

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?

Tinsley Meadows Primary Academy, Norborough Road, Tinsley, Sheffield S9 1SG
Tel: 0114 2441842 Email: enquiries@tinsleymeadows.sheffield.sch.uk

SEN Governor – Sheila Sutherland

Full time SENCOs:

- Esther Bloomer (Y1, 2 and 3). Email: ebloomer@meadows.sheffield.sch.uk
- Claire Peats (Y4, 5, 6). Email: cpeats@tinsleymeadows.sheffield.sch.uk

Assistant SENCO:

- Josie Reeve (Foundation stage). Email: jreeve@tinsleymeadows.sheffield.sch.uk

2. Please give a brief overview of your educational provision

Within our newly built schools there is the following provision:

- 2 year olds' room
- Three Foundation 2 classes
- 2 Y1 classes
- A split Y1-2 class
- 2 Y2 classes and an EAL class for children new to English

Key Stage 2

There are currently:

- 2 classes Y3
- 3 Y4 classes
- 2 Y5 classes
- 3 Y6 classes
- 2 new to English classes offering a personalised curriculum for children who are new to English

There is also a nurture room which also provides a tailored curriculum for children who need it.

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
2 – 3 year olds	x	x		

The provision supports learners with:

Education	Health	Social care	Preparing for Adulthood
x			

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
x	x	x	x	
	Hearing Impairment	Medical Needs or Long-term Illness	Mental Health Difficulties	Moderate Learning Difficulty
	x	x		x
	Multi-Sensory Impairment (vision & hearing)	Physical Disability / Mobility Issues	Profound & Multiple Learning Difficulty	Severe Learning Difficulty
		x	x	x
	Specific Learning Difficulty (e.g. Dyslexia)	Speech, Language & Communication Needs	Visual Impairment	Waiting for diagnosis
	x	x	x	

The provision is accessible as a:

Mainstream service	Specialist service
x	

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

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

There are currently 663 pupils on roll and the average class size is 30.
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5. How does the setting identify learners with SEND?

- Does your school / setting / post 16 provision offer specialist assessments by school staff and/or external professionals?

Learners are identified with SEND through a range of assessment tools from observations by the class teacher / teaching assistants / SENCOs, in-depth tracking of pupil progress and subsequent discussion of barriers to learning in Pupil Progress meetings as well as assessments by external professionals such as Speech and Language Therapy, Educational Psychologists and other medical professionals.

6. Is your setting physically accessible to all learners?

- What are the physical facilities like? For example:
- 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?

Tinsley Meadows has recently moved into a new school enabling both Key Stages to be on one site. The building has three floors and is wheelchair accessible throughout with access to disabled toilet facilities, including changing facilities and shower within an accessible changing room. There is also a lift to allow access to each floor including the rooftop playground.

The Foundation Stage and Key Stage 1 children are based on the lower floor and the Key Stage 2 children are based on the upper floor. Each main classroom has an interactive whiteboard and is equipped with visual aids to support children's learning. Each classroom has a visual timetable as well as other cues to support children's language development. We also have both a school and community library, 2 art rooms, 1 intervention room, 1 sports hall, 1 dining hall and a selection of smaller meeting rooms. The outside areas are fully secured by fencing, including a playground, multi-use games area and a small garden.

We have a nurture room within the school building which can be accessed by children, accompanied by an adult, who require a safe, quiet place. We have provided additional lunchtime arrangements for children when needed so that they can eat and play in a smaller, quieter area than the main school dining hall and playground. Staff are allocated at lunch and break times according to need.

Staff use visual aids to support children's learning such as Communicate in Print (CiP) and other picture cues, speaking and writing frameworks.

New equipment and resources are secured through an annual bid and top-up funding is applied for when needed.

7. How does your setting adapt the curriculum for learners with SEND?

- Who will oversee and plan the education programme for a learner with SEND?
- 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 SEND?
- What activities are available to learners with SEND in addition to those available through the curriculum? E.g. social skills groups

Teachers are responsible for planning the education programme for a learner with SEND but will seek advice from the SENCO when needed. Teaching is adapted to the needs of the pupils and this is planned for and then resourced. Each year group has access to at least two teaching assistants which are deployed on a needs-led basis.

Our school is flexible in changing some parts of the provision's routine in order to help learners with SEND and constantly seeks to put in place recommendations from external agencies such as Speech and Language, Learning Support and Educational Psychology in order to be able to do this.

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

Some staff have been trained in Team Teach, PECs, Lego Therapy, Nurture, First Aid and Makaton. All staff have received additional training on delivering phonics and supporting children with Autism and using positive behaviour strategies.

