

Local Offer: September 2024

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. Dobcroft Junior School				
<ul style="list-style-type: none"> • Dobcroft Junior School Pingle Road Sheffield S7 2LN • Telephone – 0114 236 8075 Fax – 0114 2621648 Email – enquiries@dobcroft-jun.sheffield.sch.uk • SEN Governor –Matthew Hawker c/o - enquiries@dobcroft-jun.sheffield.sch.uk Tel – 0114 2368075 • SENCO – Miss Hayley Little Tel – 0114 2368075 Email – hlittle@dobcroft-jun.sheffield.sch.uk 				
COMMENT:				
2. Dobcroft Junior School caters for mainstream pupils from 8 – 11.				
<p>COMMENT: Dobcroft Junior School is a values driven, inclusive school in which the learning and teaching, achievements, attitudes and well-being of all members of this learning community matter. We continually seek to remove barriers to learning, value diversity and show respect for all individuals.</p> <p>Through working in partnership with parents and responding to the needs of the community, the school aims to maximise the potential for all pupils to lead safe, happy, healthy and successful lives.</p>				
3. Good				
COMMENT: Ofsted report published December 2021				
4. Who is your educational provision for?				
The provision is available for: 8 – 11 years				
0-3 Years	4-7 Years	8-11 Years	12-16 Years	Post 16 age
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
	Hearing Impairment	Medical Needs or Long-term Illness	Mental Health Issues Attachment Difficulties/Issues	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

If you are a specialist setting what other admissions criteria do you use?

COMMENT: N/A

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

COMMENT:

- From September 2024 we have
- The school has three classes in each year group (Y3 – Y6).
- Average class size is 31

5. How does the setting identify learners with SEN?

- Dobcroft Junior School identifies learners with SEN initially through teachers in the classroom, parents and then through the SENCO
- Dobcroft has access to Speech and Language Therapists, Educational Psychological Service, the Sheffield Autism Team, MAST, Inclusion Service as well as established contacts with other external agencies

COMMENT:

Dobcroft Junior School has close links with Dobcroft Infant School and there is good liaison during the transition from Infant to Junior. Similarly there are good links with Silverdale and other local secondary schools to help with transition from Y6 to Y7.

6. Is your setting physically accessible to all learners?

- The building is wheelchair accessible
- There are mobile classrooms but these also have wheelchair access
- The school uses visual timetables and differentiates these for SEN pupils
- The school has laptops and a limited number of iPads for SEN pupils to use
- There are disabled toilet facilities
- The playgrounds and field area are secured with fences. Access into the school buildings and yards is through locked gates and doors operated from the school office

COMMENT:

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

- The education programme for a learner with SEN is planned by class teachers along with the SENCO. Parents and pupils will also be involved. Where necessary the advice of external agencies will be sought
- Work is differentiated and personalised according to the child's needs
- Dobcroft Junior School will endeavour to provide or seek all the support necessary for a learner with SEN
- There are one to one and group interventions as well as groups to develop social skills and support vulnerable pupils.
- Dobcroft has a personalised Learning Base which operates every morning, providing education for pupils who have significant gaps in their learning in comparison to their same age peers.
- There are SEMH interventions (Thrive group) which operate every afternoon with a activities designed to support learners with their social, emotional and behavioural needs.
- One Page Profiles are written for all SEN pupils and set out the strategies for each individual child.

COMMENT:

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

- Training includes: team teach (de-escalation & restraint training), dyslexia awareness, behaviour management, Autism Awareness, Attachment understanding, effective PDA strategies, using adults effectively to maximise the progress of pupils and specific intervention training e.g. Read, Write, Inc., Nessy
- The school accesses specialist support whenever it is needed.
- There are members of staff trained in the administration of medicines.
- There are members of staff trained to support individual children with their specific needs during school time, such as requirements as outlined in an EHCP via Physiotherapists, Occupational Therapists or Speech and Language therapists.

COMMENT:

9. How do you communicate with and involve families?

- Parents receive information via texts, emails and letters as well as through parents evenings, review meetings and contact with class teachers or the SENCO
- Maths and English workshops
- Specific SEN meetings for parents/carers at key points (3 times a year)
- Annual SEND coffee mornings

COMMENT:

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

COMMENT:

The school is continually reviewing assessment data for pupils.

