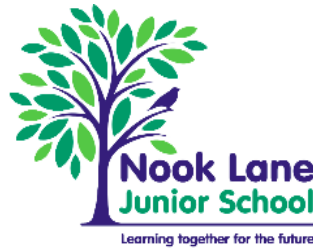


Nook Lane Junior School's Local Offer



1. What is the name of your educational provision?

- What is the address?
- 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.**
- Who is your SEN Governor? What are their contact details?
- Who is your SENCO? What are their contact details? Are they full or part time?

COMMENT:

Nook Lane Junior School
0114 2341097
enquiries@nooklane.sheffield.sch.uk

SENCO: Diane Wilkinson

SEN Governor: Caron Carter

Both can be contacted via the school telephone number above

2. Please give a brief overview of your educational provision

COMMENT:

Nook Lane Junior School is a mainstream school (for children between 7-11 years old) with an Integrated Resource (IR) for children on the autistic spectrum/social and communication difficulties. Some children from the IR integrate fully in mainstream classes with support, some pupils access lessons in the mainstream classes, where appropriate, whilst others with more complex needs spend most or all of their time in the IR.

See the separate local offer template for the Integrated Resource.

The school is two-form entry and the vast majority of children come from the local infant school (Stannington Infants). The children start from a broadly average base, academically.

In recent years, the distinctive characteristic of the school has been to create a learning community for a wide band of ability ranging from children working at P levels to children achieving level 6.

The school provides a broad, balanced and rich curriculum.

3. What is your current Ofsted rating (if applicable)?

COMMENT:

(2) Good (March 2014)

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		

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		
	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?

COMMENT:
See separate IR local offer

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

COMMENT:
September 2017 – 247 pupils on roll
Average class size: 31

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:
The school monitors progress over time, conducts lesson observations to monitor children's learning styles. Then we meet with parents to discuss the whole child. Teachers are given observation checklists from different agencies. Inclusion team teaching assistants conduct assessments using NFER/DRA, Salford Reading and Sandwell for mathematics.
The school works with outside agencies and professionals such as a Learning Support Teacher, the Educational Psychology Service, speech therapy service, MAST (Multi Agency Support Team), Ryegate and CAMHs ((Child and Adolescent Mental Health service) and the Autism Team to assist with advice and target-setting. The school is also working with Hope Attachment to support the needs of children with attachment issues.

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 school has a perimeter fence with a vehicle gate and a pedestrian gate both accessed by visitors via intercom communication with reception staff.

In order to improve access, Nook Lane has invested in the construction of a ramp adjacent to the steep steps leading down to the school. Although the main entrance still has a small number of steps leading to it, access can be gained to the school via several classrooms (all year groups have access to and from the playground).

There are two buildings. The main building is single storey and largely accessible. There are two classrooms housed in a mobile with steps and ramped access (fire exits). Once accessed, both buildings can accommodate a wheelchair user, although the main building is more spacious than the mobile classrooms.

Visual timetables are routinely used in classrooms for children with autism and communication difficulties.

The school has facilities for disabled changing and toilets.

The school can cater for children who need a quiet space during noisier parts of the day (for example, lunchtimes) This is routinely provided for children with autism both in the mainstream and the Integrated Resource.

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:

At Nook Lane class teachers are responsible for the progress of children with SEND, with the support and advice of the SENCO.

Children are routinely taught in their form class group for lessons.

Teachers differentiate the work in class to enable all children to be supported and challenged appropriately.

There are three teaching assistant working across the mainstream school. Teaching assistants support in class and also run additional interventions.

The range of interventions includes: Rainbow Readers/booster phonics/ TRUGS (Teaching Reading Using Games)/Nessy Learning/Active Literacy/RM Maths/First Class at Number/lego therapy/social skills groups/paired reading delivered by teaching assistants to boost literacy

and mathematical skills and social and emotional skills.

Children say that they enjoy attending additional intervention programmes and like having the support of the teaching assistants in class. TRUGS and Rainbow Readers are the most popular interventions.

The school also provides additional teacher-led tuition blocks for children with SEND/children entitled to pupil premium/children adrift of their targets.

In Year 6 there are 3 teaching groups in English and maths for most of the year in preparation for SATs. There are additional classes and after-school clubs for priority children who working towards their targets.

Nook Lane provides specific tailored speech and language programmes (NIP – Narrative Intervention Programme)/VIP (Verbal Intervention Programme) for those children who require this form of support. These programmes are delivered by a specialist teaching assistant with advice from the speech and language team.

For vulnerable children the school, in connection with outside agencies, has delivered Theraplay, Circle of Friends, social skills groups. The school works closely with MAST to support mental health concerns for the child/family.

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:

All teaching assistants have participated in dyslexia-friendly training. All staff in school have received training on providing a dyslexia-friendly school.

