



School contribution to Doncaster Local Authority's Local Offer for children with Special Education Needs and Disabilities

Balby Central is proud to be part of the Rose Learning Trust, a trust founded on the shared belief that the best interests of its pupils should be at the heart of schools within the trust, where each and every child is valued for who they are, irrespective of background or circumstance, aspiring to succeed. Balby Central Primary Academy is a 3-11 mainstream academy; becoming part of Rose Learning Trust in 2017 with approximately 465 children on roll and 24 different languages spoken.

Our Vision

"Shaping lives and building futures to be the best we can be."

Learning is a journey; we aim for all our children to thrive and become the best versions of themselves

What we want to achieve

We pride ourselves on our strong inclusive ethos and rich cultural diversity, which celebrates each child's uniqueness and individuality. It is our belief that everyone should have the opportunity to reach their full potential, with opportunities to develop as self-learners, critical thinkers and to become independently minded. We recognise the importance of building from firm foundations to ensure learners are using their knowledge, skills and abilities to be ambitious about what they can achieve.

At the core of our work, is high quality teaching; focused on delivering an aspirational curriculum that is accessible to all. Each aspect of the curriculum focuses on quality teaching and child centred learning to encourage our children from an early age to become independent, achieve well and make good progress. We believe every child should be given the opportunity to succeed, **to be the best they can be** and to have a positive impact on the community now and in the future.

Brief description of the school

Balby Central is a larger than average primary near to the city centre of Doncaster, set in grounds close to a railway line within a residential area. We pride ourselves that Balby Central is a friendly, welcoming school with an environment that stimulates the mind, celebrates learning and which supports rich learning experiences. A team ethos is important to our values from the moment that we greet our school community on the school gate each morning to our celebration of learning and achievements at the end of each day. We enable children to recognise and manage their feelings, with strategies, approaches and techniques used so they are ready to learn and access the curriculum. We teach children that good manners are an important part in respecting others, as are our actions and words. We have high expectations of learning and behaviour as we encourage all children **'to be the best they can be'** ensuring they are ready for the world ahead and the changes that they will face as they grow and learn. Our vision embeds building confidence, self-esteem and a thirst to increase knowledge, where children can be proud of themselves and the informed choices they learn to make. We celebrate learning and achievements with a clear purpose, for individuals to acknowledge achievements, for others in the school community to recognise success and in a wider world through the school website, social media and education platforms.

What we offer at Balby Central

- Flexible nursery places offer including part time, full time and specific days of the week to accommodate needs of children and families
- A large outdoor space with smaller spaces to ensure children can explore boundaries within a safe and emotionally secure environment
- Learning Superpowers which provide an opportunity to develop life-long skills and ensure children are well prepared for their futures
- Access to a broad and balanced curriculum for all children with adaptations to meet support a range of specific needs
- Targeted support for children with identified levels of needs through tutoring, support in the classroom and high quality teaching
- Children from all backgrounds are given the opportunity to learn the mechanics of English with a focus on tiered vocabulary
- Opportunity for our children to have experiences and learn from a community with different backgrounds and cultures
- A SENCO with first-hand experience of teaching in a specialist provision
- Access to therapy sessions through triaged assessment, to support from the Inclusion Team or work with a trained Fortis Therapist
- Research informed spaces to support children with social, emotional and mental health needs
- Strong collaboration with external agencies following advice to support and meet children's needs
- Extra-curricular activities and residential experiences with reasonably practicable adaptations to meet needs of all children wherever possible
- Use of STAR assessments identify individual needs and track progress
- Whole staff team trauma informed training and specific training to meet with needs of children
- Specialist training for staff including Thrive, Mental Health Practitioners, Forest School Leaders

Our whole-school inclusive approach towards the Special Needs Policy and Practice

Children will have access to quality first teaching, appropriately differentiated to their needs. There will also be challenges put in place so that each child can achieve beyond; with appropriate support and resources in place. Where necessary children will work in small groups or one to one all dependent on the individual. We make every effort to ensure that any child identified as having a special educational need has full and equal access to the National Curriculum and that they are included in all aspects of school life. The SEN Code of Practice makes it very clear that ALL teachers are teachers of children with additional needs. As a school, we aim to:

- Identify children who need support
- Ensure children receive appropriate support to ensure they can access the curriculum
- Assist children to reach their full potential
- Guarantee every opportunity if given to children to be included in all activities
- Work in partnership with children, parents and other external agencies to provide for the individual's needs

Professional development – team approach

The team access relevant training that is specific to the current needs of our school accessed by different local, regional and national services. This includes training for support staff to deliver interventions and to have a wider understanding of different types of need.

