



Wickersley Northfield Primary

Part of White Woods Primary Academy Trust


Local Offer

2018-2019

Reviewed by SLT: Spring 2018

Approved by the Governing Body: 06/03/18

Review Date: Summer 2020

Signed:  (Headteacher)

Signed:  (Chair)



School Name: Wickersley Northfield Primary School

Address: Northfield Lane, Wickersley, Rotherham, S66 2HL

Contact details: Telephone: 01709 543704

Email: wnps@rotherham.school

Website: www.wickersleynorthfieldprimary.com

Age Group: 3 - 11

Number on roll: 455

Number on SEN register: 62

No with an EHCP: 5

SEN Coordinator: Mrs S Mellor

Lead Governor for SEND: Mrs Liz Duncan

Link to current SEND policy:

Do you focus on a particular specialism within school? If so, what?

Any Additional Information:

Please provide the name and email of a contact should any of the information provided lead to a query: Sinead Mellor wnpsmellor@rgfl.org

Summary of Services/Support at Wickersley Northfield School

Please include in the boxes below all provision school makes including within literacy and numeracy and use of any services external to school.

		Universal	Additional School Support (no EHC plan)	With EHC
Communication and Interaction Needs	Autistic Spectrum Condition	<ul style="list-style-type: none">• Training provided for staff to raise awareness of ASC• Visual timetables are in place• Individual needs are considered when lessons are planned.• Sensory needs of children are	<p><i>Please be aware that new terminology of what are currently</i></p> <ul style="list-style-type: none">• Training provided for staff to raise awareness of ASC• Visual timetables are in place• Individual needs are considered when lessons are planned.• Sensory needs of children are taken into	<p><i>we are using the EHC plan in place of called statements.</i></p> <ul style="list-style-type: none">• Training provided for staff to raise awareness of ASC• Visual timetables are in place• Individual needs are considered when lessons are planned.• Sensory needs of children are taken

		<p>taken into account and planned for.</p> <ul style="list-style-type: none"> Enhanced transition – with photographs / passport if required Sign post parents to support groups 	<p>account and planned for.</p> <ul style="list-style-type: none"> Enhanced transition – with photographs / passport if required We work with the Autism Communication Team to support pupils with a diagnosis of ASC. Adult support when required – this may be to re iterate instructions or to support individuals / groups with the task IEP completed with parents (if ASD needs are impacting on learning needs) Review meetings held with the class teacher (and SENCO if required) Sign post parents to support groups 	<p>into account and planned for.</p> <ul style="list-style-type: none"> Enhanced transition – with photographs / passport if required We work with the Autism Communication Team to support pupils with a diagnosis of ASC. Adult support when required – this may be to re iterate instructions or to support individuals / groups with the task IEP completed with parents (if ASD needs are impacting on learning needs) Review meetings held with the class teacher, SENCO and any relevant outside agencies An annual Review will be held with all involved agencies to review the EHC plan. Sign post parents to support groups
	<p>Speech, Language and Communication Needs</p>	<ul style="list-style-type: none"> Visual timetables are in place in all classrooms 	<ul style="list-style-type: none"> School follow the plans left by Speech therapists in school. Teaching assistants attend the sessions with the child and therapist and then deliver the required programme. IEP written to monitor the progress and impact of the therapy. Termly reviews held with the class teacher and SENCO & Speech therapist 	<ul style="list-style-type: none"> School follow the plans left by Speech therapists in school. Teaching assistants attend the sessions with the child and therapist and then deliver the required programme. IEP written to monitor the progress and impact of the therapy. Termly reviews held with the class teacher, SENCO, Speech therapist and any other relevant agency An annual Review will be held with all involved agencies to review the EHC plan.
<p>Cognition and Learning Needs</p>	<p>Moderate Learning Needs</p>		<ul style="list-style-type: none"> Work with the Learning Support Service and provide LSP support 	<ul style="list-style-type: none"> Learning Support Programme – provided by Learning Support Service
	<p>Specific</p>	<ul style="list-style-type: none"> Differentiation of tasks 	<ul style="list-style-type: none"> Differentiation of tasks 	<ul style="list-style-type: none"> Differentiation of tasks