There is a termly review of SEN pupils where previously agreed targets are monitored, evaluated and reviewed. Where necessary, outcomes are then amended or changed to suit the needs of the child

An annual review meeting is held for pupils with an EHC plan. This involves the SENCO teacher, TAs, parents and child and where necessary the Headteacher, Inclusion Manager or outside agencies.

Performance Management targets for all staff always consider the provision for SEN pupils.

A tri annual programme of lessons observations by senior management includes a focus on SEN provision.

The SENDCo regularly drops into classrooms to check in on how the provision in place for children matches their need. The SENDCo then matches this up to the monitoring of outcomes of children through 'book looks' where there is an evaluation of the progress that our SEND pupils are making across the curriculum.

The SENDCo attends termly Pupil Progress Meetings in order to closely monitor the progress of SEND pupils

The SENDCo is part of the attendance team as a way to monitor the attendance of SEND pupils and gain a wider understanding of a child's learning experiences

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

- The school provides Personal, Health and Social Education (PSHE) for all pupils
- There is support in place for pupils with social or friendship issues as well as pupils who display anxiety through staff training and awareness but also through, the Pastoral and Family Liaison Coordinator. This work is done on a 1:1 or small group basis.
- Meet and Greet morning group at the DASH gate
- Thrive support at Wave 1,2 and 3
- 5 minutes peace is somewhere that pupils can go at lunchtime to talk to an adult
- Feelings registers
- Individual Behaviour plans for our more vulnerable SEND pupils
- Reduced Timetables when relevant and agreed by professionals
- Alternative Provision when relevant and agreed by professionals
- Sensory corners in every classroom
- Worry monsters in every classroom

COMMENT:

12. What kind of behavioural interventions do you use?

- If attendance is poor the school contacts parents and carers
- Unacceptable behaviour is managed through the implementation of the school behaviour policy, which may at times, result in a bespoke behaviour plan being created for a child
- Social groups are used to discuss behavioural issues
- Team teach (de-escalation & restraint training)
- Pastoral and Family Liaison Coordinator Role
- Thrive Group
- Behaviour management plans

COMMENT:

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

- Learners with SEN are given additional support so that they can access trips and activities
- Parents are often involved with trips
- The school environment is adapted whenever possible to remove any barriers to participation.

COMMENT:

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs

Through a private provider (DASH)

14. How do you consult with and involve learners in their education?

- Learners contribute their views through class discussions and surveys. Additional support to do this is given where necessary
- A representative committee (Pupils' Parliament) meets regularly to discuss current issues.
- Reflection in all lessons, through the plenary
- Pupils and parents contribute to the SEN review process
- Pupils contribute to their own One Page Profile

COMMENT:

15. How do you prepare learners with SEND to progress to, from and within your setting?

<ul style="list-style-type: none"> • There is close liaison with Dobcroft Infant School prior to children coming to the Juniors. There are additional meetings for the SEN children and their families. Similarly there are transition meetings and visits to Silverdale School prior to Y6 pupils transferring to Y7. Meetings and visits to other secondary schools are arranged accordingly • There is an intensive integration programme to support the transition from Yr6 to Yr7 at Silverdale for SEND and vulnerable learners. • Pupils and parents have visits and there are additional meetings and visits for children with SEN. There are also transition days in school for pupils changing classes from one year to the next • Pupils are asked to name a group of friends prior to changing classes or moving from Y6 to Y7. This is then taken into account when creating new classes • Pupils leaving Dobcroft Junior School generally transfer to local secondary schools, mostly Silverdale, though some SEN pupils may be found places in special schools or other schools with special units attached. Some pupils do transfer into Independent Schools
COMMENT:
16. Do you have an online prospectus? Are there open days for families and learners?
COMMENT: There is an on-line prospectus available on the school's website. There are many opportunities for parents and pupils to be involved in all aspects of school life. There is a very active Parent School Association
17. Do you offer outreach to home educating families?
COMMENT: The school doesn't offer outreach help to home educating families.
18. Does your setting offer any additional services for learners with SEND?
The school does not offer residential provision, outreach / training for other providers, or enrichment programmes in the local community.
COMMENT:

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

Name & Job Title	Hayley Little SENCO
Email	hlittle@dobcroft-jun.sheffield.sch.uk
Telephone	0114 2368075

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

SENCO	SEN Governor	Parents	Young people with SEND
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