All staff are aware of their learners' needs through meetings with the SENCO and have a copy of their class SEND register. Parents also meet with teachers every term through Assertive Mentoring meetings where the child discusses their progress with the teacher, and parents also have the opportunity to discuss any issues or concerns.

In 2014 the school received the Communication Friendly Award.

Currently, working within the team there are some members of staff trained in the administration of medicines, feeding and providing personal care for children with specific needs and these are deployed throughout the school on a needs led basis.

The school makes referrals to the Speech and Language Therapy service, Educational Psychology service, Physiotherapists, the Hearing Impaired service and to GPs when we feel specialist expertise is required.

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 SEND? How often do you do this? E.g. termly structured conversations
- Do you offer any parent training or learning events in relation to SEND?
- Do you have an SEND group for parents?
- How do you communicate with families whose first language is not English?

Parents are welcomed into school. The school also uses Primary Parent Contact in order to be able to send text messages to parents giving them key information. A termly newsletter informs parents of what is happening in school and what the different classes have been up to as well as regular coffee mornings where parents can share their views on what is happening in school. There is also a Parent Council led by the Deputy Head which enables parents to discuss relevant school topics.

Termly Assertive Mentoring meetings are held where the parents are invited into school to find out how their child has been progressing and to inform them of the targets their child has decided to work on.

The SENCO offers to meet with parents to discuss any medical reports that have been received and translation is available within school for certain languages. There are staff in school who speak Urdu, Arabic, Polish and Slovak as well as employing a translator for Slovak and Roma. Staff in the school have also used Language Line as well as Google Translate in order to make sure parents are fully aware of anything to do with their child.

The Pupil Support Officer and Senior Learning Mentor also help to co-ordinate parent classes on the school site.

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

The SENCO regularly monitors the interventions which are taking place (at least once a half term) and works with the Assessment Co-ordinator to track pupil progress and check that children are progressing. Pupil Progress meetings are also used to discuss the progress of children in particular interventions.

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?

Staff have been trained in using the programme CPOMS as a means of communicating any worries or concerns they have regarding any pupils. This is shared with the Senior Leadership team who then make sure that action is taken to support the child. The Senior Learning Mentor and Pupil Support Officer work together to run tailored support groups for particular children; there are also two Learning Mentors working across school who also support children with social and emotional needs. Our nurture room also caters for children who require further emotional support.

The PSHCE curriculum ensures that children are being taught disability awareness. Each class elects a School Councillor and a Rights Respecting Ambassador each year, who speak for their class and put forward their views on particular school issues. For pupils who struggle to make friends or are anxious about being in school there are buddying systems such as dinnertime helpers, who act as buddies for children who may struggle to find friends at lunchtime. All Y6 pupils are prefects and encouraged to help children throughout the school.

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?

On site there is a nurture provision which has been created to avoid exclusions and increase attendance. Staff in the nurture room use social stories to help teach children who may be struggling with a particular behaviour.

All staff follow the school's behaviour policy of verbal warnings, yellow and then a red card which allows children to visually understand when the behaviour they are demonstrating is not acceptable. Staff also give out smiley tickets and Dojo points to encourage positive behaviours and these lead to bronze, silver and gold certificates. Children can also achieve Head Teacher's awards and green tickets for positive behaviours or excellent examples of learning.

In Y6 children also have the opportunity to earn golden tickets which lead to a trip at the end of the term if they have collected a certain amount. These are earned by demonstrating excellent behaviour and effort in work.

Children also complete a daily attendance passport which allows them to gain tokens which they can swap for prizes.

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?

Children with SEND are offered the same after school club opportunities and parents are informed when there are trips and often invited to come along. For children with specific needs an individual risk assessment is completed and this is shared with parents and the SENCO to ensure that all risks have been minimised.

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs
x	x	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

Learners are able to communicate their views about their learning through the Assertive Mentoring meetings, School Council, and where appropriate, My Plans. Staff are also readily available to discuss with pupils their progress and curriculum.

The school has achieved a Bronze P4C award and is now progressing towards silver. There are opportunities within the week for children to express their views in P4C sessions and daily class assemblies.

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.

Meetings and additional visits are planned for SEND pupils with the staff at the local pre-school provisions and home visits undertaken for all new starters to nursery so that relevant information can be shared.

Additional transition plans are put in place for pupils with SEND when they make the transition between classes; this may involve extra time spent with their new teacher, parents being invited to join in with these visits. Similarly additional visits are put into place for children with SEND who are in transition between Y6 and Y7.

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

There is a website: <http://tinsleymeadows.co.uk/> where parents can find out further information about us.

Parents are encouraged to contact the school to arrange a visit should they wish to have a look around.

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:

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.

During Y6 pupils have the opportunity to take part in our 3 day residential.

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

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

SENCO	SEND Governor	Parents	Young people with SEND
x	x		