

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).

1. What is the name of your educational provision?				
<p>COMMENT: Wharncliffe Side Primary School Brigholmlee Lane Sheffield S35 0DD 0114286 2379 enquiries@wharncliffeside.sheffield.sch.uk headteacher@wharncliffeside.sheffield.sch.uk SEN GOVERNOR Nick Hughes nhughes@wharncliffeside.sheffield.sch.uk SEN –CO Anna Greasley agreasley@wharncliffeside.sheffield.sch.uk Under Fives IR teacher Mrs A Smith asmith@wharncliffeside.sheffield.sch.uk</p>				
2. Please give a brief overview of your educational provision				
Under-fives Integrated Resource Provision with mainstream nursery for pupils with complex needs.				
3. What is your current Ofsted rating (if applicable)?				
GOOD				
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
3-5	3-5			
The provision supports learners with:				
Education	Health	Social care	Preparing for Adulthood	
Y				
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
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	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

Pupils usually attend up to 15 hours a week in line with funding for nursery places. Group sizes vary according to pupils needs. Maximum group size is usually up to 7 pupils with one teacher and one teaching assistant. IR staff negotiate with parents on which sessions would be most appropriate to meet their child's needs and try to work as flexibly as possible.

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?

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?

We have a single story building with ramped access at different points around the school. The school grounds are fenced with electronic gates controlled from the school office. The Under-fives pupils are based in the mainstream nursery and access the indoor and outdoor provision with mainstream pupils.

Visual timetables, PECs resources are used to support pupils.

We work with other professionals to secure equipment for meeting pupils needs e.g. Ryegate, Childrens' hospital.

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 IR teacher will work with parents/carers, other professionals to plan to meet the needs of the individual pupils within the context of the IR/Nursery resources. Communication and social skills are key features of the learning planned for the pupils. Physical needs are also prioritised. Literacy and Numeracy skills are introduced at a level appropriate to each child. The pupils use the mainstream nursery resources to enable them to access the full curriculum at a level appropriate to them.

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 regularly on an informal basis with all relevant professionals and parent/carers but more formal meetings are organised to review progress formally and in detail. The Local Authority support us with Learning Support and also access specialists from the health Authority.

Some members of staff are trained in First Aid, the administration of medicines and feeding and a policy is in place to support this.

Staff are experienced in meeting personal care needs.

The Under-fives IR teacher is a trainer for Makaton and staff use this and PECs to support pupils needs.

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 Evenings, SEND Review meetings, meetings with other professionals. 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, Local Authority Officers. 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, and 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 and consults with other professionals to enable staff to support pupils individual needs. Staff work closely with parents of pupils with behaviour difficulties.

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 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

We sign post parents to local child care providers in the area where appropriate for the child's individual needs.

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 with communication difficulties are taught PECs and Makaton to enable them to communicate with others. Training and information on this is also provided for parents/carers who wish to build on this at home.

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 nursery or reception, transition within school between age phase. 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.

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

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

Our prospectus is on our website. Parents/Carers can visit the IR in consultation with the LA SEND officers and make an appointment through 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	Mrs S Binns Executive Head Mr M Gaughan Head of School
Email	sbinns@stannington.sheffield.sch.uk 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
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