of 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 buddying 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 school.

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:

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, alongside our positive behaviour policy which 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 Dojo points, smileys 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 complete a daily attendance passport which allows them to gain tokens which they can swap for prizes. We have attendance focus weeks when the children receive raffle tickets for being punctual; the raffle tickets are drawn later in the week for prizes. In Celebration assembly the class with the best attendance of the week is given a certificate which entitles them to extra playtime. 100% attendance children have a year end treat. Last year the children went to Pizza Hut for lunch!

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:

Children with SEND are offered the same after school club opportunities; parents 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

COMMENT:

Learners are able to communicate their views about their learning through the Assertive 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. These are checked weekly and appropriate actions taken.

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:

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 visits are planned for pupils with SEND when they make the transition from Y6 to Y7. We also invite SENCos and learning mentors from secondary schools to come into Abbeyfield to meet with and talk to the children they will be working with so that relationships can start to build early. We mix classes on the basis of need but always take into account positive friendship groupings so no children are without friends.

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

COMMENT:

There is a website: <http://www.abbeyfieldprimaryacademy.co.uk> where parents can find out more information about us.

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. Parents are always invited into school the term before their child joins the school.

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:

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:

During Y6 pupils have the opportunity to take part in our 3 day residential.

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

Name & Job Title	Helen Croud Deputy Headteacher
Email	hcroud@firshill.sheffield.sch.uk
Telephone	0114 242 0109

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

SENCO	SEN Governor	Parents	Young people with SEND