

Local Offer: Emmanuel Junior Academy

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?				
Emmanuel Anglican/Methodist Junior Academy Thorpe Drive Waterthorpe Sheffield S20 7JU Tel: 0114 2483048 Email: enquiries@eja.dsat.education				
SEND and Inclusion Local School Board Members: Rhea Kurcewicz				
SENDCo: Miss Katie Hancock (please see above for contact details)				
2. Please give a brief overview of your educational provision				
Emmanuel Junior Academy is a mainstream junior school providing education for children in Key Stage 2 (between 7-11).				
3. What is your current Ofsted rating (if applicable)?				
Following the most recent inspection in June 2023, Ofsted assessed Emmanuel Junior Academy 'Good.'				
4. Who is your educational provision for?				
The provision is available for:				
7- 11 year olds (Key Stage 2).				
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	Speech, Language & Communication Needs	Social & communication difficulties including Autism	Behavioural Emotional or Social Difficulties
	✓	✓	✓	✓
	Moderate Learning Difficulty	Severe Learning Difficulty	Profound & Multiple Learning Difficulty	Specific Learning Difficulty (e.g. Dyslexia)
	✓			✓
	Down's Syndrome	Medical Needs or Long-term Illness	Physical Disability / Mobility Issues	Mental Health Difficulties
				✓
	Hearing Impairment	Visual Impairment	Multi-Sensory Impairment (vision & hearing)	Waiting for diagnosis
	✓	✓		✓

The provision is accessible as:

Mainstream service	Specialist service
Yes	

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

There are 160 children on roll, with an average of 30 children in each class.

5. How does the setting identify learners with SEND?

- Staff members (teachers, teaching assistants and Learning Mentor) meet the school SENDCo and complete a cause for concern form. 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 (parents evening)
 - 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. SEN Support Plans are completed and reviewed on a termly basis using the 'assess, plan, do review' cycle.
 - If needed, the SENDCo may refer to outside agencies for further advice. This could include:
 - Learning Support Services (Fusion) (who have allocated sessions within the school each term).
 - Education Psychologist (who has allocated sessions with the school each term).
 - SALT services.
 - Early years Inclusion 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 an open plan school with steps up to each classroom base internally. We do have external steps to exit the building but also a ramp area onto the playground.
- 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 used across all the classes and each class uses Zones of Regulation 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 Emmanuel, we strive to provide an exciting, creative and effective learning environment, recognising and responding to individual children's' needs. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

We are committed to ensuring that all children can access a mainstream curriculum. This may need some adaption (scaffolds) 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 Learning Mentor and Head of School.

- Each child with SEND is planned for using a Support Plan or Extended Support Plan
- The school offers a range of adaptations 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 chess club, physical sessions (basketball 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 and the use of Birmingham Toolkit
- Whole school training on 'Zones of Regulation' to enable us to meet children's social and Emotional needs
- Training is put in place as recommended by other agencies. e.g. ELSA training, precision teaching etc
- Education Psychologist meets with staff and feedback findings and recommendations
- SALT provides communication plans to the SENDCo and school staff

9. How do you communicate with and involve families?

- Updates, via Class Dojo and verbal communication with class teachers.
- Open door policy of SENDCo and Senior Leadership for parents to meet with us, telephone or email
- Parents are actively encouraged to send emails to the school office with any concerns.
- Termly Support Plan meetings for parents, teachers and other professionals involved.
- Parental consultation forms for SEND reviews to gather their views and feedback.

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. The 'Zones of Regulation' are displayed in each classroom and key break out spaces.
- Whole class visual timetables across school used consistently.
- 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.

- Any concerns are passed to safeguarding and pastoral team using CPOMS to follow up.
- Specific interventions to support a child's well-being, for example Mighty Minds, Lego Play Therapy etc.

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 Learning Mentor 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, daily star of the day, thank you time and blue door rewards 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. 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.
- Parents may be asked to attend trips
- Teaching will be adapted to meet each child's needs within the mainstream curriculum.

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs
✓	✓	

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.
- 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 and adaptations to transition processes can be made.

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. We also offer tours to potential families with a member of the senior leadership team.

- 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.

No / N/A

Name & Job Title:

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