



Name of School: Town Field Primary School

Date of Report: September 2020

SEN INFORMATION REPORT



The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEN**. The information published **must be updated annually** and **any changes to the information occurring during the year must be updated as soon as possible**. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school
We currently provide for children with to following needs: <ul style="list-style-type: none">• Cognition and Learning• Social and Emotional Mental Health• Physical/Sensory• Communication and Interaction
The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns
Mrs Helena Honeybone- Headteacher (Designated Safeguarding Lead) head@townfield.doncaster.sch.uk Mr Mat Brandham- Deputy Head Teacher(Deputy Designated Safeguarding Lead) Mrs Sarah Fletcher- SENCo sarahf@townfield.doncaster.sch.uk Mr I Medwell- SENCo support
Policies for identifying children and young people with SEN and assessing their needs
SEN Policy

Inclusion Policy

Access Policy

Safeguarding Policy

Health and Safety Policy

Arrangements for consulting parents of children with SEN and involving them in their child's education

Parents are involved in meeting the needs of their child and in whole school developments through:

- Parents can contact school at anytime via phone/ virtually or email discuss any concerns they have regarding their child with their child's class teacher in the first instance or the SENCo. In some case a face to face discussion can be made in line with our school's risk assessment regarding visitors on site.
- Children with an identified SEND will be involved in termly review meetings in which their child's progress is discussed in detail- this will be led either by the child's class teacher and supported by the SENCo as needed. Parents continue to be encouraged to play an active role in these meetings and a discussion with each parent about how they would prefer to do this will be had.
- Parents regularly receive updated copies of their child's support plan and one page profile to ensure they are aware of the outcomes their child is working towards.
- Parent's feedback and opinions are regularly sought through discussions and more formal feedback and questionnaires.
- Parents are written to regarding significant changes to SEND locally and nationally, informing them of the changes.
- Parents are kept informed wherever possible to significant changes in routine to allow them to prepare their child for these changes.
- Parents are sent all information regarding groups/courses/support they may find useful.

Arrangements for consulting young people with SEN and involving them in their education

Children are an integral part of the planning and reviewing process their voice is heard

through:

- Pupil interviews and questionnaires
- Informal discussions and observations
- One Page Profiles
- Attendance at SEND support plan review meetings

Use of child friendly language in documents and in meetings where children are present.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

All children identified by the school as having SEND have a SEND support plan which is reviewed on a termly basis at a meeting in which all stakeholders are invited.

Children's short term targets are reviewed by all including the child and outcomes are set for the next 12 weeks. (Assess, Plan, Do, Review planning cycle). Progress towards these outcomes are measured in many evidence based ways as identified on the support plan these may include samples of work, curriculum level or behaviour logs. Each measure is personalised and matched to that child's specific needs.

During this meeting progress towards longer term targets are also discussed.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

To support children with SEND in their transition to Key Stage 3 we; begin discussions around secondary provision as part of our annual review in Year 5 we:

- Invite representatives from the secondary schools to attend our Year 5 and 6 reviews- this may be through Microsoft Teams.
- Involve specialist professionals in supporting this transition to work around specific areas such as travel.

- We arrange additional visits to the Secondary School- in the current climate virtual tours may be used to support transition.

We support transition from year group to year group by:

- Allowing pupils to spend time in their new environment at different times of the school day.
- Creating transition booklets with photographs of key people and key information in for children to use over the summer.
- SEND support plans and one page profiles are shared and any other plans such as medical or intimate care plans will be shared with the new class teacher.

Approach to teaching children and young people with SEN

- At Town Field Primary School we are strong believers in the Social Model of Disability and our approach is centred on children and removing barriers to learning.
- All children including those with SEN/D receive 'Quality First Teaching'. Where Quality First Teaching is meeting the needs of the child and they are not receiving support that is 'Additional to and different from' their peers a SEN Support plan will not be needed. Teachers are highly skilled and have access to a wide range of resources to support the facilitation of effective learning. As part of this teachers differentiate the curriculum and make adjustment for any child that is finding learning difficult.
- Should children require further support to access their learning or the environment a personalised support package is put in place to meet the individual needs of our children.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Learning Environment:

We strongly believe 'children need the right environment to be able to learn and thrive' The children's plan. We understand that the school and classroom environment and the organisation of resources within it can impact significantly on children's learning.

