



Norton Junior School's Contribution to Doncaster Local Authority's Local Offer for Children with Special Educational Needs and Disabilities

The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).

Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school

(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)

Norton Junior School is a member of the XP Academy Trust and currently has 242 pupils on roll with an age range of 7 to 11 years. The school serves the local community of Norton, Campsall and Askern but also draws from the wider community with approximately 25% of pupils on roll making positive choices to attend from out of catchment areas.

The school upholds Core Values of Aspiration, Resilience, Respect, Independence and Voice and Enterprise, all of which underpin a positive, calm and focused learning environment and promote an inclusive whole school ethos and culture.

We pride ourselves on being a THRIVE school. We recognise that social, emotional and mental health difficulties impact on children's behaviour; their ability to settle to learn and to reach their full potential.

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Norton Junior School has two trained Thrive Licensed Practitioners which represents a minimum of ten days professional development, with regular CPD in order to deepen knowledge. Our school environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each aspect impacts on social, emotional and academic development and learning.

We recognise that behaviours can be learned, but also that they can be unconscious, and sometimes as a result of trauma, loss or other outside influences. Attentive, observant adults build strong relationships with all children in school and are proactively able to recognise behaviours in order to identify and respond to needs.



How we identify if your child may need additional help and/or has special educational needs (SEN)

Norton Junior School uses a range of methods to identify pupils who may have additional needs, SEND (Special Educational Needs and Disabilities) and those who require additional support to access learning, including:

- Formative assessment (on-going observation) of learning within lessons, provision mapping and discussions between all members of the teaching teams and Inclusion Leader
- Assessment and analysis of progress data in Reading, Writing and Maths
- Dyslexia screening
- Social emotional mental health, Thrive, assessment and action plans
- Liaison with external agencies as appropriate.

If a class teacher becomes concerned about any aspect of the learning and progress of an individual child, in discussion with parents, they will be placed on an SEND monitoring list whilst interventions are trialled in order to build up a full picture of perceived barriers to learning.

In addition to the 'in school' identification process, outside agencies such as Occupational Therapy, ASCETS, Child and Adolescent Mental Health Service, Behaviour Outreach Service and the Educational Psychology service will be invited to support the school in identification of need and ongoing monitoring and review.

How we involve parents and carers in meeting the needs of their child and in whole +school developments

Partnership with parents is an essential part of our whole school practice and we welcome and encourage full engagement of parents and carers in all aspects of provision.

- Parents of SEND pupils will be consulted and kept informed on all aspects of their child's education, personal development and wellbeing through both formal and informal information sharing opportunities.
- For some pupils with SEND, it may be necessary to seek support, advice and guidance from external specialists, including Educational Psychologists, Occupational Therapists, Speech Language & Communications Therapists and Child & Adolescent Mental Health Specialists etc, in order to quality assure provision and strategies which enable children to achieve. Parents will always be kept informed and invited to attend.
- Three times teacher-lead yearly 'extended' parents' evenings provide opportunities to set, review and evaluate the outcomes and provision within the personalised SEND support plans.
- Annual Review Meetings for children with an Education Health and Care Plans, enable parents to meet with all professionals involved to review and discuss progress and make any necessary amendments to provision.

How we will involve your child in the planning and review of their support

- "Pupil Voice" is at the heart of everything we do at Norton Junior School. Our children know that their voice is listened to, valued and acted upon, where appropriate, in the target setting and planning process.
- All children on the SEND Register complete a One Page Profile which celebrates their likes and achievements, how they want to be supported in school, whilst also identifying areas for improvement and aspirations for the future.

- We strongly believe that children should be involved in decision making and discussions with regard to all aspects of their provision, welfare and academic progress.

How we match the curriculum, teaching and learning approaches if your child has SEND

- Class teachers have the highest possible expectations for your child and for all pupils in their class.
- Through an innovative and creative, 'hands on' expeditionary approach to learning, all children are facilitated and supported to make progress, because their preferred learning styles are catered for and maximised.
- Where a more bespoke approach to curriculum planning and adaptation is required, other agencies (including those from specialist provisions) are consulted and oversee school provision in order to ensure all children make the best possible progress.

