

## Askern Spa Junior School

### Brief description of the school

Askern Spa Junior School caters for children aged 7 – 11 years.

The school has 342 on role.

There are 4 Year three classes, 3 Year four classes, 3 year 5 classes and 3 year 6 classes.

At Askern Spa School we are committed to providing a safe, nurturing and stimulating environment in which all pupils strive to achieve their very best. We promote a strong sense of self worth alongside a respect for others. Our exciting and well structured curriculum ensures enjoyable, challenging and interesting learning experiences for all.

Under the New SEN Code of Practice 2014, a child has a special educational need if they have provision that is, “additional to or different from’ that made generally for others of the same age. This means provision goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalized teaching.”

The SEN Code of Practice 2014 also explains that ‘Special educational needs and provision can be considered as falling under four broad areas;

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.’

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

Your child’s progress and achievement are closely monitored by every class teacher and if it is found that they are making less than expected progress then the teacher will support the child with in class support. This support can be working in small groups or support in a one to one situation.

We will also arrange a meeting or a telephone call, to discuss this with parents and to see if there are any parental concerns, or maybe previous history which may play apart in the child’s ability to learn. If this does not have the required impact then the teacher will have a discussion with the SENCO or family support worker who will arrange an in school observation of your child in the classroom or playground.

If needed we will provide specialist support and advice and an SEN support plan may be put in place after discussion with parents. If necessary, the SENCO will also involve more specialised services from outside agencies – Educational Psychologist, CAMHS, Speech and Language, Hearing Impaired Unit, School Nursing etc.

Policies which may be of interest:

- SEND
- Intimate care

- Behaviour
- Accessibility Plan
- Health and Safety
- Safeguarding
- Anti-Bullying
- Inclusion / Equality

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

We value parents/carers' views and involvement: encouraging them in all aspects of the child's education and support.

Concerns can be raised by making an appointment with the child's teacher, the SENDCo, the Family Support Worker and the Head. Your child is important to us and we will make time to develop a good working relationship.

We will find the time to sit and listen to your worries.

- Appointments can be arranged for parent / carers to meet with their child's teacher or SENDCo, if anything needs to be discussed.
- Contact can be made by telephone. 01302 700332
- Termly meetings are arranged to discuss the child's Learning Support Plan / My Support Plan – involving setting children's new targets.
- Attendance at SEND review meetings / multi-agency meetings.
- Family Support Worker – working with parents.
- Planners – filled in and used as an important link between school and home.
- Annual reports to parents.
- Inspire and showcasing work and activities.
- SEND Parent Drop in afternoon.

It may be that parents and carers need some support and we can signpost you to different agencies who may help you – e.g. SAIDSEND

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

We encourage the child to have a voice and be heard – their needs are important and so are their views.

- Termly meetings are arranged to review and discuss the child's Learning Support Plans – setting new SMART targets [these can be reviewed if the child achieves them before the next meeting].
- My Support Plan – involves the children working with the teacher in setting new targets.
- One Page Profiles – these give children a voice in their own learning.
- Attendance at SEND review meetings – if they want to join in at the end.
- SEND representative at School Council meetings

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

Children with SEND are inclusively educated within an age appropriate classroom with their peers for the majority of the time. Sometimes your child may find it easier

to work outside the classroom or in the comfort of the Nurture room which also has a sensory area.

All teachers in school are SEN teachers and plan and prepare the work to suit the child's needs. Quality first teaching is embedded in the school. Teaching and Learning is further monitored by the Head and Senior Leadership Team with consultation with the School's Governors.

- Teaching and resources are differentiated within the classroom to ensure children are able to achieve.
- If additional support is identified as necessary, children will take part in planned intervention. The duration and frequency of interventions will be identified within the provision map.
- Every class teacher is supported by a Teaching / Learning Support assistant or a Higher Level Teaching assistant. Where an Education and Health Care plan identifies a specific need an adult will support the child individually or in a small group as detailed in the plan.
- All adults working with a pupil with SEN use a consistent approach to teaching and learning under close liaison with the class teacher

#### How we provide additional support if your child has learning needs

We have a dedicated team of Teaching Assistants who provide one to one or small group intervention activities to support children in their learning.

Some children may need additional support throughout the day and this is catered for too – playtime, lunchtime etc.

We work closely with outside agencies to ensure that the child's needs are met.

The school curriculum is differentiated to suit each child's varying needs.

Our Senior Learning Mentor and Family Support Officer, Mrs Holdsworth, together with Mrs Williams, Learning Mentor, offer support in the Nurture room. This is a quiet area where children can work - away from the class and be supported both educationally, emotionally and socially.

Individual learning support plans are created with the teacher, child and parents in consultation to ensure the best possible education for your child. These are updated termly, if not before.

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

Access to personalised pastoral support programme is reviewed half termly.

