

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?				
<ul style="list-style-type: none"> What is the address? What is your phone number and email address? NB The email address provided below will be used for all future correspondence regarding the Local Offer website. Who is your SEN Governor? What are their contact details? Who is your SENCO? What are their contact details? Are they full or part time? 				
COMMENT: Stannington Infant School Stannington Road Sheffield S66AN Tel 2344401 Enquiries@stannington.sheffield.sch.uk SEN Governor – Charlotte Surridge csurridge@stannington.sheffield.sch.uk SENCO Rachel Billingsley rbillingsley@Stannington.sheffield.sch.uk				
2. Please give a brief overview of your educational provision				
COMMENT: Stannington Infant School is a mainstream school for children aged 4-7. We have two Foundation Stage 2 and four Key Stage 1 classes. The vast majority of children then move to Nook Lane Junior school.				
3. What is your current Ofsted rating (if applicable)?				
COMMENT: Outstanding				
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
	√			
The provision supports learners with:				
Education	Health	Social care	Preparing for Adulthood	
√				
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
	√	√	√	
	Hearing Impairment	Medical Needs or Long-term	Mental Health Difficulties	Moderate Learning

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

The provision is accessible as a:

Mainstream service	Specialist service
✓	

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

COMMENT:
NA

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

COMMENT:
Our Indicated admission number is 60 although the floor space denotes cohorts of 51. Our current number on roll is 176. Class size varies from 29-30

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:

- Teachers use professional judgment to assess learners using the plan, do and review cycle identifies within the SEN Code of Practice and then if required school access assessments and professional advise from outside agencies e.g. Learning Support Service, Educational Psychology and the Autism Team

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:

- Victorian main building with an additional mobile building.
- Buildings are wheelchair accessible although the Foundation Stage outdoor area is accessed via steps.
- No visual or auditory additional features. Foundation stage is open plan with 60 children so can be a noisy environment.
- Visual timetables are used as required.
- Small disabled toilet but no changing facilities
- As the school is over 100 years old it has stone walls around the perimeter of the building rather than a perimeter fence.

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:

- Class teachers are responsible for the progress of children with SEND and therefore make adjustments to the curriculum and write individual SEN support plans for pupils.
- Differentiation is provided through additional support, adaptations to the learning through quality first teaching and differentiation outcome and resources
- SENCO is responsible for provision mapping each half term – additional provision has included:- Fisher Family Trust, 1st Class at Maths, Wise Behaviours, Group play therapy, Lego Therapy and Speech and Language Support

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:

- In the last three years staff have had professional development in Dyslexia; attachment; autistic spectrum; ADHD, Lego therapy, Group play therapy, Happy to be Me and Wise Behaviours, Team Teach
- We are currently writing My Plans for pupils at level 3 and above on the Sheffield Support Grid to ensure that all identified pupils have their specific needs identified
- School has access to Learning support, Educational Psychology Service; Speech and Language service.
- Staff are trained in administering inhalers and epi-pen; previously in administering diabetic medication. No training has taken place in feeding or administering 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?

COMMENT:

- Communication with parents takes place via face to face meetings during whole school parents evenings and SEN Support plan review meetings. These take place termly and include both parents and children's views. . Additional meetings are used when required. In some instances home school communication books or emails are used.
- Teaching assistants provide 1:1 training for parents in the use of Numicon and how to support Fisher Family Trust when children are having an intervention within school.

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

COMMENT:

- We track the progress of all pupils including those with SEND. We use this to identify any additional provision required.
- We set individual targets for specific pupils on SEN Support plans and review progress against these.
- We evaluate the impact of additional interventions by establishing benchmarks and expected outcomes.
- Monitoring of provision takes place by the Head teacher, SENCO and other stakeholders

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:

- We run weekly class PSHE sessions and cover themes related to this in school assemblies and P4C sessions; these provide support for all pupils' social and emotional wellbeing and teach all children to be inclusive.
- We run social groups for children to support social communication (Lego therapy / Good to be Me / Group Play Therapy)
- At playtimes and lunchtimes we have activities for children to participate in.

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 clear whole school behaviour support system which is reinforced in whole school assemblies and class circle times.
- We have behaviour support plans for individual pupils which are communicated to parents and staff.
- All staff have received training in positive handling strategies to de-escalate

- Attendance of all children is monitored half termly and attendance concerns are raised with parents
- We have teaching assistant who are specially trained in Lego Therapy, Group Play therapy and Happy to Be Me and Wise Behaviours programme which are specific interventions to support emotional well-being and behaviour

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:

- Parents and carers are very supportive of the non-class based learning eg educational visits and forest school learning. We inform parents about the focus of the learning and how this will support and enhance school class based activities. Many parents accompany non- class based learning.

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs
At the junior school	At the junior school	X

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:

- We have class council sessions once per half term and a school council who use these views to make whole school decisions.
- Our whole school ethos involves asking pupils about their learning and their interests are planned into our theme work.

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:

- We take children from multiple pre-school settings and rely on their information with regard to transition. The FS leader liaises with pre-school practitioners. We carry out home visits prior to children starting school. If required we have offered additional visits, meetings with parents and other professionals.

- We mix classes up from FS to Y1 and Y1 to Y2 but generally not from Y2 to Y3. Classes are organised with priority being given to balance of academic levels; numbers of boys and girls; additional needs as well as friendship groups.
- Most children move to Nook Lane Junior School. As part of this transition children visit the school and there are transition meetings between class teachers and SENCO's/ leadership team. The SENCO from the junior school attends summer review meetings.

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

COMMENT:

- Online prospectus can be accessed via website :- www.stanningtoninfants.co.uk
- Each year group hosts an evening Information meeting for parents and carers
- Class assemblies take place throughout the year
- Throughout the year there are a range of opportunities for parents and families to access 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:

Not at present

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:

Not at present

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

Name & Job Title	Sarah Binns Headteacher
Email	enquiries@stannington.sheffield.sch.uk
Telephone	0114 2344401

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

SENCO	SEN Governor	Parents	Young people with SEND
✓	✓	✓	

DRAFT