

Askern Moss Road Infant School

Brief description of the school

Askern Moss Road Infant School is a vibrant school community where everyone feels safe, valued and their opinions are heard.

We endeavour to provide high quality learning experiences excite and challenge our children to reach their true potential and become rounded and responsible citizens.

The school caters for children in the 3+ to 7 years age range. At the end of the school year in which they reach the age of 7, children normally transfer to Askern Spa Junior School.

From April 2016, we will be moving into our brand new school which is currently being built at the rear of our current school. We are excited to be able to offer such a modern and accessible learning environment for our children and the community.

To create our vision we will:

- Create a stimulating, attractive setting where everyone feels welcome.
- Provide an environment where children feel safe and happy and are given opportunities to develop a range of moral values and attitudes including honesty, trust, respect and personal responsibility.
- Develop the whole child to meet their physical, emotional, spiritual and intellectual needs, fostering independence, confidence and self-esteem.
- Provide a fully inclusive broad and balanced curriculum, which meets all the statutory requirements in an interesting, exciting, motivating and enjoyable way.
- Encourage children to be fully independent reflective learners prepared to persevere and always give of their best.
- Encourage and promote a healthy lifestyle.
- Foster and develop the school's partnership with the parents, carers and the wider community through dialogue and the pursuit of a common goal.
- Promote respect for religious differences and cultural diversity.
- Stimulate a life-long love of learning and the pursuit of excellence in a technological age.

How we identify if your child may need additional help and/or has special educational needs (SEN)

All our children are carefully assessed and observed in their work and play with their attainment and progress tracked throughout their school life. If we have any concerns about any aspect of a child's development at any point, we will identify these as early as possible and share these with parents. Through a plan-do-review approach, we can work together (school, child and parents) to identify specific needs, ways to support and remove barriers to their learning and then regularly review their progress. We will use the expertise of our SENCO, colleagues and outside agencies where necessary to develop strategies to support them. Children may require additional support, resources or time for specific activities. This support will also be monitored for its impact and evaluations discussed with parents.

How we involve parents and carers in meeting the needs of their child and in whole school developments

At Askern Moss Road Infant School we welcome working in partnership with our parents. We have an open door policy where parents can feel comfortable to discuss any concerns with staff in school. We will endeavour to answer any questions and discuss concerns, making an appropriate time to do this. Class teachers will be able to discuss how each child is progressing towards their targets, any difficulties they may be experiencing and how parents can support them at home. Mrs Lee as SENCO will also meet to discuss, advise and review the progress and next steps of our children with identified additional needs. Our school appreciates the importance of working together to plan how we- at school, any additional agencies and support from home can further support each child and enabling them to achieve their full potential. Parents of children with SEND are involved in the planning for support each term and in the review of their progress. They are also consulted through questionnaire and information sharing meetings where we seek feedback and ways to improve.

How we will involve your child in the planning and review of their support

We pride ourselves on how well we get to know our children and encourage them to feel safe and able to discuss their strengths, difficulties and what can help them. We discuss learning with our children in a variety of ways, from verbal feedback in the classroom, peer support, small group work and 1-1 time where we will review their learning and discuss their next steps. Although our children are very young, they are a part of the planning of support and feedback of their learning in school. They can give their opinions on their learning and support and we can make a One Page Profile which can be used by all adults who work with them with information about what they feel helps them. We try to weave their opinions/preferences into individual support plans.

How we match the curriculum, teaching and learning approaches if your child has SEN

We believe strongly in inclusive practice and want every child to be a part of a broad, rich and exciting curriculum. We offer differentiation, where teachers adapt teaching and tasks to meet the needs of all pupils, either by providing additional resources, support or tailoring the work in order for all children to work towards an objective. There may be times when a more intensive intervention programme is offered to boost, scaffold, consolidate and support children in small groups or even on a 1-1 basis for a short period in order to meet their needs. We monitor each child's progress throughout. It is important for children with SEND to fully integrate with children who do not have SEND. We offer continuous provision throughout school for children to develop their skills and independence in cross curricular contexts. We may need to adapt lessons by using specific resources or enhancements such as the use of ICT or the learning environment as necessary and for some areas of the curriculum, stream groups of children by their level of development in order to provide specific teaching and tasks to develop a next steps. These strategies are regularly reviewed and approached based on our knowledge of the children.

How we provide additional support if your child has learning needs

As we identify children with an additional needs at any point in their school life, we will use a combination of approaches suited to meet the needs of the individual. As

with all pupils in school, progress is continually monitored and informal as well as formal assessments take place frequently, building up a picture of each child's strengths, areas for development and next steps. These are shared with parents regularly, from progress towards class targets shared to individual specific targets shared for children with SEND and reviewed formally in a meeting each term or as required. This meeting gives all parties a chance to share success, identify ongoing needs, ask questions, review support strategies and identifies what the next steps will be and how parents, school and the child can work together to achieve them. These are recorded on a 'Support Plan' as a record of the conversation. We encourage our parents to attend these meetings but have an open door policy to meet on a less formal basis should they need to discuss any issues.

We will support the needs of the children with learning needs using the support of resources, adapting the environment, providing specific intervention programmes to scaffold and support key skills in Phonics, reading, writing and Maths as well as having 1-1 tuition where necessary. We primarily use quality first teaching which is appropriately differentiated to meet the needs of our children.

How we provide additional support if your child has social and communication needs

Children who need additional support with social and communication difficulties are observed carefully and a profile of the child's strengths and interests are used to support the child's development. In class, boundaries, consistency and positivity are used throughout to scaffold learning and play. Classes use visual timetabling and the children are involved in the planning of their learning which minimised anxieties and strengthens the engagement of all pupils. We work closely with outside agencies such as the school nurse, educational psychology, SALT and the ASSETs team to fulfil individual plans for our children. Some children may also benefit from specific resources such as sensory activities, fiddle toys and feedback cushions.

