

Local Offer: Nook Lane Junior School Integrated Resource

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? Nook Lane Junior School Integrated Resource, Nook Lane, Stannington, S6 6BN 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. 0114 234 1097 enquiries@nooklane.sheffield.sch.uk Who is your SEN Governor? Marie Foster, IR Governor, enquiries@nooklane.sheffield.sch.uk Who is your SENCO? What are their contact details? Are they full or part time? IR Leaders: Alicea Shepherd (0.6) SENCO: Diane Wilkinson (full time) 0114 234 1097 enquiries@nooklane.sheffield.sch.uk 				
2. Please give a brief overview of your educational provision				
<p>COMMENT:</p> <p>The IR is a thirteen place Resource for children aged 7 to 11 years from different parts of the city who have a Educational Health Care Plan (EHCP), for Communication/ Interaction/ Autism Spectrum Conditions. The small size of the class and higher level of staffing by specialist teachers and support staff enables us to provide pupils in the IR with a curriculum suited to their needs and better opportunities to achieve their potential.</p> <p>We have a mixture of approaches depending on the child's needs. Some children access a small morning teaching group within the IR. These children access their Maths and English in this group. These children then integrate with support into a mainstream class in the afternoons. Other children integrate full time, with support, if they can academically access their English and Maths in their cohort class. These children are offered alternative areas to work or a work station in class if they find the classroom environment difficult.</p>				
3. What is your current Ofsted rating (if applicable)?				
<p>COMMENT: Good (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
		7-11 years		
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	
	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
		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?

COMMENT:
 Admission to the IR is administered through the Local Authority Special Needs Section. Children who are given a place at Nook Lane IR have an EHCP.

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

COMMENT:
NB – Not applicable to Universities
 Nook Lane IR is designed as a 12 place unit.

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:
 Children already come to us with an Educational Health Care Plan (EHCP). We can access the Learning Support Service and an Educational Psychologist to assist with advice and target setting. Many of our children are assessed by a speech and language therapist and set targets for the year. The Autism Team work closely with us. We are currently trialing the Birmingham Toolkit to identify next academic steps for learners.

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:

The IR is attached to the mainstream school through a corridor. It has a separate exit to the mainstream playground. There is a main classroom, 3 small tutorial rooms and an IR Office Nook Lane IR is wheelchair accessible.

It has a disabled toilet and shower.

The lights are fitted with dimmers for children who can't cope with bright light.

Our environment has been adapted following the **SPELL** approach of low arousal. The classroom is a calm and ordered space in order to reduce anxiety, aid concentration and promote independence. SPELL stands for Structure, Positive, Empathy, Low Arousal and Links. More information about this approach can be found on the National Autistic Society website.

We use the **TEACCH** system, which is a structured learning approach using different areas of the classroom for specific activities. This creates an optimum learning environment where children can feel safe and secure. TEACCH stands for Treatment and Education of Autistic and related Communication Handicapped Children.

We adapt our environment according to the needs of specific children.

We use symbols to visually support processing of language. We use a classroom visual timetable. Also each child has a personalised individual planner for each day which can be adapted to their needs. This helps to provide children with an ordered, predictable routine in order to reduce anxiety and promote independence.

The IR has a separate playground

Learners have the option to eat in the dining hall or the IR classrooms.

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 IR leaders oversee and plan the education programme for our learners in partnership with teaching assistants and parents/carers

Work is differentiated to each child's individual level and learners are given personalised learning targets. The curriculum can be adapted to encourage learning and make learning meaningful and motivating

Our routine is tailored to children with an Autism Spectrum Condition to provide them with a predictable sequence each day. Each child follows their individual planner, which is adapted to suit each pupil's needs.

Activities additional to the curriculum are: Social skills, life skills, enrichment activities (which have a personal, social and health education focus), accessing the local community, speech and language interventions, sensory circuit interventions, computer-based mathematics and literacy interventions.

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

COMMENT:

- Members of staff have received training in the following areas:
Supporting children with an Autism Spectrum Condition (Autism Tier 2 training)
Positive handling (Team Teach)
First Aid
De-escalation training
- Each child has a Learner profile which identifies children's likes, dislikes ways to communicate with the child, what different behavior the child may present, what the behaviour means and how to respond and the individual plan for the child. These learner profiles take into account the child view, the parent view and the schools view. Each view is colour coordinated. Each child has an EHCP these EHCPs contain outcomes. These are long term outcomes. These outcomes are translated onto an SEN Support Plan. Each Child has a green SEN book where paperwork is kept and an SEN portfolio where other documents are kept.
- IR staff have specialist expertise in working with children with an Autism Spectrum Condition. The outside expertise we access is: Educational Psychology, Autism Team, Speech and Language Team, Occupational Therapy, the Multi Agency Support Team (MAST) and the Learning Support Service.
- One member of staff is trained in the administration of medicines.