Specific teaching assistants have been trained in gross and fine motor skills development (Speed Up, Nussy Fingers); Fisher Family Trust training for improving reading and writing and First Class at Number in mathematics.

Teaching assistants have most recently participated in mental health training, attachment disorders, conflict and behaviour. The SENCo and a classteacher have attended a 2 day Introduction to Mental Health and a 2 day neuro-developmental disabilities programme.

Nook Lane has two staff who are responsible for the administration of medicines. The school has provided help with personal care for specific pupils, where it is required.

The school has achieved the Basic Skills Mark, Leading Parent Partnership Award, Healthy School, Lead SEAL (Social and Emotional Aspects of Learning) and Eco School (silver) award. The school has achieved the Inclusion Quality Mark in 2016.

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:

The school adopts an "open door" policy where parents/carers and families are always made to feel welcome.

Appointments are arranged for more detailed discussions, where required.

The school website includes information around provision/curriculum and school news.

Regular correspondence/ParentMail/“positive” phone calls home. Children say that they like phone calls home to say when they have done well.

Parents’ evenings.

Information drop-ins for parents of children with additional needs – including information and demonstration of specific interventions delivered in school.

Individual Learning Profile meetings.

In close working with the feeder school, Stannington Infants, a range of transition activities for children about to start Nook Lane.

Coffee mornings with a specific theme, including opportunities for parents of children with SEND to meet.

Home-school books for children with social/communication difficulties.

Parent & family liaison with involvement from outside agencies such as Multi Agency Support Team and CAMHS (Children and Adolescent Mental Health Service), Sheffield Parent Carer Forum.

Invitation to class/year group/whole-school events (e.g. Art Gallery, World Book Day, Themed History days, Community Tea Party and a variety of charity events organised by the children).

Pastoral Support Programmes meetings for children at risk of exclusion.

Review meeting advice forms for families of children with SEND show that there is good communication between school and home in supporting children’s needs.

End of year questionnaire for pupils and parents regarding the effectiveness of provision and communication in supporting children’s learning. The vast majority of parents are very happy with the support Nook Lane offers to children and families.

A parent forum group was involved in formulating and reviewing the SEND policy.

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

COMMENT:

The effectiveness of provision for all children is evaluated during pupil progress meetings (held on a term-by-term basis). Additional meetings are held three times a year with parents of children with SEND, involving the class teacher, teaching assistant and the SENCO.

Each intervention’s success is evaluated by conducting pre-intervention and post-intervention assessments. Programmes that prove effective such as Rainbow Readers and TRUGS (Teaching Reading Using Games) are continued and where possible, capacity is increased to meet the needs of more learners. Less successful interventions are adapted to make them more successful or discontinued.

The school conducts regular monitoring by the SENCO, SEN governor and the headteacher of its SEND provision through learning walks, observations and scrutiny of children’s work in books to ensure that high standards of practice are maintained. The SENCO also conducts observations of teaching assistants supporting in class and in delivering specific interventions as part of performance management systems.

Professionals in school work closely with outside agencies (e.g. Educational Psychology, Autism Team, Hope Attachment) to discuss and evaluate suggested strategies and interventions for individual pupils.

School provision map for children with SEND is organic and evolves over each term to meet the changing needs of individual children and groups within a cohort. This includes learning and social and emotional well-being.

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:

Nook Lane places huge importance on children's social and emotional well-being. Every morning and afternoon, at register children score themselves against a scale of 1 to 10. These scores are monitored over time and the school will intervene for those children who are causing concern by consistently scoring low on the scale.

Children participate in the SEAL (Social and Emotional Aspects of Learning) questionnaire each year. Class teachers will respond to the findings from the questionnaire.

Time is allotted each week for children to develop strategies to support their emotional health and wellbeing – mindfulness, red and green thoughts, random acts of kindness and positive psychology.

The school includes a safeguarding aspect for every child within pupil progress meetings.

Programmes of support are put in place for vulnerable children.

The Inclusion Team meet every week to discuss needs of groups of learners.

Close liaison with MAST

Teaching assistants participated in emotional well-being training including attachment disorders, mental health and behaviour and conflict within school.

School has a strong focus on keeping safe on the internet.

One of the school's six core values focuses on showing respect for difference and diversity.

Having an IR for children with autism at the school has helped children at Nook Lane to adopt very positive attitudes to difference and disability. This has included pupil presentations in class and pupil-led assemblies about their own specific needs/conditions (e.g. ADHD, Autism, Nystagmus, Turner Syndrome).

The school has been active in arranging a variety of autism-friendly/themed workshops for children and parents to raise awareness around autism during Autism Week.