	Learning Difficulties	<ul style="list-style-type: none"> • In class support when required (individual or group support) provided by either a teacher or a teaching assistant • Intervention support e.g. Read, Write inc and Fresh Start. • Additional reading support 	<ul style="list-style-type: none"> • In class support when required (individual or group support) provided by either a teacher or a teaching assistant • Intervention support • Work with the Learning Support Service and provide LSP support • Specific Interventions put in place in school (Staff are trained in numerous interventions including <ul style="list-style-type: none"> ○ Read, Write Inc ○ PAT ○ Multi Sensory learning ○ 1st class at Number ○ Better reading) • IEP written by the class teacher and reviewed termly with parents 	<ul style="list-style-type: none"> • In class support when required (individual or group support) provided by either a teacher or a teaching assistant • Intervention support • Work with the Learning Support Service and provide LSP support • Specific Interventions put in place in school • IEP written by the class teacher and reviewed termly with parents, SENCO and any other relevant agencies • An annual Review will be held with all involved agencies to review the EHC plan.
Social, Emotional and Mental Health Needs	Social Needs	<ul style="list-style-type: none"> • Sessions with the Learning Mentor to support positive social interaction 	<ul style="list-style-type: none"> • Sessions with the Learning Mentor to support positive social interaction • Alternative provision at lunch time provided – small group activities that follow a rota • Bonding through play sessions (previously with BSS) • Children can access interventions to support their social development e.g. Talking Partners 	<ul style="list-style-type: none"> • Sessions with the Learning Mentor to support positive social interaction • Bonding through play sessions (previously with BSS) • Children can access interventions to support their social development e.g. Talking Partners • Enhanced transition to Year 7 • An annual Review will be held with all involved agencies to review the EHC plan.
	Emotional Needs	<ul style="list-style-type: none"> • PSHE and circle time activities used • Sessions with the Learning Mentor 	<ul style="list-style-type: none"> • PSHE and circle time activities used • Sessions with the Learning Mentor • Intervention group - Dealing with feelings • Alternative provision at lunch time provided • Referrals made to the appropriate services are made 	<ul style="list-style-type: none"> • PSHE and circle time activities used • Sessions with the Learning Mentor • Intervention group - Dealing with feelings • Alternative provision at lunch time provided • Referrals made to the appropriate services are made. • An annual Review will be held with all involved agencies to

				review the EHC plan.
	Mental Health Needs	<ul style="list-style-type: none"> • PSHE and circle time activities used • Sessions with the Learning Mentor • We work with families and complete family CAFs if required 	<ul style="list-style-type: none"> • PSHE and circle time activities used • Sessions with the Learning Mentor • Bonding through Play sessions • We work with families and complete family CAFs if required • Children are referred to appropriate mental health practitioners e.g. CDC or CAMHS 	<ul style="list-style-type: none"> • PSHE and circle time activities used • Sessions with the Learning Mentor • Bonding through Play sessions • We work with families and complete family CAFs if required • Children are referred to appropriate mental health practitioners e.g. CDC or CAMHS • An annual Review will be held with all involved agencies to review the EHC plan.
Sensory and Physical Needs	Hearing Impairment Needs	<ul style="list-style-type: none"> • Children to sit nearer the teacher / further away from distractions during teacher input sessions 	<ul style="list-style-type: none"> • Children to sit nearer the teacher / further away from distractions during teacher input sessions • Work with staff from the Hearing Impaired team and implement recommendations • Children referred to agencies for support if required. 	<ul style="list-style-type: none"> • Children to sit nearer the teacher / further away from distractions during teacher input sessions • Work with staff from the Hearing Impaired team and implement recommendations • Children referred to agencies for support if required
	Visual Impairment Needs	<ul style="list-style-type: none"> • Children to sit nearer the board during teacher input / away from distractions 	<ul style="list-style-type: none"> • Children to sit nearer the board during teacher input • Access support and implement their recommendations. E.g. if a child needs font to be a specific size • Operate equipment if needed • We work with the Visual Impairment team to support children with a significant visual difficulty 	<ul style="list-style-type: none"> • Children to sit nearer the board during teacher input / away from distractions • Access support and implement their recommendations • Operate equipment if needed • An annual Review will be held with all involved agencies to review the EHC plan. • We work with the Visual Impairment team to support children with a significant visual difficulty
	Multi-Sensory Impairment Needs			
Physical and Medical Needs	Physical Needs	<ul style="list-style-type: none"> • The school site is managed and safe for children 	<ul style="list-style-type: none"> • The school site is managed and safe for children 	<ul style="list-style-type: none"> • The school site is managed and safe for children

		<ul style="list-style-type: none"> • Foundation children have access to outdoor learning continuously. 	<ul style="list-style-type: none"> • We work with physiotherapists, who train staff who then implement their programmes • Risk assessments are made for the children who need them. • Modifications to the school building if required – e.g. alarms fitted on doors • Review meetings held with agencies if required to monitor the progress and impact of their programmes. 	<ul style="list-style-type: none"> • We work with physiotherapists and implement their programmes • Risk assessments are made for the children who need them. • Modifications to the school building if required – e.g. alarms fitted on doors • An annual Review will be held with all involved agencies to review the EHC plan
	Medical Needs	<ul style="list-style-type: none"> • Children are included on the inclusion register and class profiles so staff are aware. • Pictures of the children and details of their medical needs are in the staff room so the children are known to staff in case of an emergency • Each class has a medical bag which is taken onto the playground at each break time so all children know where their inhalers are. This is monitored in school by support staff • Work with specialist nurses to ensure training is up to date • Medication plans in school 	<ul style="list-style-type: none"> • Children are included on the inclusion register and class profiles so staff are aware. • Pictures of the children and details of their medical needs are in the staff room so the children are known to staff in case of an emergency • Each class has a medical bag which is taken onto the playground at each break time so all children know where their inhalers are. This is monitored in school by support staff • Work with specialist nurses to ensure training is up to date • Medication plans in school and a designated place to take medication • Children have to keep their medication in the office or in their class teachers store room in the case of diabetes and epi pens (other than inhalers) 	<ul style="list-style-type: none"> • Children are included on the inclusion register and class profiles so staff are aware. • Pictures of the children and details of their medical needs are in the staff room so the children are known to staff in case of an emergency • Each class has a medical bag which is taken onto the playground at each break time so all children know where their inhalers are. This is monitored in school by support staff • Work with specialist nurses to ensure training is up to date • Medication plans in school and a designated place to take medication • Children have to keep their medication in the office or in their class teachers store room in the case of diabetes and epi pens (other than inhalers)