How we provide additional support if your child has learning needs

Support for children with additional needs and/or barriers to learning is provided for in a variety of ways and a combination of approaches to address identified targets for individual pupils include:

- Differentiated class based Quality First Teaching ensures that all learning activities are planned and provision is mapped to match the learning needs of every child.
- Class based guided group work to address misconceptions
- Provision of additional resources or specialised equipment to promote independent learning
- Pre-teaching and over-learning techniques to reinforce and embed learning
- Additional short term 'booster' intervention programmes
- Specific, research and evidence based, structured interventions
- Adaptations to the learning environment, including access to low sensory areas as appropriate
- Regular tracking, monitoring and review of provision and progress
- Access to training, advice and resources to ensure all staff have a high awareness and understanding of the needs of all pupils
- Referrals to outside agencies for further advice where necessary
- Each class teacher is supported by a full time teaching assistant, supporting both academically, socially and emotionally. If children have an Education, Health and Care Plan, additional teaching assistance and specialised support will be made available.

How we provide additional support if your child has social and communication needs

A range of bespoke interventions and 'best practice' learning resources are tailored to support the needs of children identified with social communication difficulties and these include:

- Whole class visual timetables and individual "Now and Next" timetables where beneficial
- Specific structured interventions, such as Lego Therapy, to develop social communication skills and confidence
- Individual reward systems which motivate and facilitate movement breaks which aid focus and concentration
- Visual resources, including emotion cards, social stories and comic strip conversations to aid social interaction with teachers and peers and to develop skills such as empathy
- Bespoke "Meet & Greet" arrangements and daily sensory circuits aid settling to learn
- Bespoke lunchtime arrangements provide low sensory dining facilities to minimise stress and anxiety for children who are sensitive to excess sensory stimulation

- Targeted access to Nurture Groups and structured activities that promote inclusion and build confidence in a range of social situations.

How we provide additional support if your child has physical, sensory and/or medical needs

Following support advice and guidance from relevant professionals, consultation with parents and our own in-house assessments, support is specifically tailored to meet each child's individual needs. This support may include:

- Additional transition meetings to assess the need for adjustments or adaptations to the learning environment
- Completion of an individual Health & Care Plan where appropriate
- Access to alternative toileting facilities, sensitively promoting privacy and dignity in line with individual Care Plans
- Access to a 'Thrive' sensory room and range of resources to aid calming, soothing, reflection and settling to learn
- Close and regular liaison with outside agencies such as Heatherwood Outreach Support Services, the Hearing Impairment Service, Continence Service, Visual Impairment Service, Occupational Therapy Team etc
- Sourcing of specialist equipment (for example: writing equipment, adapted cutlery, adjustable height seating, sensory, mobility and toileting aids, etc.)
- Medication being administered by school in line with the school's Managing Medicines in School Policy
- Sensory breaks to meet the individual needs of each child in line with their own SEND Support and Health Care Plans
- School staff receive regular first aid training including asthma, epi pen, moving and handling, and epilepsy training etc

How we provide help to support your child's emotional health and well being

With our whole school 'Thrive' culture we hold trusting relationships at the centre of our provision and practice and recognise that children and indeed parents and carers have extra emotional and social needs at different points in their lives, following significant events and for a range of reasons. With two fully trained learning mentors and a whole school therapeutic approach to supporting the social emotional and mental health of pupils we feel fully equipped as a school to meet the specific needs of individual children as they arise. Provision may include:

- Directed, timetabled learning mentor therapeutic support and intervention
- Individual Thrive action plans that inform provision at home and at school
- Inclusion drop ins and wellbeing discussions as and when required
- Recommended CAMHS (Child & Adult Mental Health Specialist) strategies and interventions
- Bereavement, attachment, trauma and loss interventions such as Rainbows and Winston's Wish
- 'Wrap Around' pastoral provision such as Meet & Greet on arrival and bespoke breakfasting and settling to learn arrangements alongside 'co-regulation' support and peer buddying during unstructured parts of the school day.