- Learning mentor sessions.
- In class circle time.
- Key adults are allocated to vulnerable pupils.
- Personal Care is conducted discreetly and with dignity and fostering independence whenever possible.
- Nurture groups, play therapy / Lego, social skills group.
- Rainbows - bereavement support
- Extra curricular activities.
- Family Support Officer – advice, support, family learning.
- Class PSHE activities
- Assemblies

- Attachment Training – Mrs Holdsworth and Mrs Exley
- We can signpost you to different agencies – CAMHS etc

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

At Askern Spa we like to work closely with a range of outside agencies to ensure the best possible provision is obtained.

Occupational Therapists, Speech and Language, Hearing Impaired, EMTAS, School Nursing Service are just a few agencies who either come into school to work with the child or they leave a programme for the child's teacher and teaching assistants to follow.

We can supply different aids to suit the child's needs. These may be identified by visitors in school from different agencies [see above].

Children are encouraged to take an active part in all curriculum areas and in all school visits, day trips, residential and in after school clubs and competitions.

Parents with concerns are welcome to come in and have a formal / informal meeting with the child's class teacher or SENDCo to discuss their learning programme and support given to their children or any worries which they may have.

SEND Parents Meetings allow parents to come in and have an informal chat, meeting other parents in similar situations. We encourage outside visitors to come and chat with parents, offering them services which they may not be aware of.

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

Access to personalised pastoral support programme is reviewed half termly.

- Learning mentor sessions.
- In class circle time.
- Key adults are allocated to vulnerable pupils.
- Personal Care is conducted discreetly and with dignity and fostering independence whenever possible.
- Nurture groups, play therapy / Lego, social skills group.
- Rainbows - bereavement support
- Extra curricular activities.
- Family Support Officer – advice, support, family learning.
- Class PSHE activities
- Assemblies
- Attachment trained staff

### How we promote developing independence

All children are encouraged to become independent depending on their needs. Support and guidance will be given to the child.

We have a range of adults who can support the children from teaching assistants to learning mentors to ensure that their needs are met.

PSHE lessons ensure that children have a growing sense of self and have empathy for one another.

The children are encouraged to make choices which will lead to their independence.

Children are able to take on responsibilities [jobs etc], have a voice [PSHE / Class and School Council], take part in outside activities [Choir, Young Voices etc] and represent the school in many different ways.

All children are encouraged to go on day visits and / or residential visits. We work closely with the parent / carers to ensure a safe environment and adequate support is available to meet their needs.

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

Children's work and abilities are constantly being assessed.

Children's work is marked praising evidence of good understanding and offering constructive comments for them to improve their work even further.

Children are set targets. These are created by assessing the children's needs and abilities.

Meetings with the teacher, child and parents take place to discuss these assessments and then the targets are agreed. These targets are assessed and changed if need be during the term. They are updated and discussed on a termly basis – usually at Parents evenings.

My Support Plans are updated and reviewed and new targets and outcomes are added when necessary. Sometimes other agencies are invited to Support Plan meetings to ensure the best possible advice is obtained – e.g. Educational Psychologist, School Nurse etc.

Children have Learning Support Plans and these are regularly monitored by the SENDCo to ensure targets are achievable, able to be met and then new targets are used to further extend learning.

Meetings with SEND Governors take place to discuss and monitor progress of all SEND children.

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

- The school environment is continually assessed to make sure that it is accessible to all children and their parent / carers.
- An accessibility plan is created.
- Planning is differentiated to meet individual learning needs.
- Senior Leadership team, together with the Head Teacher moderate teaching and learning on a regular basis and this includes all children, including SEND children.
- Class-based teaching assistants / Higher level teaching assistant, learning support assistants work alongside the class teacher to support children with SEN individually or in small groups and to facilitate the class teacher working with children with SEN.
- Resources – suitable to the child's needs are used to facilitate learning.
- Consideration is given to the physical environment – classroom layout, accessibility, ramps, toilets, changing facilities, disabled parking.
- Provision of specialist equipment is provided through consultation with support agencies.
- Children can use the nurture room to support their needs.
- Sensory room and soft play area is available.

- Outdoor classrooms – the conservation area / grassed area and woodland on the MUGA are used to support the children’s learning in a safe and controlled environment.
- Trips and visits are risk assessed to ensure appropriate support for pupils with SEND. All children are encouraged to take part in day trips as well as residential. Close liaison with the family is made to ensure a smooth visit goes ahead.
- Emergency Plans are made for children who need to have additional support in evacuating the school in case of emergencies – fire. These are updated yearly, or when the child’s needs alter.
- We have a ramp access to Year 3/4 entrance and a lift down the stairs to the sports hall. We also have disabled toilets on both levels. These include shower facilities if and when needed. Our car park has disabled parking.

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

Children with SEND have an active part to play in the life of Askern Spa Junior School.

They are encouraged to take an active part in all lessons, out of school activities, performances, trips etc.