How we provide additional support if your child has physical, sensory and/or medical needs

We have a fully inclusive policy and support children with a range of physical, sensory and medical needs in school. We seek training and advice from professionals such as occupational therapists, hearing or visual impairment support advisors and the medical profession in order to support staff in meeting the needs of our pupils. We endeavour to help all pupils participate fully in all aspects of the curriculum and in school life. In our new building, we will benefit from a specific hygiene and therapy room which will have a multi-purpose. Our aim is to remove barriers and enable all children to fully access the curriculum.

How we provide help to support your child's emotional health and well being

We take the emotional wellbeing of our children seriously and have a curriculum which is built on developing confidence, hands on experiences and developing positive behaviour. Our behaviour policy is built around keeping 6 Golden Rules and is rewarded in class and as a school through celebration assemblies. Specific PSHE curriculum activities and assemblies also ensure children share our schools ethos and respect each other's differences and experiences. We are currently taking part in 'Thrive' training for some staff in school to support children who may experience attachment or behavioural difficulties in school. This training will support children to develop the skills to understand their emotional wellbeing and encourage

their readiness to learn. We can seek the advice of external support agencies such as CAHMs, educational psychology and the schools nursing team to assist us in supporting children and in setting targets and strategies for developing support plans.

How we promote developing independence

From the very beginning of a child's learning journey with us, we encourage them to be independent in finding and using resources, being active in their decision making and developing practical problem solving skills. The classroom resources and learning environments around school are accessible for all pupils. Tasks are varied to allow for independent work, collaborative learning opportunities and group challenges. We use praise to encourage and empower children to try and take risks in their learning. We record our children's independent progress across the curriculum using samples of work, photographs and observations and collating them in learning journeys.

How we measure and review your child's progress against their targets and longer term outcomes

At Askern Moss Road Infant School, we use a plan, do, assess, review process to measure each child's progress towards their targets and outcomes specified in their plan. To do this we will use a range of evidence, such as:

- Classroom observation, work sampling and data from assessment tasks
- Feedback from staff- recorded and verbal
- Parent/child feedback
- Liaison with other agencies/professionals working to support them
- Attendance information

These will all form a picture of a child's progress towards their targets and their next steps or actions

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

At Askern Moss Road Infant School, we are committed to ensuring equality of education and opportunity for all pupils including disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Askern Moss Road Infant School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Where it is required, adjustments to the learning environment can be made and the health and safety of our pupils is highly important to us. The premises are inspected regularly and we hope that our new building will provide us with a flexible space for all learners to flourish.

How we include children with SEND in the life of our school

Every child has equal access to all opportunities in our school provision and we work hard to remove barriers. Appropriate staff are made aware of the needs of children with SEND so that their confidence, level of support and specific strategies

are used knowledgeably to ease their way through school life. Staff provide well differentiated planning, carefully considered resources are used and personalised learning opportunities are considered for our pupils. This approach benefits all pupils. As an inclusive school, we welcome the opinions of our children and involve them in decision making for classroom activities, topics as well as specific views about their support.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Mrs Lee as SENCo successfully completed the PGCSENCo qualification in 2015 and has updated staff on the changes to the SEND Code Of Practice. Staff are regularly training for new interventions, seeking guidance to improve their performance and looking into new research to aid their role in school. Some of our recent updates include THRIVE training, introduction of TEL1 for phonics, 1-1 RWI Tuition and new speaking and listening groups based on 'Chatterbox' small group work.

External support and expertise we can call upon to help us to meet children's needs

The school works in partnership with the following multi-agencies:

- ASCETs team
- Educational Psychology Service
- Visual/Hearing Impairment support team
- School nursing service/health visitors
- SALT
- Occupational Therapy support
- Outreach support- special school support
- The Early Help Hub (formerly IFSS)
- SAIDSEND (formerly known as Parent Partnership)

How we prepare children to join our school

Before starting school in Nursery, our Early years teaching team will conduct a home visit to meet the parents and children and begin the home-school relationship. If the child also attends a pre-school setting, we will visit the child to gather information on their strengths and areas of development in their setting. Transition to school begins with visits and regular feedback about settling issues to ensure they are resolved quickly.

As children move from year to year, transitional activities, visits and parent meetings where required are held to plan specific requirements. For children with SEND, this may include additional visits, social stories, peer activities/buddy systems and some reasonable adjustments made.

How we prepare children to move on from our school

We have well established links with our feeder junior schools and work together to plan a thorough transition from one setting to the other. This will include visits, activities, and working to communicate effectively about the children with the junior school staff. These meetings will include the opinions of the parents and children. Specific meetings will take place to discuss the needs of all children with SEND with a support plan or Education, Health and Care Plan, involving the appropriate agencies involved. Additional and specific transitional arrangements can be discussed on an individual basis with the parents and staff of the children involved.

We work closely to plan and prepare the children for the expectations and differences that lie ahead and ensure they are moving up knowingly and with the skills to manage the transition well.

How we deploy our resources to meet the needs of children with SEND

It is our aim that all children feel they are valued and respected regardless of their need or disability. We ensure that we work collaboratively to provide the support and scaffolding that will enable all children to access and fulfil their curriculum entitlement. This includes working with other professional agencies, the local authority and other local schools to share good practice and develop training opportunities. The school has a dedicated and hardworking support team who are trained to deliver specific interventions and support. They work in both class and in small groups and on an individual basis. They are deployed according to the needs of the children we have, their area of specialism and the relationships they have with the children. Any specified human or physical resources required will be deployed as assessed and agreed in any Personal Learning Plan.

Contacts for more information

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SEND Policies and SEN Information Report link(s):