SENCO - The SENCO attends a termly local authority network meeting to meet with other SENCOs and professionals to keep updated with local and national information, training and services. Termly meetings within the pyramid of schools led by ASCETS and Educational Psychology, ensure opportunity to share good practice, ask for advice and support each other. Anonymised individual cases are discussed, with a solutions-focused approach to a child's next steps, sharing ideas and support as professionals.

The SENCO attends half-termly meetings with other SENCOs in Rose Learning Trust to network, update on regional and national updates and work closely with colleagues to share good practice.

School level - Weekly team briefings include a focus of SEND, Behaviour and Inclusion informs the team of latest developments; the SENCO of the school sourcing relevant and specific information. The Inclusion Team hold weekly meetings to ensure provision meets with the needs of children. School staff receive training related to their current skills and needs. This may involve specialists delivering training, visits to other schools or external training courses. All staff access training SEND code of practice, SMART targets and SEND Support Plans. Training with other schools is important to us as we learn with and from others in our community and local area from Early Years to Key Stage 3

Services - Training accessed using local services includes

- Behaviour Outreach Support Service
- Educational Psychologist,
- ASCETS Team,
- Thrive,
- Speech and Language,
- National College.

A professional development Padlet is accessible to all support staff, regularly updated to share information and access courses relevant to our whole-school approach.

A Team of Teaching Assistants, Learning Support Assistants and Higher-Level Teaching Assistants (refer to Meet the Team for more details) are trained to deliver SEN provision. The team have accessed training to use STAR Assessments and specific interventions to support with individual levels of need.

Specific training:

SEND Code of Practice – all staff

Doncaster Graduated Approach toolkit – Teachers and Higher-Level Teaching Assistants

Thrive Training – 1 member of the team

Speech and Language development – all teaching staff

Autism Awareness – all staff

Managing behaviours, emotional regulation – all staff Trauma Informed Working and Anxiety in Children –

Teaching assistants / Learning Support Assistants

Colourful Semantics – Learning Support Assistants.

Lego Therapy – 2 members of the team

Moving and Handling – selected staff

Team Teach / Positive Handling – Senior Leaders and Inclusion Team

Specialist services

Using the Doncaster graduated approach specialist practitioners from the Local Authority and agencies will work with the school to support the identification, intervention to support school systems, engagement and support of children and young people who have additional needs.

We access external support services to meet the needs of children with SEN and to support their families. These include:

- Educational Psychologist (*for assessments of children with cognition and learning difficulties or to assess a child who may need specialist support with an Education Health Care assessment*)
- School nursing service (*for referrals to the Continence Team, a medical report for a General Development Assessment, vaccinations or any other medical need for a child*)
- ASCETS (*to support with observations, advice about provision and suggesting appropriate outcomes for children who display or are on the ASD spectrum*)
- Education Welfare Officers (to monitor and review attendance)
- General Development Assessment Team (*for referrals to community pediatrics for children who present as having ASD or ADHD tendencies, or may need the support of CAMHS*)
- Speech & Language Team (*who will offer Specialist and Targeted support for children who have difficulties with communication, speech and language*)
- Occupational Therapy (for children who have difficulties with fine or gross motor skills, and sensory difficulties)

- CAMHS / With Me in Mind (*for children with mental health*)
- Physiotherapy (for children who require specialist support for physical difficulties)
- SEND Team (*to oversee the Assess, Plan, Do, Review process and involved in EHC applications and reviews*)
- Early Help (*who work with a holistically with the whole family and bring in external agencies to support as necessary*)
- PAFSS (*Parenting and Family Support Service*)
- SENDIAS (*Special Educational Needs and Disability Information, Advice and Support*)
- Voluntary Organisations such as the Trusted Mentor scheme, EPIC

Team Approach

The Team around the School will bring together key agencies in one place, at one time who can offer advice, guidance, information, signposting and support to schools' around how they can best meet the needs of their most vulnerable pupils.