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:

Communication is facilitated through the use of a home school book which is transferred between home and school each day. Other links include regular emails and telephone conversations. Discussion with parents confirm the best means of communication about their child.

Outcomes are translated from the EHCP to an SEN support plan. These are reviewed yearly at the EHCP annual review and twice a year at an interim review.

Parents are invited to whole-school learning events, e.g. maths evening and spelling workshops.

Sheffield Parent Carer Forum host an annual coffee morning for parents of children with SEN.

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

COMMENT:

SEN Support Plans are reviewed termly
Annual Review meetings are held once per year for each child.
The progress of each pupil is monitored termly in reading, writing and maths. Their progress is discussed with the SENCO and assessment co-ordinator in pupil progress meetings.
The leadership team evaluates the effectiveness of the provision in the IR through the School Evaluation Document and in discussion with the governing body.

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:

All pupils in the IR take part in social skills groups. They take part in activities where they can socialise with each other and practise skills such as sharing, reciprocating in a conversation or joining in with a group. We use social stories as supporting materials to teach social rules and to reduce anxiety about unfamiliar things. We continuously teach children strategies using a variety of resources that are meaningful to our children. Some children participated in a building therapy session. We have started to use the Zones of regulation as common language to discuss feelings and anxieties.

Pupils in the IR are encouraged to play with children from the mainstream school. Where appropriate we set up a buddy system between mainstream children and children in the IR.

During unstructured periods such as lunch times we build in a structure for our children to follow which provides a predictable routine each day.

We support learners for whom school is a cause of anxiety on a daily basis. Our approach uses autism-specific strategies to help reduce stress and anxiety. Through TEACCH and SPELL pupils learn in a sensitive environment which is positive, structured, low arousal and non-confrontational.

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:

Attendance is monitored every half term.

Pastoral Support Plans are in place for children at risk of exclusion. This involves regular fortnightly meetings with parents to review support that is in place and to plan for the most effective strategies to support the child.

All children have learner profiles for their behaviour. Staff work proactively and flexibly with children who display extreme behaviour in order to support and reduce their anxiety. Staff adopt a non-confrontational approach with children in their care.

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:

Pupils in the Integrated Resource are invited to attend extra-curricular activities offered to the mainstream school including clubs and instrumental lessons.

All children in the Integrated Resource are also members of a mainstream class. They take part in educational visits and special events in school with their class.

Y4 mainstream children access swimming lessons. Y4 children in the IR access this with the mainstream children, with the support of a member of IR staff.

Y5 pupils undertake a residential visit to Thornbridge every year. Y5 pupils from the IR access this visit with the support of a member of IR staff.

Y6 pupils are offered the opportunity to undertake an adventure holiday to France every year. The pupils who remain at school have an 'experience week' where they access local community walks, visits to local attractions and art workshops from a local artist. Y6 children in the IR are able to access these activities with the support of a member of the IR staff.

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs
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

COMMENT:

Learners are able to contribute their views verbally, in writing, or using symbols. Staff often have discussions with pupils and listen to their point of view.

We have an IR representative on the School Council, who meet regularly to discuss issues within school.

Pupils contribute to and attend their annual review meetings with parents.

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:

Before pupils join our setting they are invited on transition visits where they will look around the school and take part in activities. New pupils complete a transition book with a member of IR staff, which they then take home to look at before they start.

During the Summer Term we work in partnership with secondary provisions to ensure effective transition for Y6 children to their next school. Children visit their new secondary school on a number of occasions and secondary staff visit children at Nook Lane also.

The Integrated Resource is one mixed-age class. Children who are of a suitable level, both academically and emotionally, integrate into a mainstream class with support. Some children integrate full time, others access some lessons such as art and P.E. with their mainstream class. We try to ensure that where our children have formed good relationships with mainstream peers this is considered when classes are mixed up.

Our leavers usually move on to a secondary integrated resource or a specialist school for children with an Autism Spectrum Condition.

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

COMMENT:

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:

Not currently

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.

COMMENT:

We can signpost parents to support groups for autism and other support providers such as Sheffield Parent Carer Forum.

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

Name & Job Title	Alicea Shepherd
Email	enquiries@nooklane.sheffield.sch.uk
Telephone	0114 2341097

SENCO	SEN Governor	Parents	Young people with SEND
X			

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