How we promote developing independence

In acknowledgement of independence as an aspirational key skill, this is one of Norton Junior School's core values and is celebrated at every opportunity both in school and in terms of extra-curricular achievements. Independence and confidence are promoted through:

- A collaborative and creative approach to teaching and learning with children coaching and critiquing each other's work
- Self-selected, differentiated learning activities
- Celebration and representation of Pupil Voice through School Council
- Pupil ambassadorial roles and responsibilities
- Self-directed learning outside of school, including access to Times Table Rock Stars and independent reading
- High profile of attendance and punctuality promotes and rewards children for prioritising their education
- Our accredited Children's University status incentivises, celebrates and rewards children for accessing learning opportunities for themselves outside of school.
- Some children benefit from 'life skills' lessons such as Bikeability, Lets Get Cooking, health, hygiene and nutrition interventions
- Embedded and pupil driven transition arrangements prepare children for significant change and secondary readiness at the end of Key Stage.
- Norton Junior School is currently developing the concept of "Crew" with children encouraged to drive positive change.

How we measure and review your child's progress against their targets and longer term outcomes

- Children's progress is reviewed termly, alongside SEND outcomes, where appropriate by class teachers, pupils and parents and are overseen by SENDCO.
- Class teachers, SENDCO and the Senior Leadership Team scrutinise provision and outcomes to monitor effectiveness of intervention through observation, book scrutiny, intervention monitoring and pupil voice.
- In addition to the termly review meetings, children with Education Health and Care Plans will have their outcomes formally reviewed annually and reported back to the Local Authority.
- Where necessary, outside agencies are involved in outcome setting and reviewing provision.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

- To remove any barriers to learning and to ensure all children feel welcome and safe, Norton Junior School ensures that multi agency advice and guidance, including the use of specialist equipment is adhered to with regard to children with SEND.
- The school site is entirely secure, compliant with current disability and accessibility requirements and safe and welcoming to all persons, including children and adults who make use of a wheelchair or other mobility aids.
- School facilities include disabled/SEND toilets and an adjustable care bed that can be used for physiotherapy and changing.
- Personal Emergency Evacuation Plans are in place for all SEND pupils where applicable.
- All steps are made to meet the physical needs of children, with reasonable adjustments being made as required.

How we include children with SEND in the life of our school

Norton Junior School's inclusive ethos promotes the health, safety, wellbeing and aspirations of all pupils and strives to remove any barriers which might prevent a child from participating in wider aspects of school life.

- All children are encouraged to take part, and have opportunity to participate, in a wide range of extra-curricular enrichment opportunities.
- Educational visits and enrichment activities are open to all children and individual bespoke needs are appropriately risk assessed, planned and provided for.
- Where children have Education Health and Care Plans, school ensure that 1:1 support is also available for after school activities, trips and residential visits.
- Representatives from each year group are elected onto our school council by members of their own class. No child is excluded from nomination to School Council.
- Where reasonably practicable, SEND children are encouraged to take on positions of responsibility alongside their peers.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

Whole school training needs are regularly reviewed and coordinated by the school's Inclusion Leader. Levels of expertise ensure the school is able to meet a diverse range of needs and the focus of recent training is listed below:

- ADHD & Child & Adolescent Mental Health Issues
- Acquisition of Reading, including strategies to support children with Literacy difficulties and dyslexia
- Precision Teach training to deliver Reading & Maths Interventions
- Learning Mentor training to Identify and Strengthen Support for Children with Low Self Esteem
- Inclusive PE training
- Medical Conditions Awareness in Schools
- Learning Mentor Elklan Speech & Language Support Accredited Training
- Learning Mentor Speech Language Communication Champion Training
- Promoting Emotional Wellbeing and Positive Mental Health
- Sensory Circuit Training – Enabling children to settle to learn
- Accredited Thrive Training – Promoting a whole school approach to social emotional mental health & wellbeing
- Cygnet Training – Working with children with Autism
- Attachment, Trauma and Loss Training delivered by Martin Vernon of CAMHS
- Comic Strip Conversations and Social Stories
- Supporting Children with Eating Disorders
- Separation, Loss and Bereavement Training (Rainbows)
- Termly SEND focused continuous professional development for all staff.

