

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? | | | | |
| <p>COMMENT: Our school is called Ecclesfield Primary School, High Street, Ecclesfield, Sheffield S5 9UD. Phone number: 0114 2467396. Email address: enquiries@ecclesfield-pri.sheffield.sch.uk. The SEN governor is Samantha Taylor and her contact details are Ecclesfield Primary School. The SENCOs are Lauren Stevenson who works Monday, Tuesday, Thursday, Friday and Tracie Hancox whose days vary.</p> | | | | |
| 2. Please give a brief overview of your educational provision | | | | |
| <p>COMMENT: Ecclesfield is a Mainstream School with 394 children; 14 classes (2 per year group)</p> | | | | |
| 3. What is your current Ofsted rating (if applicable)? | | | | |
| <p>COMMENT: We are a Good School and our last Ofsted was in March 2019.</p> | | | | |
| 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 Illness | Mental Health Difficulties | Moderate Learning 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:

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

COMMENT:
 394 children are on roll
 The average class size is 29
 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?

COMMENT:
 Some assessments are completed by the SENCOs but if more specialist assessments are required the support is received from a range of external professionals which include the Learning Support Service, Vision Impaired Service, Deaf and Hearing Impaired Service, Speech and Language Therapy Service, Educational Psychology Service, 0-5 SEND Support service (Formerly known as Early Years Inclusion Service), The Autism Team, MAST, Social Care.

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 one large building which has 2 floors. The upper and lower floors are accessible by stairs at either end or, for wheelchair users, a ramp to the upper floor via a side entrance. The front entrance is accessible via a ramp for wheelchair users. In addition, school can request a 'stair walker' to aid wheelchair users' access up the main stairs.
- Each class uses a visual timetable and various visual resources as appropriate.
- Depending on the child's need, support is offered to assist their learning. e.g. for our Autistic children a range of sensory equipment is on offer in school. For children with

Dyslexia, a range of coloured books and reading rulers are used. Dyslexia friendly books are also available and classrooms are designed to be 'dyslexia friendly'.

- We have disabled toilet facilities
- The whole school building is secure with fencing to ensure our children are safe.
- The school has several 'quiet areas' including a sensory room which children can choose to access if they find the classroom environment too stimulating.
- We offer bespoke lunch time provision including a quiet place to eat and a games club for children who find the outside playground too overwhelming
- We have the use of a 'nurture room' for children who need a break out space.

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:

- The Class Teacher with the SENCOs will oversee and plan the education programme for a learner with SEND.
- Differentiation is used across school in relation to task and the outcome of the task.
- Appropriate provision is adapted to assist learners with SEND which may take the form of 1-1 support with a TA, work with the SENCO or small group work.
- Sophie Collins has been appointed for September 2023 to deliver Speech and Language interventions to learners with difficulties in this area on the advice and recommendations of the Speech and Language Therapy service
- Children with SEND may access additional interventions which may take place before, during or after school.
- We offer bespoke lunch time provision including a quiet place to eat and a games club for children who find the outside playground too overwhelming
- We have the use of a 'nurture room' for children who need a break out space.
- Peer Mediators or Y6 'buddies' are also used at break and lunchtimes.

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

COMMENT:

- Key staff have Makaton training and SCERTS
- The majority of staff are specially trained in Team Teach (positive behaviour management) and all staff are trained in de-escalation techniques.
- Lauren Stevenson (SENCO) is a Team Teach tutor.
- Staff have had training on the FFT intervention which has proved to be successful in school.
- Key Stage 1 have had training for Speech and Language and are successfully working with the Speech and Language service to deliver support to pupils
- Two members of staff have had training from the Autism Team to support our pupils with ASD
- The majority of staff and midday supervisors have had training in ADHD awareness
- Two members of staff have been trained to deliver LEAP programme

- The SENCo (Lauren Stevenson) and one TA are accredited Nurture Practitioners
- Each class has a SEN file which highlights and has current information about their SEN children. Supply staff are informed by the teacher or TA about SEN children and their needs. Once a week a nurture meeting is held for 10 minutes in the morning to raise any concerns about any children presenting with specific needs in school.
- School accesses expertise as and when it is needed.
- We have 29 members of staff who are first aid trained. The reception staff are trained to administer medicines to children. We have some members of staff trained to administer medicines, feeding and provide personal care. This is specific to each child.
- Key staff have had epilepsy and epi-pen training for specific children.
- All teaching assistants have had training from Kelly Parkin, Specialist Learning Support Teacher, on bespoke interventions (Learning Support Program)
- A nurture briefing is held once a week before school to ensure staff have up-to-date knowledge of SEND or vulnerable pupils and how this impact on their school day

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:

- School communicates with parents using a variety of media such as email, home/school books, text messages, phone calls and face to face meetings.
- The school has termly meetings with parents to review the progress of the SEND children, as well as parents' evenings. We use structured conversations with a selection of parents each term.
- Reading Volunteer training is offered to parents and workshops related to phonics and reading are held.
- There are a growing number of EAL pupils in school and we work closely with members of the EAL/ New Arrivals Team to support our ethnic minority families and promote diversity. When assessments are initiated, support is sought from the Language Assessment Team or the Parents who speak English as translators.
- Where necessary, a BSL interpreter can attend parent meetings
- An SEN newsletter goes out to parents/carers on a termly basis
- Parents are invited into school for special events such as topic related craft days, special assemblies or ceremonies.

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

COMMENT:

- Interventions are evaluated termly after each block of input and outcomes are reported to governors.
- A parent survey goes out to parents annually.

