

Local Offer: Walkley 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?				
Walkley Primary School Burnaby Crescent Sheffield S6 2RZ Tel: 0114 234 0550 Email: enquiries@walkley.sheffield.sch.uk SEND Governor Details: Andy Wilcox Chair of Governors. SENDCo: Janet Watson & Inclusion Manager: Antoinette Homer - contact details as above				
2. Please give a brief overview of your educational provision				
Walkley School is a mainstream school providing education for children between 3-11.				
3. What is your current Ofsted rating (if applicable)?				
Following the most recent inspection in April 2022, Ofsted assessed Walkley Primary School as 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 years and up	Yes	Yes		
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
	Yes	Yes	Yes	
	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
Yes	

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

There are currently 400 on roll. Average of 30 children in each class.

5. How does the setting identify learners with SEND?

- Staff members (teachers and teaching assistants) contact the school SENDCo. They will meet with school staff and parents to discuss areas of need and next steps
- Needs and provision are referenced against the Sheffield Support Grid (SSG)
- At this point if the child needs are assessed to be at level 1 on the Sheffield Support grid the child's name is placed on a teacher Concern list where they are monitored in termly progress meetings and through teacher meetings with parents
- If a child is assessed as having a higher level of need, usually level 2 or above, they will be added to the SEND Register. This is done in consultation with parents
- If needed, the SENDCo may refer to outside agencies for further advice. This could include: -
 - Learning Support Services (who have allocated sessions within the school each term).
 - Education Psychologist (who has allocated sessions with the school each term).
 - SALT services.
 - Early years Intervention Team
 - Jill Bush- Autism support and assessment.

Following this further specialist assessment may be requested from Ryegate, Autism Services, CAMHS and other tier 3 services.

6. Is your setting physically accessible to all learners?

- We are in a newly built school building opened in 2021.
- The school is accessible for all pupils including those with physical disabilities who use a wheelchair.
- The school is built on two floors and there is a lift between the floors. The corridor widths are appropriate for wheelchair use. The school is fully wheelchair accessible apart from the forest school. There are disabled toilets on the first floor.
- There is a hygiene room on the ground floor with shower and toilet facilities based next to the nursery. Library shelves have been placed at a height accessible to wheelchair users.
- The school can provide for a wide range of SEND needs: communication, social and emotional needs, medical needs and physical needs.
- Visual timetables are in use across all the classes and each class uses a five-point scale to help children acknowledge and understand their emotions.
- Resources for children are provided to cater for a range of learning needs
- Quiet places are provided
- New equipment is applied for on a regular basis dependent on need. We discuss needs within SEND meetings and staff meetings

- Playgrounds are accessible to all learners and secure with fences.

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

At Walkley we strive to educate the whole child to ensure they make positive steps in all areas to be the best they can be. We strive to ensure that every child feels a valued part of the school and supported to try new experiences, explore new ideas, make connections and learn about the world around them.

A key underlying principle is one of inclusivity we work hard and are committed to ensuring that all children can access a mainstream curriculum. This may need some adaption (differentiation) where the child may be asked to approach the task differently or they may be given smaller targeted steps to meet that outcome but the expected outcomes remain. Accessing the mainstream provision or working towards this is the expectation.

- The plan for a child with SEND will be overseen by the SENDCo in collaboration with the pastoral team
- Each child with SEND is planned for using a Support Plan
- The school offers a range of differentiation across the school based on the needs of a class group or individual child
- This can be adaption of the curriculum, adaptations in provision, adaption in the level of support to a child
- Children with SEND (as other children in the school) can access many extra-curricular activities; after school clubs, opportunities for arts and craft, physical sessions (dance etc.) Their needs would be planned for and accommodated within the group itself.