External support and expertise we can call upon to help us to meet children's needs

Norton Junior School welcomes and actively seeks additional support from external agencies to assist the school in meeting the needs of all children and their families. Examples of external provision include:

- ASCETS Team
- Educational Psychology Service
- Early Help Hub
- Stronger Communities
- Sensory Services for hearing and visual impairments
- Behaviour Outreach Support Service
- Sleep Clinic Specialists
- Speech Language and Communication Specialists
- Occupational Therapy
- Physiotherapists
- Child & Adult Mental Health Specialists (CAMHS)
- Children's Services
- SAIDSEND

How we prepare children to join our school

Norton Junior School recognises that transition from one setting to another can be a difficult time for children with SEND. In partnership with feeder schools and parents/carers we strive to put in place robust transition arrangements to make any such move as smooth as possible and to ensure that effective pastoral and academic support is in place immediately upon transfer.

- No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.
- A pre admission meeting ensures identification of particular needs or difficulties and enables us to plan and proactively prepare where admission is agreed.
- You and your child will have the opportunity to tour the school, meet our pupils and staff and to ask any questions in advance of admission.
- The school's Inclusion Leader will attend feeder school Annual Review / end of Key Stage Transfer Meetings, when appropriate and invited.
- For SEND children, arrangements may include additional 1:1 and small group visits to our setting in order to build confidence, familiarise themselves with new key workers and to allay any anxieties relating to the change in learning environment.
- If appropriate, a personalised, photographic transition booklet of the school building and key members of staff will be prepared to prompt you and your child to discuss, "keep in mind", visualise and anticipate the key changes prior to admission.

How we prepare children to move on from our school

When a child is due to transfer to the next phase in their education, transition meetings for all pupils, including those with SEND, commence early in the academic year.

Where required, bespoke transition arrangements will be made with receiving schools to ensure the smoothest possible transfer and this may include a number of personalised visits to the new setting.

- For children with Education Health and Care Plans, the SENDCO/Inclusion Leader of the receiving school will be invited to attend Annual Reviews, and Transfer Review Meetings for Year 6 pupils.
- Parents and pupils will be encouraged to consider all options for the next phase in education. We will involve outside agencies, as appropriate, to ensure information is comprehensive, but easily accessible and understandable so that the continuous, and most effective, education is secured for your child. Where appropriate, accompanied visits to other providers, including specialist provisions, may be arranged.
- Identified vulnerable children and those with SEND and/or additional needs will also be discussed with receiving school liaison teachers and the Local Authority's Transition Officer to ensure on-going monitoring, academic and pastoral support continues into the next phase of education.
- Your child will participate in focused learning opportunities relating to aspects of transition, to support their understanding of the changes ahead. This may well include staff from the new school visiting your child in our own Junior School setting.

How we deploy our resources to meet the needs of children with SEND

The school's SEND budget is allocated each financial year.

In consultation with the school's SENDCO/Inclusion Leader, Governors and the Senior Leadership Team, the Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities.

On a half termly basis, provision is monitored, reviewed and evaluated for impact in order to ensure that staffing deployment, resource allocation and interventions are efficiently and effectively meeting the needs of all children.

Additionally, school responds proactively to any individual need that may arise throughout the school year, in some cases, this can mean seeking additional funding and support from the Local Authority.

Deployment of Teaching Assistants is central to our inclusive practice; matching areas of specialism, personal qualities and relationships to the specific needs of each cohort promotes individual and whole school progress.

Contacts for more information

Head teacher: Adrian Hayes
Inclusion Leader: Ruth Ford
Chair of Governing Body: Revd R J Walton

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Please visit the school website to find a link to the following documents:

- SEND Policy
- SEND Information Report
- Accessibility Plan

Please return this proforma by email to fis@doncaster.gov.uk