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:

- The Learning Mentors and SENCo's are available in school to provide support for the social and emotional wellbeing of learners. They also support vulnerable learners during unstructured periods and children with anxiety issues. The Learning Mentors or SENCo's may provide 1-1 support in or out of class or small group work. The quiet areas in school or the SENCo's office is available for this with the assistance of a teaching assistant (if required)
- If a child's disability affects their peers, assistance has been sought from outside agencies who come into school to speak to the other children.
- Children trained as Peer Mediators are available for children who struggle to make friends.
- We offer bespoke lunch time provision including a quiet place to eat and a games club for children who find the outside playground too overwhelming
- We have access to a 'nurture room' for children requiring bespoke provision or a breakout space.
- Autism Acceptance Week is held in school during the month of March and a range of teaching activities support the understanding of diversity across school
- Pupils who access The Den (Nurture Provision) within school are involved with the design, making and upkeep of the new Sensory Garden

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:

- The Learning Mentor (Holly Phillips) and SENCo's are available for children with challenging behaviour. Support is provided in school to avoid suspensions.
- Behaviour strategies such as reward systems and de-escalation techniques are used with children who present with extreme behaviours.
- If behaviour is extreme, parents are invited into school to share strategies to manage behaviour both in school and in the home.
- The Learning Mentors check attendance daily. This may be followed up with a text message or a phone call if children are absent. Parental support is available from the Learning Mentors or SENCo if necessary.
- Nurture activities are available to children with emotional and social difficulties in the form of friendship groups, 1:1 support, cooking etc.
- School hold MAST drop in sessions at parents' evenings for families to seek support or advice
- We offer bespoke lunch time provision including a quiet place to eat and a games club for children who find the outside playground too overwhelming
- We have access to a 'nurture room' for children requiring bespoke provision or a breakout space.

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:

- Adaptations are made where necessary e.g. PE/ lessons outside of the classroom/ educational visits. The Pupil Premium is used to provide 1-1 or small group support as and when it is needed.
- We have a school council and all pupils are encouraged and supported to take part in the application process.
- A termly questionnaire is given to parents for them to give preferences for visits/activities

- We also offer Peer Mediators and Eco Warriors groups and children with SEND play an active part in these.

Do you offer:

| Breakfast clubs | After school clubs | Holiday clubs |
|-----------------|--------------------|---------------|
| ✓ | ✓ | ✓ |

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:

- Children with SEND are asked to complete a self-assessment sheet before reviews. They are also asked to evaluate the interventions they have accessed. This is completed individually or with the support of a teaching assistant. Key Stage 2 children are invited to give their views at reviews.
- Regular pupil interviews are also conducted with regard to learning and topic based work
- We have a School Council who speak on behalf of pupils and plan activities for the whole school

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:

- A Foundation Stage Meeting is held for Reception children as well as visits to school. Home visits are also arranged. Nursery visits are made if it is deemed to be appropriate.
- For children with SEND, visits to the school may be accompanied by a keyworker or an inclusion assistant if necessary.
- If children are new to the area and choose Ecclesfield as their Primary School, both child and parent are shown around the school by the SENCo.
- Transition days are arranged throughout school in June and July to prepare children for their moved to the next class or stage.
- Extra transition is carefully planned for vulnerable children, including extra transition visits for SEND/vulnerable pupils to the secondary school.
- Children who leave Ecclesfield Primary School move to a school in the local area usually Ecclesfield Comprehensive or Yewlands Academy.
- Classes are rarely mixed but, when this happens, children choose three friends and are guaranteed to have at least one of their chosen friends in the new mixed class.
- The SENCo meets with the SENCo from the secondary school to ensure a smooth transition and handing over of confidential documents
- We have a small number of pupils who access Alternative Provision for SEMH pupils. Regular reviews between the SENCo and the AP staff along with parents/carers and the pupil (where appropriate) are held to ensure consistency in working and an up to date approach. In addition, informal updates between practitioners are frequent.

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| 16. Do you have an online prospectus? Are there open days for families and learners? |
| COMMENT: <ul style="list-style-type: none"> No |
| 17. Do you offer outreach to home educating families? |
| <ul style="list-style-type: none"> E.g. use of facilities / access to after-school clubs / access to swimming lessons / allowing external candidates to sit exams. COMMENT: <ul style="list-style-type: none"> In Year 4 children receive swimming lessons once per week. Class singing lessons are delivered by a specialist teacher in years 2, 4 and 6. Other children access singing lessons through the school music scheme. School staff run after school clubs which provide a range of indoor and outdoor activities including sport and creative activities. We also offer a variety of before or after school clubs which are provided by external groups who run dance classes, a variety of sports activities, arts and crafts sessions and music. |
| 18. Does your setting offer any additional services for learners with SEND? |
| <ul style="list-style-type: none"> E.g. residential provision, outreach / training for other providers, enrichment programmes in the local community. COMMENT: <ul style="list-style-type: none"> At times, external agencies use the school setting to train or provide support for parents/ carers. Parents are also invited to training/ skills sharing sessions in relation to key areas of learning or intervention. |

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

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| Name & Job Title | Lauren Stevenson, SENCo |
| Email | l.stevenson@ecclesfield-pri.sheffield.sch.uk |
| Telephone | 0114 2467396 |

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

| SENCO | SEN Governor | Parents | Young people with SEND |
|-----------------------------|--------------|---------|------------------------|
| SLT – Executive Headteacher | | | |