Pupils at Nook Lane have the opportunity to be part of a curriculum group in school. These groups include behaviour and SEND, safeguarding and emotional well-being. Suggestions from children within these groups help to shape the direction of subjects/aspects plans in school.

Any aspects of anxiety are addressed by the above strategies alongside close working and communication with families and outside agency advice from MAST.

Staff have accessed training in attachment and training and the school uses elements of Nurture and Theraplay to support individuals and groups.

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:

The school monitors the attendance of all children every half term and tracks improvements of children whose attendance present concerns.

Staff in school are trained in strategies to de-escalate potentially volatile situations. Positive handling is only used on very rare occasions and as a last resort when all other strategies have been tried. (All staff have been trained in positive handling).

Alongside a range of positive reinforcement strategies, the school operates a Red Box system (3 warnings before sanction equals missed playtime) to monitor children's behaviour in and out of class. Tracking of children's behaviour in school can result in a behaviour support plan being put in place.

School works closely with relevant outside agencies such as MAST and Educational Psychology, Speech and Language team, to ensure that there are no underlining learning needs affecting a pupil's behaviour.

Vulnerable children are encouraged to identify members of staff (e.g. lunchtime supervisor) as a key person to go to.

Access to interventions via MAST such as Theraplay, Circle of Friends etc.

The school works closely with parents and families to support children who are vulnerable to exclusion. Children who are at risk of exclusion are placed on a Pastoral Support Plan. This involves a fortnightly meeting with parents over a term.

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:

Children with SEND at Nook Lane have had very successful residential trips to Thornbridge and Lockerbrook and on a variety of educational visits as part of the school's curriculum. Careful consideration is given to appropriate levels of staffing and support. Thorough risk assessments are carried out that take account of the needs of vulnerable pupils or pupils with challenging or complex needs.

Staff meet with parents before visits to discuss significant needs or aspects of care pertinent to individual pupils. Parents of vulnerable children are given a timetable of the day/week and potential concerns or anxieties discussed and catered for to the best of our ability.

Children in Year 4 have swimming lessons and strategies for children with SEND are shared with the swimming instructors and all staff.

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs
Yes	Yes	Not currently

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:

Every child in school has the opportunity to sign up to a curriculum group in a subject in which they have a particular interest. The curriculum groups meet with the subject leaders every term. Children's ideas are then included in subject leaders' action plans so children have a voice and influence in shaping the direction of a specific subject in school.

Children are aware of the standard at which they are working and understand what they need to do to improve further.

Children with SEND complete a questionnaire informing school how effective they feel their support has been and how well they have achieved.

One page profiles are completed with children with SEND, either in school with a teaching assistant or at home with their family. These tell us how pupils learn best and what resources they would like to help them. These profiles are reviewed every term with the pupil and family. Annual review meetings for children with statements or Educational Health Care Plans include a form for children to express their feelings regarding their learning/progress. At termly review meetings for pupils at SEND Support they also have the opportunity to contribute on the family advice form.

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:

The school works closely with Stannington Infants to provide a range of transition events (pupil buddying, assembly visits, sports events, performances, moving up afternoons etc.) before the children join the school. This ensures that children arrive at their new school for the next academic year, fully prepared to make a seamless transition. Professionals from both schools meet before the pupils start at Nook Lane to share information about children’s individual needs.

Year 6 children participate in transition events before moving up to their secondary school (usually Bradfield Academy). Additional transition events are arranged for vulnerable children with SEND.

Parents of children who move to the school in-year will have an appointment with the headteacher and a tour of the school.

The school does not operate a policy of reorganisation of year groups every year. It evaluates the successfulness of classes at the end of each year and will respond accordingly, keeping some classes the same or reorganising particular year group classes taking into account gender, friendship groups/issues, more able pupils and children with SEND. Professionals in school liaise to reorganise groupings and children and families are involved in the process.

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

COMMENT:

There is no longer a requirement for a specific prospectus on the website as all information relating to the school is available on the school website anyway. www.nooklanejunior.co.uk

The school provides various opportunities and events throughout the school year for parents and families to access school.

Each year the school hosts an Information Evening for parents of prospective pupils starting in Year 3 for the new academic year.

The school has a “moving up” afternoon each year where all children have the opportunity to get a flavour of life in their new class and next year group.

In the summer term Nook Lane provides an open afternoon for parents and families of children about to move to the school in the new academic year, where Y6 pupils are on hand to lead tours around the school during a typical working day.

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:

SENCO is a Lead SENCO for locality G and works closely with other schools in the area. This enables good practice to be shared for the benefit of children with SEND in a wider context.

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

Name & Job Title	Steven Arbon-Davis (Headteacher)
Email	headteacher@nooklane.sheffield.sch.uk
Telephone	0114 2341097

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

SENCO	SEN Governor	Parents	Young people with SEND
Yes	Yes	Yes	Yes