- The learning environments remain neutral- in line with our display policy to avoid over stimulation

- Our 3C's are encouraged at all times when children and adults move through school (Cam, Careful and Considerate).
- Where needed children are allocated an additional 'safe space' as needed
- Resources are well organised and the environment remains clutter free where possible.
- A specialist Thrive Provision in school also offers an additional environment to support our children.

Curriculum:

Children with SEN/D receive a personalised curriculum to support their particular needs. These may include specific interventions, nurture time, specific resources to support their learning in class such as the use of ICT or seating cushions. The style and type of curriculum children receive is dependant entirely on the children's needs and these needs are reviewed on a 12 week assess, plan, do, review cycle.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

- SENCos attend SENCo network meeting for regional and national updates and support other settings as required.
- Expertise from Thrive practitioners is utilised to support our children effectively.
- SENCos are Specialist Leaders of Education and therefore have exposure to effective SEN/D practice across Doncaster which can inform our own practice.
- School has a member of teaching staff with a masters in SEMH and is able to offer additional training and expertise for our children with SEMH needs. She is also a mental health first aider.
- School also has a dedicated family support worker able to support the families of our children with SEN/D
- All school staff are offered training related to their current skills and needs this may involve specialists delivering training, visits to other schools or training courses delivered externally.
- School also has very strong relationships with external professionals such as Educational Psychologists, Speech and Language Therapists, School Nurses, CAMHs workers and

regularly draws on their advice and expertise.

Evaluating the effectiveness of the provision made for children and young people with SEN

Effectiveness of provision is evaluated through a rigorous and robust monitoring and evaluation cycle which includes:

- Reviewed SEN support plans
- Work scrutinies
- Lesson observations
- Pupil observations
- Case studies
- Provision maps at an intervention and child level
- Behaviour logs where appropriate
- Pupil and parental voice
- Thrive screening

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Children with SEN/D at Town Field Primary are fully integrated with their peers, on the occasion a child is not able to access learning with their whole class every effort is made to ensure regular interactions with their peer group are planned.

Methods to support include:

- Scaffolding
- Effective Modelling
- Building relationships
- In the moment intervention
- Peer support

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

As part of our Thrive team we have trained staff who provide regular support for individual children who need guidance in developing social skills or dealing with issues that may affect their well-being and behaviour

- Our 'Thrive programme' provides extensive and precisely targeted support for our children and young people that need support around their emotional health and well-being.
- Our 'Welcome to the Week' approach ensures children have the time to reflect on their own wellbeing and the wellbeing of others each morning.
- Staff trained in attachment – Level 2
- Mental Health First aider
- Roots of Empathy practitioners in school
- Regular support from our EP service
- Clear rewards and sanctions- Class dojo's, traffic light systems, 5 point scales
- Achievement assemblies
- Personalised timetables
- Regular parental contact

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

- Our school prides its self on the strong links we have with external professionals and the local community.
- Our family support worker is able to support and signpost families to additional support linked to finance or housing
- We meet with our Educational Psychologist on a termly basis through consultations and surgeries and she is able to attend meetings and provide advice and strategies to support children with SEN/D
- Our school has strong links with the ASCETs team and have received regular support, advice and training from the service and we pride ourselves on being the first school to

<p>receive the Autism Chartermark as in recognition of the way in which we support our young people with Autism. Our ASCETs teacher John Broom liaises regularly with the school SENCos and is able to offer additional support where needed.</p> <ul style="list-style-type: none"> • We have a newly appointed CAMHs worker visits schools on a half termly basis and is able to offer additional support and advice. • We liaise regularly with numerous health professional to support our children with complex medical needs.
<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>
<p>Our school has a robust complaints procedure. The parents of children with a SEN/D should speak to their child’s class teacher in the first instance. Following that an appointment can be made with the school SENCo’s- Mrs Sarah Fletcher/Mr I Medwell. Should parents feel dissatisfied with the response that an appointment can be made with the school’s head teacher and the school’s complaints procedure will be followed.</p>
<p>Details of the school’s contribution to the Local Offer, including information on where the Local Authority’s Local Offer is published</p>
<p>Information about our school’s contribution to the Local Offer can be found at:</p> <p>www.doncasterchildrenandfamilies.info/education-schools.html</p>

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN Information Report.