

## Local Offer: Wharncliffe Side Primary School

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).

<b>1. What is the name of your educational provision?</b>				
Wharncliffe Side Primary School Brigholmlee Lane Sheffield S35 0DD 0114286 2379 <a href="mailto:enquiries@wharncliffeside.sheffield.sch.uk">enquiries@wharncliffeside.sheffield.sch.uk</a> <a href="mailto:headteacher@wharncliffeside.sheffield.sch.uk">headteacher@wharncliffeside.sheffield.sch.uk</a> SEN GOVERNOR – Mrs Sarah Gillott <a href="mailto:sgillott@wharncliffeside.sheffield.sch.uk">sgillott@wharncliffeside.sheffield.sch.uk</a> SEN-CO and IR teacher Anna Greasley <a href="mailto:agreasley@wharncliffeside.sheffield.sch.uk">agreasley@wharncliffeside.sheffield.sch.uk</a>				
<b>2. Please give a brief overview of your educational provision</b>				
Integrated resource provision for pupils with complex difficulties from reception to Year 6. The aim of the provision is to maximize pupils' integration with mainstream pupils and build the skills the need for independence and prepare them for the next stage in their education.				
<b>3. What is your current Ofsted rating (if applicable)?</b>				
GOOD				
<b>4. Who is your educational provision for?</b>				
<b>The provision is available for:</b>				
0-3 Years	4-7 Years	8-11 Years	12-16 Years	Post 16 age
	Y	Y		
<b>The provision supports learners with:</b>				
Education	Health	Social care	Preparing for Adulthood	
Y				
<b>The provision primarily supports (or has supported) learners with:</b>				
Cerebral Palsy	ADHD/ADD	Social & communication difficulties including Autism	Behavioural Emotional or Social Difficulties	Down's Syndrome
Y	Y	Y	Y	
	Hearing Impairment	Medical Needs or Long-term Illness	Mental Health Difficulties	Moderate Learning Difficulty
	Y	Y		Y

	Multi-Sensory Impairment (vision & hearing)	Physical Disability / Mobility Issues	Profound & Multiple Learning Difficulty	Severe Learning Difficulty
	Y	Y		Y
	Specific Learning Difficulty (e.g. Dyslexia)	Speech, Language & Communication Needs	Visual Impairment	Waiting for diagnosis
	Y	Y	Y	

**The provision is accessible as a:**

Mainstream service	Specialist service
	Y

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

**Places are allocated by the Sheffield Local Authority**

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

**School –  
148 pupils, 5 classes giving an average of 29.6  
Nursery 46 pupils split over ten sessions per week  
IR  
There are 9 IR places available to pupils from reception to year 6. The pupils will be based within a mainstream class and attend the IR for sessions for specific sessions based on their individual needs. In these sessions they may be working in small groups with experienced IR staff. The aim is to maximize the integration of pupils with mainstream pupils at all times.**

**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:**

We use teacher assessment, formal assessment, consultation with other agencies such as Educational Psychologist, Learning Support Service and medical services such as Speech and language therapy, Ryegate, Childrens' hospital etc.

**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:**

We have a single story building with ramped access. The school grounds are fenced with electronic gates controlled from the school office. Pupils from the IR access the same indoor and outdoor facilities as the mainstream pupils with support as appropriate to their needs.

The Integrated Resource uses visual aids to support learning. The curriculum is resourced according to the needs of the child. Specialist equipment is used within the IR and when the children are in mainstream class where appropriate. There are disabled changing and toilet facilities in the IR. The school grounds are fenced. We do not have a quiet, safe space in school. All children eat in the dining hall together.

**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

The SEN-CO/IR Teacher will work with class teachers, support staff parents and pupils to plan for the needs of the individual learners. We will access advice and resources from other agencies to support individual pupils' needs.

**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

Pupils' needs are discussed with staff regularly on an informal basis but more formally at termly Pupil Progress meetings. We buy in the services such as Learning Support and also access specialists from the health Authority.

The Integrated Resource Staff have high levels of specialist training and use Makaton and PECS. Training is ongoing to meet the needs of the children in the IR. Staff are informed of learner needs through one page profiles in every relevant class for each child. Staff are trained in the administration of medicines, feeding and providing personal care.

**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?

We communicate with parents through email, letters, telephone calls, informal conversations' and more formal meetings such as Parent Evening, SEN Review meetings. Some parents have home/school link books to support more frequent communication.

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

Lessons are observed and work scrutinised by senior staff, external consultants, and other professionals. We compare our practice with other schools and staff attend network meetings and training to ensure we are kept up to date with changes in practice.

**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?

We use the SEAL (Social Emotional Aspects of Learning) to plan our teaching of Personal, Social, Health Education across the school through class based lessons including in the nursery. For pupils in the IR PSHE learning is personalised to their individual needs. Within this, all pupils are taught to be aware of other people’s needs including emotional needs and disabilities. All staff take responsibility for the well-being of pupils. Vulnerable pupils are identified and supported according to their individual needs

**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?

The school has a well-established policy for behaviour management and all staff take responsibility for planning for pupils’ needs and behaviour issues. School accesses training to enable staff to support pupils’ individual needs.

**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?

All pupils access all school activities and we work with parents and other professionals to plan for pupil’s individual needs to enable them to do this.

**Do you offer:**

Breakfast clubs	After school clubs	Holiday clubs
	Y	

We sign post parents to local child care providers in the area.

**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

Pupils are constantly encouraged to contribute their views in class lessons, assemblies, School Council meetings, visits from governors, self-review questionnaires. Staff support pupils to do this according to their individual needs. Pupils with communication difficulties are supported with resources appropriate to their individual needs.

**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.

Transition is planned for each stage of the children's progression through the school including entry into reception, transition within school between age phases and onto to Key Stage 3. We use various means to do this including home visits, staff visits to other settings, parents visiting our school, children visiting their next class or school, or staff from other settings visiting our school.

Every class has mixed age classes so classes are reorganised every year:

Class 1 Reception/Year 1

Class 2 Year 1/Year 2

Class 3 Year 3/Year 4

Class 4 Year 5/ Year 6

When pupils move to attend Specialist Provision for KS3, staff support parent/carers/pupils with visits and provide the school with the opportunity to observe pupils while with us and plan carefully for their future needs.

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

Our prospectus is on our website. Parents/learners can visit the IR in consultation with the Local Authority SEND officers and make an appointment by contacting the 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.

We currently have no home educating families working with us.

**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.

The school has Integrated Resource provision in Nursery and also in the main school for pupils with Complex learning difficulties.

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

Name & Job Title	Mr M Gaughan Headteacher
Email	headteacher@ wharncliffeside.sheffield.sch.uk
Telephone	01142862379

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

SENCO	SEN Governor	Parents	Young people with SEND
Y			