They are encouraged to be class or school councillors and we have a designated SEND representative on the School Council.

SEND children take part in all activities – the curriculum and extra curricular activities and clubs etc.

PSHE – is an integral part of including all children in the life of our school.

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

All staff are expected to attend training when required.

The new SEND Code of Practice was attended by all staff and Governors. There was also a further training to keep the staff updated and this will continue to be updated.

Feedback is given from meetings attended.

Key workers work closely with ASCETs to ensure that children’s support is ongoing.

Courses are accessed to ensure staff are regularly updated.

Some of the training includes:-

- Bereavement Training
- Level 3 Attachment Training
- Awareness of Domestic Violence
- Drug, Alcohol/Hidden Harm
- Team Teach
- Neglect training
- Mental illness in the family

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

- A CAF will often be completed by the Family Support Officer in the first instance.

- Where the support of a specialist agency is required, Family Support Officer or the SENCo, in consultation with parents and carers, identify the appropriate referral pathway.
- Where additional support is accessed, allocated professionals will be invited to multi-agency meetings and reviews.
- Where children have medical needs we will work closely with parents and health professionals to develop a care plan to facilitate the administration of prescribed medication. SENCo / Mrs Bennett
- The Family Support Officer will assist parents and carers with liaising with agencies.
- Where safeguarding concerns exist, child protection plans will be monitored by an allocated social worker. Mrs Giddins Head teacher
- Involvement of additional support services will be detailed in the provision map.

### How we prepare children to join our school

#### On entry to Askern Spa Junior School:

- SENCo will liaise closely with the two infant schools during the spring / summer term and arrange transition visits.
- Head teacher, SENDCo and Family Support Officer are invited to go to different family meetings TAC, Review Meetings, EHCP meetings etc. There we meet the parent / carers and the child. We learn about their needs and how these needs have been met.
- Year 3 teachers will liaise with the Y2 teachers – during the summer term.
- Year 3 teachers will attend both schools and do a presentation followed by a Question and Answer session – [so that all the children can meet their new teachers in their own learning environment].
- Children with SEN are encouraged to visit Askern Spa Junior School with their parents / carers during the school day or after school has finished. Children can then get a feel of the school and have an informal talk with the teacher and SENCo. Arrangements can be made to suit each individual's needs. Photographs can be taken to make a memory book so they have closer contact with the school.
- Children will spend a morning in their Y3 class then have lunch before leaving to return to their Y2 class in the afternoon.
- Parents' Afternoon - information meeting attended by the child's Junior school teachers, Head, SENCo and Family Support Officer.

### How we prepare children to move on from our school

#### Transition to Secondary School.

- In Y5, all children visit the Secondary school to get a taster of the school

#### In Year 6

Key staff, from Campsmount Academy, are invited to join in any Annual Review meetings or possible meetings with the Educational Psychologist prior to the children starting the transition process.

SENDCos from both schools meet up to discuss any possible children who will need extra support / visits. These conversations take place as early as possible.

Some children may have visits from Campsmount staff to familiarise them both – becoming familiar with each other and completing activities together.

After Easter arrangements are made for transitions visits

- Close liaison is ongoing between the SENCOs, class teachers and parents to ensure SEND children's needs are met
- Children can be taken on visits to their new school by their parents / carers or with the Learning Mentors or Support Staff
- A day is allocated for all children to visit in Y6
- Visits are made by various Secondary school staff to come into Askern Spa Junior School to work with the children in the final term. Assessments of their abilities are undertaken so they can be put into appropriate groups and Personal Tutors can be arranged and then become known to the children
- The SENCO from the Secondary School and her Learning Mentor attend any meetings of children who will be moving to Y7. During these meetings they are able to discuss transition with the parents / carers
- Year 6 staff have time to consult with Campsmount staff
- Arrangements can be made for children who are transferring to other schools in the area. Arrangements will be as above

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

The Head teacher takes great care in allocating staff to ensure the best learning environment for the child.

The child's personal budget is used in a variety of ways to meet their needs – personal aids, support, visits to meet their needs etc.

The Headteacher, Senior Leadership team and Governors identify and provide for:

- the children currently receiving extra support
- children who have been identified as needing extra support
- children who have been identified as not making as much progress as would be expected.
- The impact the support and provision is having.

From this information, they decide what other resources/training and support is required. This is reviewed and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

### Contacts for more information

**Head teacher/ Principal:** Mrs Giddins

**Chair of Governing Body:** Mr Dennis Ridley

**SEND Governors:** Lesley Baxter and Martin Drake

**Address:** Sutton Road, Askern, DN5 0AQ

**Telephone:** 01302 700332

**Email:** [admin@askernspa.doncaster.sch.uk](mailto:admin@askernspa.doncaster.sch.uk)

**Website:** <http://www.askernspa.doncaster.sch.uk/our-school>

**SEND Policies and SEN Information Report link(s):**