8. What training have your staff received to support learners with SEND?

- Regular staff meetings led by SENDCo to feedback new SEND interventions and procedures. Training on the Sheffield Support Grid
- Whole school training on Autism by the Autism Team
- Whole school training on meeting children's social and Emotional needs by Hope Attachment
- Each classroom has a clearly labeled SEND file with current guidelines for that child for agency staff to read
- Training is put in place as recommended by other agencies. e.g.: LEAP intervention, physiotherapy etc
- Education Psychologist meets with staff and feedback findings and recommendations
- Learning Support teachers (Fusion) also provide detailed recommendations which are feedback to staff for them to follow
- SALT provides communication plans to the SENDCo and school staff
- In terms of medicines the School Nurse advises and hold annual update training where it is necessary for us to administer

9. How do you communicate with and involve families?

- Termly Support Plan meetings for parents, teachers and other professionals involved.
- Parental consultation forms for SEND reviews to gather their views and feedback.
- Open door policy of SENDCo and Senior Leadership for parents to meet with us.
- Parent partnership is offered to parents of children with SEND.

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

- The SENDCo provides information for the termly Headteacher's report to governors including an impact report on provision. This includes information gathered from parents and teachers in the termly Support Plan meetings
- Parental feedback on provision as part of the termly SEND reviews gathers their views and is used to assess the provision
- Termly Pupil progress meetings link with the Support Plans to assess the impact of interventions for children with SEND

11. What support do you provide for the learners' overall wellbeing?

- Consistent approach to emotional well-being across the school. Use of five-point scale on desks to check in how children are feeling.
- Whole class visual timetables across school used consistently.
- Whole school training in strategies for children with Autism also supports our work with emotional well-being.
- Meet and greet offered to children needing additional support in their transition to school.
- Regular meetings with learner's parents to offer support and strategies to support child at home alongside work at school.
- Whole school approach to personal, social and health education (PSHE) including school assemblies and class-based sessions and information.
- Information on wellbeing posted to parents and also added to whole school newsletter sign-posting parents to support agencies and advice.
- Pupil thoughts and feelings slips can be completed by children and posted in class and these are followed up by the Pastoral Team.
- Staff concerns slips for individual cases that may arise.
- Any concerns are passed to safeguarding and pastoral team using CPOMS to follow up.

12. What kind of behavioural interventions do you use?

- Consistent behaviour management strategies used across school following the school rules. These are communicated clearly to the pupils and their parents. All pupils are aware of these and they are regularly referred to within school.
- Behavioural issues needing additional support are addressed by the Pastoral Team and support staff to help resolve problems when they first arise.
- For those children needing further support and interventions on behaviour, Individual Behaviour Plans as part of a child's Support Plan are created and reviewed.
- Positive behaviour is noticed praised and rewarded. Class and Individual based reward systems (stickers etc)
- Extreme behaviour is managed by a consistent approach and procedure that is followed each time. Children are aware of the consequences of extreme behaviour and the fact that this could lead to a suspension.
- To increase attendance regular assemblies with rewards are used. Families with low attendance are invited to meetings to discuss any issues. Families who improve their attendance are sent letters to congratulate. Parents needing to improve further are made aware of the legal and statutory consequences.

13. How do you ensure learners with SEND are included in non-classroom-based activities?

- Risk assessment completed and appropriate ratio of adult support provided.
- Parents would be made part of the planning process where appropriate.
- Teaching will be adapted to meet each child's needs within the mainstream curriculum.

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs
√ Subsidised or no cost. Offer of full breakfast.	√	
14. How do you consult with and involve learners in their education?		
- Learners with SEND are asked for their views in preparation for their Support Plan meeting. They can complete this with a class teacher or the SENDCo - Pupils complete a One-page profile of their learning needs and targets. - More generally, learners are asked within the classroom for feedback		
15. How do you prepare learners with SEND to progress to, from and within your setting?		
- The SENDCo will arrange or attend a review meeting for the child prior to their transition if they are joining from another setting or a nursery. - For Y6 pupils with SEND a learning Support assessment is provided and sent to the Secondary School. Additional visits to the new setting can also be arranged. - Pupils are assessed on their individual need.		
16. Do you have an online prospectus? Are there open days for families and learners?		
- All the prospectus information is provided on the school website. - There are numerous opportunities for families to visit the school open days and transition days. Presentations are made to the families and they have contact details to ask questions and gain further information as they require it. - This information is provided online as well as during school visits.		
17. Do you offer outreach to home educating families?		
Not on an ongoing basis however we do ensure that families are referred to the home learning service once they decide to pursue home learning and are equipped to start home learning. We also support closely transition for any learners returning to school from home learning.		
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.		
N/A		

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