Type of Support	Details
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<p>Whole school Behaviour Strategy/System</p>	<p><i>Please describe how your whole school behaviour approach impacts on children with SEND.</i></p> <ul style="list-style-type: none"> • Behaviour systems in school are currently under review due to a change in headship. • Staff are supported by the Senior Leadership Team • Incidents are followed up promptly and thoroughly – meetings held with parents. • Additional TA support in all classrooms. • Positive behaviour management strategies • Clear expectations • Home school diaries are in place when required • High level of staffing during lunchtimes and play leaders in place. (raffle ticket reward system in place at lunch times – staff award raffle tickets to children for good behaviour) • Visual prompts and reminders are in place all around school to remind children about positive behaviour. • Referrals are made to the Education Psychology service if difficulties continue. • IEP targets for behaviour where appropriate. • We use PIVATS to monitor progress • Children are given jobs and responsibilities.
<p>Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND</p>	<ul style="list-style-type: none"> • All children are encouraged to be independent learners – teachers carefully plan appropriately differentiated activities. • Trained support staff are available if children require interventions in order for them to access the curriculum • Staff are trained in a number of interventions covering literacy skills, numeracy skills, developing social skills and language based interventions.
<p>Support/supervision at unstructured times of the day including personal care</p>	<ul style="list-style-type: none"> • We offer a lunch club to any one in school who needs an alternative provision at lunch time. There is a rota of activities and on certain days the children who attend lunch group can bring a friend. • There is a high level of adult support on the playground - additional support is always added if children are identified as having difficulties • We have a changing room in school which is fully equipped. Children who need support daily will be given a toileting plan and members of trained staff will work with them.
<p>Planning for, assessment of, and identification of children with SEND</p>	<p><i>Please describe how your school approaches this.</i></p>
<p>Staff training for meeting needs of children with SEND</p>	<ul style="list-style-type: none"> • The majority of staff have had training provided by the Autism Communication Team and the learning Support Service • The majority of staff have had training to support children with SEMH needs • Staff are trained to deliver interventions in school • We identify training needs in a number of ways

	<ul style="list-style-type: none"> ○ SLT and SENCO identify areas where we could improve our provision ○ Through meetings where training may be suggested / recommended ○ Staff requests ● Monitoring pupil progress and identifying trends
Liaison/communication with parents	<ul style="list-style-type: none"> ● This is done in a variety of ways. ● School has an open door policy and parents are always welcome to discuss their child (an appointment to fit around a parents work commitments is offered if required) ● Parents receive weekly newsletters to tell them about any events in school and these are backed up by text message reminders. ● We arrange informal meetings with parents to discuss any support their child is receiving. ● Parents are always encouraged to share their views – we send out questionnaires and ask for verbal feedback each year. ● Parents are given copies of any paper work completed at meetings and are always given the invitation to come and have anything explained. ● We are aware that we shouldn't use any jargon during meetings and we try to make meetings as informal as possible but still ensure that they are also purposeful
Liaison/communication with children and young people	<ul style="list-style-type: none"> ● Pupil interviews are held. ● The Student Council has a voice. ● Children are always asked to attend meetings – sometimes it may be part of a meeting. They are prepared beforehand either by staff or parents and often come with a set of questions they want to ask. ● Targets are always shared with children and if they have an IEP they are asked which area of learning they would like to work on.
Liaison/communication with External Services	<ul style="list-style-type: none"> ● Good relationships have been formed with all services ● Flexible approaches e.g. working with staff, working with children, attending meetings with staff and parents.
Access to medical intervention or provision for medical needs	<p><i>Please give details of anything not previously mentioned. For information on recent government guidelines please follow</i></p> <p>https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions</p> <ul style="list-style-type: none"> ● Medication is provided for children who require it – it is brought from home and kept under supervision. ● Staff are regularly trained e.g. epipen training, epilepsy training.
Transition Provision	<p><i>Please give details of the SEND transition arrangements relevant on entry and exit to your setting</i></p> <ul style="list-style-type: none"> ● We have extended transition for all pupils in school from F2 to Year 6 (when the Year 6 leave to go to

	<p>WSSC, before the end of the summer term, the rest of the classes move up to their new teacher)</p> <ul style="list-style-type: none"> • Flexible transition plans for those who need it e.g. extra visits to their new class rooms and photographs if required.
Post 16+ Provision (where applicable)	
Transport Provision (where applicable)	<i>Please give details of any transport in addition to that provided by the Local Authority</i>

Please add any further information you would wish parents and young people to know about the SEND offer in your setting in the additional boxes provided.