This may be to:

- Gain timely, specialist advice or support with problem solving/interventions/provision mapping and spending of notional funding to support children and young people.
- Advise on strategies to support students within the classroom
- Advise on supporting families and students in their home communities
- Advise on when to make referrals for specialist services, and how to do this
- Provide a point of reference for school staff when deciding the correct intervention level
- As an audit tool for individual pupils or for school practice, so that staff can check that they are providing appropriate and purposeful support. It may identify gaps in provision or new ideas for working with individual pupils

Teacher responsibilities

- Deliver high quality teaching
- Identify children at the earliest opportunity
- Make the SENCO aware of any concerns
- Plan, prepare and differentiate resources needed to any child/children with SEN
- Plan specific interventions
- Be aware of any medical needs
- Implement actions identified by the SENCO
- Record and review progress against SMART targets
- Ensure support staff informed to be able to support those children with a special educational need

SENCO Responsibilities

- Support class teachers to plan and resource for children with a special educational need
- Liaise with and advise teaching staff and support staff on SEN matters
- Monitor provision of everyday practice
- Daily implementation of the school SEN policy
- Co-ordinate the provision for children with special educational needs
- Oversee the records of all children with special educational needs
- Contribute to staff training
- Observe lessons and monitor planning and access to the curriculum
- Liaise with parents and external agencies
- Coordinate and lead annual reviews

Resources

We use a variety of resources to support children with their learning and to access the curriculum. This includes

- Sensory objects
- Wobble cushions and wobble boards
- Pencil grips
- Electronic devices

- Timers
- Chewellery
- Tactile Sensory equipment for physical education and sensory needs

Where resources are used, they will be part of each individual child's SEN Support Plan or Education, Health and Care Plan

Preparing children for school

We have effective and robust transition arrangements for children moving between different phases of their education journey

1. We visit all children new to the school in their own homes, irrespective of age or at what time in the year they start school with us. We discuss achievements, find out more about the family, consider any areas of support we can offer and give a welcome pack to each child
2. Encourage parents to visit the school with their child
3. Visit PVI settings where children start their education journey to know their starting points
4. Work closely with outside agencies to be fully informed about services the family are accessing
5. Offer opportunities for the family to visit the school prior to their start date,. In Early Years this includes a 'Stay and Play session'
6. Meet and greet on the playground for a positive start to the first day of school, introducing the family to the adults who will be working with their child.
7. Offer gradual transition where professionals feel this is appropriate based on needs

Guidance and Developing Excellent Plan

We use EEF Guidance Report, Special Educational Needs in Mainstream Schools, with other research and reading to inform decisions. Priorities in our plan focus on the needs of the children, using the recommendations from the EEF to inform actions.

Recommendation 1	Create a positive and supportive environment for all pupils, without exception
Recommendation 2	Build an ongoing, holistic understanding of your pupils and their needs
Recommendation 3	Ensure all pupils have access to high quality teaching
Recommendation 4	Complement high quality teaching with carefully selected small-group and one-to-one interventions
Recommendation 5	Work effectively with teaching assistants

Our Developing Excellence Plan 2023-26 prioritises four areas:-

1. **Excellent** teaching for every child
2. **Excellent** curriculum for every child
3. **Excellent** standards of behaviour, attitudes, attendance and safeguarding
4. **Excellent** targeted support for every child that needs is rooted in the EEF guidance supporting the learner using different approaches



SEN support plans, pupil progress meetings, assessments and observations inform the type of support provided. Throughout each academic year the progress, understanding and development for each child is monitored to inform next steps.

Supporting Doncaster's Local Offer

More information can be found at the link on our school website of the services and agencies provided and detailed in Doncaster City Council's Local Offer